

Early Childhood Indicators of Progress – Lecture Notes

The Early Childhood Indicators of Progress reflect eight Guiding Principles that are fundamental to our understanding of how young children grow and develop:

- Young children are capable and competent.
- Development occurs in predictable patterns.
- Children are individuals who develop at different rates.
- Many factors influence a child's development.
- Children exhibit a range of skills and competencies within any domain of development.
- Expectations for children must be guided by knowledge of child growth and development.
- Young children learn through play and active exploration of their environment.
- Families are children's first and most important caregivers and educators.

These are based on child development research and are widely accepted by people who work with young children. There are six domains of child development:

1. Social & Emotional Development
2. Approaches to Learning
3. Language and Literacy Development
4. Creativity and the Arts
5. Cognitive Development
6. Physical & Motor Development

These Domains are further divided into components and into indicators. The document also identifies strategies for family members, teachers and caregivers, community members, and policy makers.

The selection of domains and components of the ECIP is comprehensive to cover all areas of development and does not emphasize one domain over another. All domains are important to

the development of the whole child. The components reflect breath of coverage as well as depth in order to provide sufficient coverage of a particular area of development. Note that the domain is stretched across the top, with the center box listing the component and indicators for children approximately four years of age.

Strategies for family members, teachers and caregivers, community members, and policy makers are situated around the Indicator box...remember that the family members and teachers are at the component level while the community members and policymakers are at the domain level. That means that as you look at each of the components under the approaches to learning domain, the community members and policy maker's comments are the same under every component.

It is important that we understand that the list of strategies is not meant to list everything we can do to support learning in this area; nor is it a list of what we must do. There are many, many other things we can do to support the learning.

Early Childhood Indicators of Progress Domain Framework

Domains:	Social and Emotional Development	Approaches to Learning	Language & Literacy Development	Creativity & the Arts	Cognitive Development	Physical & Motor Development
Domain Components:	Emotional Development (page 14)	Curiosity (page 20)	Listening (page 30)	Creating (page 38)	Mathematical & Logical Thinking <ul style="list-style-type: none"> • Number Concepts & Operations • Patterns & Relationships • Spatial Relationship/ Geometry • Measurement • Mathematical Reasoning (page 44)	Gross Motor Development (page 50)
	Self-Concept (page 16)	Risk-Taking (page 22)	Speaking (page 32)	Responding (page 40)		Fine Motor Development (page 52)
	Social Competence & Relationships (page 18)	Imagination & Invention (page 24)	Emergent Reading (page 34)	Evaluating (page 42)	Scientific Thinking & Problem Solving <ul style="list-style-type: none"> • Observing • Questioning • Investigating (page 46)	Physical Health & Well-Being (page 54)
		Persistence (page 26)				
		Reflection & Interpretation (page 28)	Emergent Writing (page 36)			

Minnesota's Early Learning Guidelines for Birth to 3 Domain Framework

Domains:	Social and Emotional Development (page 10)	Language Development & Communication (page 20)	Cognitive Development (page 28)	Physical & Motor Development (page 38)
Domain Components:	Trust & Emotional Security (page 12)	Listening & Understanding (page 22)	Exploration & Discovery (page 30)	Gross Motor Development (page 40)
	Self-Awareness (page 14)	Communication & Speaking (page 24)	Memory (page 32)	Fine Motor Development (page 42)
	<i>Self-Regulation</i> (page 16)	Emergent Literacy (page 26)	Problem Solving (page 34)	Physical Health & Well-Being (page 44)
	Relationship with Other Children (page 18)		Imitation and Symbolic Play (page 36)	

Typical Skills Children Learn in Family Child Care

Examples of skills children learn and practice in a typical family child care setting.

Activity:	Specific Skills Learned & Practiced:
Finding toys or learning materials to work with by self or with others	<p><i>Cognitive:</i> Makes decisions about interests and abilities.</p> <p><i>Self-help:</i> Finds toys by themselves or sets up environment for play.</p> <p><i>Social/Language:</i> Learns to share, barter, manage conflict, and ask for help.</p> <p><i>Emotional:</i> Learns about acceptance and rejection. Expresses needs.</p>
Block play	<p><i>Physical:</i> Learns to balance blocks and line them up (small motor coordination)</p> <p><i>Cognitive:</i> May count blocks, sees pattern and design. Learns to build and plan.</p> <p><i>Social:</i> Learns to share and cooperate</p>
Dramatic play	<p><i>Social:</i> Plays adult roles. Develops self-image and coordinates with others.</p> <p><i>Language:</i> Learns to express self in another role.</p> <p><i>Cognitive:</i> Decides appropriate dress and appearance for role; uses visual perceptions to assess self, others, and play environment. Learns and remembers, begins to imitate. Develops abstract thinking abilities.</p> <p><i>Self-help:</i> Dresses self. Sets up play environment and finds props.</p>
Setting the table	<p><i>Cognitive:</i> Counts silverware, glasses, and napkins, or places each one object by each setting. Follows pattern of place settings.</p> <p><i>Social:</i> Cooperates with other children. May teach younger children to help.</p> <p><i>Physical:</i> Picks up and places objects (small motor coordination).</p>
Sitting down to eat	<p><i>Physical:</i> Pours milk, passes the dish (small motor coordination).</p> <p><i>Cognitive:</i> Measures to pour. Understands direction.</p> <p><i>Social/Language:</i> Learns appropriate table conversation and manners.</p>
Story time or listening to music	<p><i>Cognitive:</i> Listens and retains information. Follows story line (sequencing) with eyes and/or uses ears. Recognizes words, pictures, instruments, and rhythms.</p>
Fingerplays and songs	<p><i>Cognitive/Language:</i> Learns words, gestures, and melody (sequencing, repetitive speech and listening skills). Follows directions.</p> <p><i>Physical:</i> Coordination (small and large motor) for gestures and fingerplays.</p>
Dance	<p><i>Cognitive/Language:</i> Listens to music and rhythms. Learns to understand simple movement directions and their relationship to the music.</p> <p><i>Physical:</i> Coordinates movements (large motor).</p>
Climbing/riding	<p><i>Cognitive:</i> May count the rungs to the top of a climbing structure; plans their climb. Maps out direction and distance to ride; watches for others in path.</p> <p><i>Physical:</i> Large motor coordination, balance.</p> <p><i>Social:</i> Takes turns, interacts.</p>
Sand play	<p><i>Cognitive:</i> Measures sand and maps out roads (special relationships).</p> <p><i>Physical:</i> Pours, dumps, pushes, gathers, scoops, packs (small and large motor).</p> <p><i>Social:</i> Shares, interacts, cooperates.</p>
Putting toys away	<p><i>Cognitive:</i> Sorts toys, follows directions.</p> <p><i>Physical:</i> Places object on the shelf, replaces lids, opens and shuts doors.</p> <p><i>Social:</i> Takes turns, learns to handle toys carefully.</p>