

Minnesota Early Childhood Indicators of Progress 2013-14 Revision Framework

Background and Purpose

As part of the Race to the Top Early Learning Challenge grant, Minnesota committed to developing and implementing a new revision process for the Early Childhood Indicators of Progress (ECIPS) for children birth to kindergarten entrance. This commitment was made as the research environment on young children's learning and brain development has accelerated over the last 10 years – and Minnesota had neither a plan nor consistent structure for standards revision.

Minnesota's children will best be served by teachers and providers who have shared expectations that are a) based on the most recent research, b) demonstrate a continuum of learning, and c) include expectations for all children.

Establishing a revision cycle for the standards will enable the state to plan in advance and commit the resources necessary to arrive at developmentally appropriate, respectful, and rigorous standards.

Task Summary

Develop early childhood standards to serve as the foundation for Minnesota's early childhood system. Reflecting the most recent research, these aligned expectations for what young children should know and be able to do across situations and settings will support adults to prepare these children for school and life.

Values

In developing these early childhood standards, we believe children are:

1. Competent and capable of positive developmental outcomes and deserve high expectations.
2. Individuals who develop at different rates and will vary in their progress within learning domains.
3. Best understood and supported within the context of their family, culture and community.
4. Are in a rapid period of brain development and need nurturing environments with appropriate interaction and encouragement to take full advantage of this growth period.
5. 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.

Guiding Principles

These standards will:

1. Support equity and excellence for all children

2. Reflect the most recent research on brain development and how children learn.
3. Be measurable by describing specific, observable behavior.
4. Demonstrate the continuum and interrelatedness of the domains of learning.
5. Enable teachers and providers to plan for the experiences young children need in order to build knowledge and skills and demonstrate learning.

Expectations

The revised standards will:

1. Demonstrate a continuum of increasingly complex learning.
2. Be aligned with the knowledge and skills needed for success in school and life.
3. Address the development and learning of dual language learners, children with disabilities, and children with high needs.
4. Include standards for children birth to kindergarten entrance.
5. Demonstrate learning progress across age ranges and within learning domains.
6. Include benchmarks that are appropriately measurable, depending on the age range.
7. Have consistent domains across ages and components, whenever appropriate.
8. Be comprehensive, balanced, and developmentally appropriate.
9. Be grounded in current and commonly accepted research on brain development, curriculum, child learning, curriculum, and instruction – and not based solely on the interpretation of religious texts and/or the influence of special interests.
10. Be prepared in phases, beginning with Language/Literacy/Communications and the Social/Emotional domains.

Leadership Structure

The Committee has a lead Executive Chair and two domain-specific work group. The leadership structure for the committee is:

- Overall Executive Chair to provide leadership to the Committee.
- Co-Chair of the Language/Literacy/Communication Work Group will provide leadership and ensure progress to this Work Group.
- Lead of the work in the infant and toddler Language/Literacy/Communication Work Group to provide leadership, deep content knowledge and facilitate the group process.
- Lead of the work in the preschool Language/Literacy/Communication Work Group to provide leadership, deep content knowledge and facilitate the group process.
- Co-Chair of the Social/Emotional Work Group will provide leadership and ensure progress to this Work Group.
- Lead of the work in the infant and toddler Social/Emotional Work Group to provide leadership, deep content knowledge and facilitate the group process.
- Lead of the work in the preschool Social/Emotional Work Group to provide leadership, deep content knowledge and facilitate the group process.

