

Introduction to the ECIPs Practice Briefs



Introduction

The Minnesota Early Childhood Indicators of Progress (ECIPs): Minnesota's Early Learning Standards were developed and revised so that Minnesota's children are served by teachers and providers with a shared set of high expectations. 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. The ECIPs are designed to support teachers and providers as they help children learn, grow, develop, and thrive in a nurturing, high quality program.

The ECIPs are intended to be used by teachers and providers to inform curricular decisions and to correlate with authentic assessment procedures and content. The standards are different than previous versions. They now span the range of ages from birth to kindergarten entry with indicators in eight domains (three are cognitive) so that the whole of child development is addressed. Teachers and providers need to familiarize themselves with the domains, components, subcomponents, and specific indicators and determine how best to integrate the ECIPs into their work with children.

To that end, 13 informational briefs have been developed to support effective usage of the standards. Each document addresses a specific topic to give teachers and providers information, practical ideas, and resources to support the challenges they face as they work toward offering high-quality care and education.

The topics addressed in the set of briefs include:

1. Using the Early Childhood Indicators of Progress for the Intentional Teaching Process
2. Using the Early Childhood Indicators of Progress to Support the Learning of All Children
3. Using the Early Childhood Indicators of Progress with Dual Language Learners
4. Using the Early Childhood Indicators of Progress with Infants, Toddlers and Preschoolers and the Transitions Between
5. Using the Early Childhood Indicators of Progress with Children in Mixed Age Groupings
6. Using the Early Childhood Indicators of Progress in Play
7. Using the Early Childhood Indicators of Progress in Lesson Plans
8. Using the Early Childhood Indicators of Progress in Parent and Family Education and Engagement
9. Using the Early Childhood Indicators of Progress to Connect the Language, Literacy and Communications Domain with the Mathematics Domain
10. Using the Early Childhood Indicators of Progress to Connect Standards, Teacher Core Competencies and the Comprehensive Assessment System
11. Using the Early Childhood Indicators of Progress in Diverse Communities
12. Using the Early Childhood Indicators of Progress to Inform the Greater Community
13. Using the Early Childhood Indicators of Progress as an Administrator, Director or Principal



Let's look at some of the key points related to specific topics.

In Brief #3, Using the ECIPs with Dual Language Learners, the prevalence and benefits of multilingualism are shared with research evidence to support the best ways to address the needs of dual language learners in early childhood programs. Practical suggestions include working closely with families, engaging in supportive language exchanges with children during play and daily routines with special attention to what is needed for understanding and expression, celebrating cultural and linguistic diversity, and establishing a culturally responsive learning environment.

In Brief #7, Using the ECIPs in Lesson Plans, suggestions are made for intentionally addressing the ECIPs in all parts of children's days in early childhood programs including daily routines, play and exploration, and group experiences. Specific considerations are offered when planning for infants, for toddlers, and for preschoolers. In addition, the importance of observation and reflection when interacting with the children as a way to incorporate the ECIPs is also addressed.

In Brief #12, Using the ECIPs to Inform the Greater Community, suggestions are offered to help families, teachers and providers, community members, and policy makers join together in partnership to advocate on behalf of programs for young children and to assure that measures are taken to support high quality services. This brief addresses ways the ECIPs can be used by local governing bodies, school

boards, chambers of commerce and business leaders, community libraries, local museums, cultural and recreational centers, and youth organizations.

Brief #2, Using the ECIPs to Support the Learning of All Children, shows ways for teachers and providers to be inclusive in making adaptations for individual differences as they implement the standards in their programs with a focus on children with disabilities and those with high needs.

The 13 briefs are one part of the group of supports that have been developed with the roll out of the revised standards. Those supports include:

- The availability of the standards in both electronic and print formats.
- The explanatory Introduction to the ECIPs and a Glossary of Terms.
- The 13 informational briefs.
- Eight training modules.
- The use of the ECIPs with the Kindergarten Entry Profile menu setting.

The 13 briefs are meant to be user friendly and provide practical ideas and helpful suggestions as teachers and providers, administrators and educational leaders, families, and community members implement the ECIPs in ways that support access for all children to have intentional and meaningful learning experiences.