

**EARLY
CHILDHOOD
INDICATORS
OF PROGRESS: *Minnesota's Early Learning Standards***

2005



FAMILY MEMBERS



TEACHERS AND CAREGIVERS



COMMUNITY MEMBERS



POLICYMAKERS

A framework for understanding and communicating a common set of developmentally appropriate expectations for children in the preschool period of ages three to five, presented within a context of shared responsibility and accountability for helping children meet these expectations

Minnesota
Department
of **Education**



Minnesota Department of **Human Services**

BACKGROUND AND ACKNOWLEDGEMENTS

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* (2005) is a project of the Minnesota Department of Education (MDE) and the Minnesota Department of Human Services (DHS). The first edition was printed under the title *Minnesota Early Childhood Indicators of Progress: A Resource Guide* in 2000 by the former Minnesota Department of Children, Families & Learning. An Early Childhood Indicators of Progress Task Force that included early childhood practitioners and members of the Minnesota Association for the Education of Young Children (MNAEYC) and the Minnesota Association of Early Childhood Teacher Educators (MAECTE) developed it. It was widely reviewed at that time by many individuals representing a diversity of early childhood education and care programs.

This 2005 revision was drafted by an interagency committee working with early childhood consultant Gail Roberts and included:

Lisa Backer, MDE, Early Childhood Special Education

Karen Carlson, MDE, Early Learning Services

Betty Cooke, MDE, Early Childhood Education/Early Childhood Family Education

JoAnn Enos, DHS, Child Development Services

Barbara O'Sullivan, MDE, Early Childhood Education/School Readiness

Debbykay Peterson, MDE, Early Childhood Screening/Kindergarten

Sandy Simar, MDE, Head Start Collaboration

Deb Swenson-Klatt, DHS, Child Development Services

Nancy Wallace, early childhood education consultant and author of the first edition/St. Francis Public Schools

The following members of the original Early Childhood Indicators of Progress Task Force received the revised draft to review:

Sharon Bahe, St. Paul Public Schools

Sandra Benson, St. Francis Public Schools

Denise Bryant, Child Care

Marilee Christensen-Adams, Anoka-Hennepin Public Schools

Lois Engstrom, MDE, Retired

Linda Frost, Mankato Public Schools

Lynn Galle, University of Minnesota, Twin Cities

Dan Gartrell, Bemidji State University

Sharon Henry-Blythe, Greater Minneapolis Day Care Association

Mary Jo Hensel, Lake Crystal-Wellcome Memorial School District

Gretchen Irvine, Augsburg College

Margie McMahon, White Bear Lake Public Schools

Nancy Penn, St. Peter Public Schools

Anita Segador Beaton, Metropolitan State University

Melissa Shablott, St. Paul Public Schools

Kathy Simonson, Elk River Public Schools

Vicki Thrasher Cronin, Ready4K

The revised draft was also provided electronically for review and feedback on statewide list serves reaching hundreds of administrators, teachers, and caregivers in the following Minnesota early childhood education and care programs:

Child Care Centers/Family Child Care/Tribal Child Care

Child Care Resource and Referral

Early Childhood Family Education

Early Childhood Screening

Early Childhood Special Education/Part C

Head Start

School Readiness

Members of MNAEYC and MAECTE also reviewed it, and MNAEYC passed a resolution in support of it.

Feedback was carefully reviewed by the interagency committee and incorporated into this final edition. The support and contributions of members from the early childhood education associations, staff from early childhood education and care programs, and many others who reviewed and provided feedback on this document are gratefully acknowledged.

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INTRODUCTION

A large and growing body of research supports the critical relationship between early childhood experiences and successful learning outcomes. The responsibility for providing support systems and resources that result in positive outcomes for young children is a shared one. Families, early childhood teachers and caregivers, community members, and policymakers all contribute to the well-being of children.

The *Early Childhood Indicators of Progress* document recognizes the importance of this shared responsibility and accountability in order to achieve positive outcomes for children. This document stresses the importance of collective efforts among families, early childhood education and care, communities, and policymakers in supporting the learning and development of children. The efforts of each and every one of these groups are vital in the process of developing healthy, well-functioning children.

PURPOSE

The primary purpose of this document is to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations.

The document was developed with five goals in mind:

1. To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development.
2. To expand understanding of the multiple influences on the education and life success of young children.
3. To support families by providing examples of strategies that facilitate and enhance children's development.
4. To provide teachers, caregivers, and administrators in early childhood education and care programs and settings with a common conceptual framework and guidelines for planning curriculum, instruction, and assessment of young children.
5. To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal development of young children.

These goals are consistent with reports from several national groups studying the development of state-level early learning standards (NAEYC & NAECS/SDE, 2002; Scott-Little, Kagan, & Frelow, 2003a; Shore, Bodrova, & Leong, 2004). Early learning standards express shared expectations for young children's learning and provide a common language for measuring progress toward achieving these goals (Kendall, 2003; Kagan & Scott-Little, 2004). Research emphasizes the importance of brain development and the early years for later development and learning (Shonkoff & Phillips, 2000; Hyson, 2003). Researchers have concluded that "Young children are more capable learners than current practices reflect, and good educational experiences in the preschool years can have a positive impact on school learning" (Bowman, Donovan, & Burns, 2000, p.2).

ORGANIZATION AND STRUCTURE

The *Early Childhood Indicators of Progress* document is divided into six **domains** that reflect the full range of child development as recommended by national guidelines (Kagan, Moore, & Bredekamp, 1995):

- Social and Emotional Development
- Approaches to Learning
- Language and Literacy Development
- Creativity and the Arts
- Cognitive Development
- Physical and Motor Development

Each domain is further divided into three to five **components** that designate areas of children's development within each domain. **Indicators** of children's progress in gaining concepts, knowledge, and skills within each component are then specified.

The *Early Childhood Indicators of Progress* were initially written in 2000 and have been systematically reviewed and revised using recently developed guidelines related to child outcome standards (NAEYC & NAECS/SDE, 2002; Shore, Bodrova, & Leong, 2004). The following criteria, based on national reviews (Scott-Little, Kagan, & Frelow, 2003b, 2003c; Neuman & Roskos, 2004), were used for the inclusion of specific indicators:

1. **Research-based** - Indicators are reasonably achievable and age-appropriate.
2. **Clearly written** - Indicators are clear and coherent as to what preschool-age children should know and be able to do.
3. **Measurable** - Indicators reflect observable behaviors, concepts, and skills.
4. **Comprehensive** - Indicators cover all domains of development and provide sufficient breadth and depth of each area of development.
5. **Manageable** - There are a reasonable number of indicators in each domain to comprehend.
6. **Applicable** - Indicators are broadly applicable to children from diverse linguistic, economic, and cultural backgrounds and to children with variations in developmental needs and abilities in different early childhood settings.

Strategies that family members and teachers and caregivers in early childhood education and care programs and settings can use to facilitate children's development are listed for each component. The strategies for family members and teachers and caregivers are not intended to be all-inclusive, but rather provide suggested learning activities to enhance children's development.

Strategies community members and policymakers can use to promote and support children's development are also included for each domain. These strategies for community members and policymakers are repeated for each component within a domain.

THE EARLY CHILDHOOD DEVELOPMENTAL PERIOD

The early childhood period of growth and development spans the years from birth to age eight (Bredekamp & Copple, 1997). The *Early Childhood Indicators of Progress* are intended as a guide for children in the pre-school period of ages three to five. The indicators are based on **widely held developmental expectations** observed in a child at approximately four years of age. It is expected that most children will meet the majority of these expectations by the end of the pre-kindergarten year. Because normal development varies greatly from child to child, the *Early Childhood Indicators of Progress* document is intended to be used as a flexible guide in describing a child's individual progress.

Child development progresses differently for every individual child. Children are influenced by their distinct experiences with the diverse values and practices of their family, their culture, and their community (*National Association for the Education of Young Children, 1996*). For these reasons, although children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected in order for children to maintain a sense of self-worth.



A NEW APPROACH

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* provide a unique approach in the movement toward increased accountability. Especially at the early childhood level, children's development must be considered within the context of the family, early childhood education and care, and the community. These systems, along with policymakers, share a role in being accountable for the optimal development of young children. The *Early Childhood Indicators of Progress* underscore the importance of shared responsibility and shared accountability for optimal development in terms of both learning opportunities and outcomes for children. By emphasizing the necessity for collaboration among families, early childhood education and care, communities, and policymakers, this document suggests that everyone must work together. This must be done in an interdependent way if all children are to have optimal opportunities for learning and development. Underlying this work is the belief that only when all stakeholders are both individually and collectively responsible and accountable for the learning and development of young children will all of Minnesota's children experience and achieve success.

The *Early Childhood Indicators of Progress* are written intentionally to include both typically and atypically developing children. Children with disabilities will make progress on the knowledge, concepts, and skills that are described by the indicators, with expected variations for each child. Recommendations for serving children with special needs in inclusive early childhood settings are reflected in the suggested learning strategies (Sandall, McLean, & Smith, 2000).

The development of Minnesota's *Early Childhood Indicators of Progress* was informed by the following **Guiding Principles**, which are based on child development research:

- 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, interaction with others, and active exploration of their environment.
- Families are children's first and most important caregivers and educators.

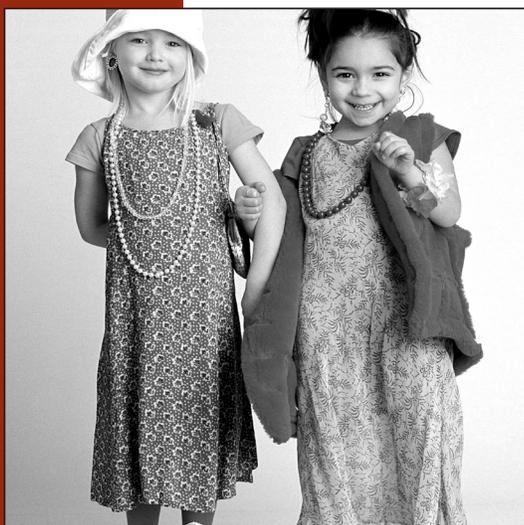
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POTENTIAL USES

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* is to be used as a resource for family members, teachers and caregivers, community members, and policymakers in ways that are supportive of young children's development. Since the publication of the first edition in 2000, many individuals and groups from across the state have used the indicator document in many of the ways described in this section.



**TO BUILD AWARENESS
OF THE SYSTEMS NEEDED
TO SUPPORT THE GROWTH AND
DEVELOPMENT OF CHILDREN**

Parents are the best advocates for their children. This document can be used to make concrete connections between actions by people and the quality of life for children and families. Parents can use strategies listed in this document to offer suggestions and promote various projects and activities within their communities. The document can also provide guidance to parents about what to look for as they choose programs for their young children.

FOR FAMILY MEMBERS

**TO BUILD AWARENESS OF
CHILD DEVELOPMENT**

The *Early Childhood Indicators of Progress* can be used to help parents develop new ways of viewing their child's development. Many teachers and caregivers have summarized or adapted sections of the document for use with parents and family members. One way this has been done is to develop a series of parent tip cards for specific domains with an emphasis on the strategies family members can use to support their child's development (*Minnesota Department of Education, 2004b*).

**TO INVOLVE FAMILIES
IN LEARNING**

A high level of family involvement is an indicator of a high quality program. Children benefit when family members are invited to participate in ongoing communication about what is happening in their child's early childhood education and care through discussions with caregivers, parent-teacher conferences, open houses, parent-child activity times, parent education, transition-to-kindergarten sessions, and volunteer opportunities. Information about widely held developmental expectations can be shared with parents during these times (*Meisels, Marsden, & Stetson, 2000*). Families who are engaged in their child's education are better able to support their child's learning and development (*Mueller, 2003*).

**FOR TEACHERS
AND CAREGIVERS**

**TO GUIDE PLANNING
FOR CURRICULUM CONTENT
AND TEACHING STRATEGIES**

The *Early Childhood Indicators of Progress* provide a common framework for developmentally appropriate expectations for children who are approximately four years of age. It is expected that most children will accomplish the majority of the indicators by the end of the pre-kindergarten year. In order to meet this expectation, the indicators can be used as a guide for planning curriculum content and teaching strategies for children in the preschool period of ages three to five.

The indicators provide a common language for use across programs. A common language and framework facilitates discussion and collaboration among home visitors, home-based caregivers, school and center-based staff, and others. The domains and indicators included are consistent with the national Head Start Child Outcomes Framework (*Head Start Bureau, 2003*). The use of the indicators can help programs align curriculum, instruction, and assessment with both state and national outcome standards and guidelines (*NAEYC & NAECS/SDE, 2003*).

Individual teachers and caregivers can develop curriculum with the indicators in mind and plan assessment appropriate to their setting and related to the indicators. Teachers and caregivers can focus their curriculum on significant learning experiences to support the concepts, knowledge, and skills described by the indicators. In this way, teachers and caregivers are not locked into a set curriculum, but rather can design activities within particular domains that will give children opportunities to practice the concepts, knowledge, and skills identified by the indicators.

Each child's culture and language background, developmental level, learning style, and personal interests must be taken into account as learning experiences are implemented (Bredenkamp & Rosegrant, 1992; Copple, 2003). This approach to curriculum supports exploration, innovation, and individualization within a setting as opposed to a prescribed curriculum (Bredenkamp & Rosegrant, 1995). The framework promotes diversity and equity in terms of what children do, how children show what they know, and what constitutes success.

TO PROVIDE DIRECTION FOR AUTHENTIC ASSESSMENT OF YOUNG CHILDREN

The indicators can help teachers and caregivers define the kinds of things young children need to know and be able to do. Once those are articulated, teachers and caregivers need to consider how to collect evidence of children's learning through authentic assessment.

Authentic assessment practices are those that are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process (NAEYC & NAECS/SDE, 2003; Santos, 2004; McAfee, Leong, & Bodrova, 2004). Authentic assessment methods for children should meet these criteria:

- Fair to all cultures, language groups, and developmental levels
- Reflect real-world classroom or family contexts
- Tied to children's daily activities and assess children's actual performance
- Done in natural settings and situations that are non-threatening to the child
- Inclusive of families and responsive to cultural and linguistic variations
- Use multiple sources of information on multiple occasions
- Insure continuity and consistency over time
- Supported by ongoing professional development to ensure skilled observation and assessment

In addition, assessment should bring about benefits for children, be connected to specific purposes, and value parents as sources and audiences for assessment (Shepard, Kagan, & Wurtz, 1998).

Components of authentic assessment include: observation, observation checklists, rating scales, portfolios, and summary reports. These components may be used individually or in combination depending upon the desired purposes of the assessment information. Observation includes the gathering and recording of information by noting facts or occurrences of children's skills, abilities, and behaviors (Jablon, Dombro, & Dichtelmiller, 1999). Observational checklists, when combined with observation notes and samples of children's work, provide reliable ways to understand growth and development of skills and behaviors over time (Helm, Beneke, & Steinheimer, 1998).

One of the primary purposes of assessment is to inform instruction and help teachers and caregivers make decisions concerning children's subsequent learning experiences. In that way, a continuous cycle of planning, implementing, and evaluating children's learning experiences helps ensure that children are challenged appropriately to develop the concepts, knowledge, and skills needed to reach their full potential.

Examples of authentic assessments include the Work Sampling System of Child Assessment, the Child Observation Record, and the Creative Curriculum Assessment System. The Work Sampling System is a curriculum-embedded, teacher-guided assessment that emphasizes the collection of multiple sources of documentation over time. The system involves the child, family, teacher, or caregiver in the ongoing process of assessment and reporting (Meisels & Atkins-Burnett, 2002; Dichtelmiller, Jablon, Dorfman, Marsden, & Meisels, 2001).

The Child Observation Record (COR) evaluates children's behavior during normal learning activities and assesses broad areas of child development. Teachers and caregivers use the observational records to report to families and to create individual plans for children (Schweinhardt, 1993; High/Scope, 1992).

The Creative Curriculum approach uses an assessment that includes teacher or caregiver observations and a checklist based on a developmental continuum. This approach emphasizes the integration of curriculum and assessment through teacher or caregiver planning and implementation. Parents are involved through conferences and the sharing of reports (Dodge, Colker, & Heroman, 2002).

TO PROVIDE A FRAMEWORK FOR PROGRAM STANDARDS AND PROGRAM EVALUATION

Staff within early childhood education and care programs and settings can use the *Early Childhood Indicators of Progress* to frame questions for meeting program standards and conducting program evaluation. High quality programming provides opportunities that support each child's developmental stage and need to engage in play, exploration, and active learning.



A first set of questions centers on the types of resources, activities, and learning experiences provided. The requirements for the services children receive are generally referred to as program standards. Program standards provide criteria for important program features such as adult-child ratios, group sizes, teacher or caregiver qualifications, and curriculum (Scott-Little, Kagan, & Frelow, 2003a). Four major variables that impact desired program outcomes are the learning environment, interpersonal relationships, daily schedules and routine, and materials and activities (Harms, Clifford, & Cryer, 1998). These components interact to support the desired learning opportunities and outcomes for children. The best programming considers all of these variables when planning, teaching, and evaluating effectiveness.

The Head Start Program Performance Standards provide a sound foundation for achieving positive child outcomes (Head Start Bureau, 2004). The Head Start Program Performance Standards provide for all aspects of early childhood development, health services, family and community partnerships, and program design and management. Child outcome information for groups of children becomes part of the data used to determine how well programs are doing in meeting overall goals and objectives.

Accreditation processes such as those established by the National Association for the Education of Young Children (NAEYC) and the National Association of Family Child Care (NAFCC) help assure that high quality standards are present. The NAEYC program standards specify ten areas for program evaluation: relationships, curriculum, teaching, assessment, health, teachers, family involvement, community partnerships, physical environment, and leadership and management (National Association for the Education of Young Children, 2004). Specific indicators in each of these ten areas are assessed as part of the accreditation procedures. The NAFCC process sets and assesses standards for health, safety, and personal and professional development for family child care providers (National Association of Family Child Care, 1999).

A second set of questions about program evaluation focuses on the actions staff take as they interact with other groups and programs within the community. These inquiries lead to information about linkages to other agencies or programs and the development of common goals and expectations for children in the community.

TO PROVIDE IDEAS FOR STAFF TRAINING AND DEVELOPMENT

Teachers and caregivers can benefit not only from a concise framework of child development as provided in this document, but also from an understanding of how what they do in early childhood settings impacts child outcomes and school readiness. A related document, Minnesota Core Competencies, defines core competencies for teachers and caregivers who work with young children (Minnesota Association for the Education of Young Children, 2004). The Core Competencies describe expectations for what the adults who

work with young children need to know and be able to do, similar to the way these early learning standards, the *Early Childhood Indicators of Progress*, describe expectations for what young children need to know and be able to do. Teachers and caregivers can identify any number of areas in the *Early Childhood Indicators of Progress* and Core Competencies documents where they may need further information and training. Some of these areas could include authentic assessment, curriculum development, teaching strategies and best practices in instruction, and program evaluation. They might also include advocacy with the community and with policymakers, communication with parents, and parent education and involvement.

Many of the institutions of higher education in Minnesota also use the *Early Childhood Indicators of Progress* to help ensure that teachers and caregivers enrolled in early childhood education and related courses understand these widely held developmental expectations for young children and the implications for curriculum, instruction, and assessment.

FOR COMMUNITY MEMBERS

TO PROVIDE A FRAMEWORK FOR NEEDS ASSESSMENT WITHIN THE COMMUNITY

The *Early Childhood Indicators of Progress* can serve as a guide for identifying the sources of support within the community that encourage the healthy growth and development of young children. Community resources such as early childhood centers, family child care homes, playgrounds, libraries, recreational centers, and elementary schools all work together to contribute to children's development (*National Association of State Boards of Education, 1991*).

Business leaders and employers are key players in helping communities focus on the importance of early childhood education and care for the future economic development of the community (*Committee for Economic Development Research and Policy Committee, 2002; Rolnick & Grunewald, 2003*). Community members can also use county-by-county information on key indicators to assess how well their local community is doing in providing opportunities for the healthy development of young children (*Kids Count, 2004*).

TO HELP ORGANIZE ADVOCACY EFFORTS WITHIN THE COMMUNITY

This document can be useful in helping various groups see the continuity of their efforts across home and program settings where there are young children. This document provides concrete connections between healthy child development and access to resources within the community. Community members and policymakers can help assure the optimal learning and development of young children by making a commitment to support early childhood education and care efforts (*Child Trends, 2001; Committee for Economic Development Research and Policy Committee, 2002*). Communities can support and strengthen the resources available to support families with young children and build stronger connections among the various programs and services that impact children's lives.

FOR POLICYMAKERS

TO ASSESS THE IMPACT OF PUBLIC POLICIES ON YOUNG CHILDREN AND THEIR FAMILIES

Policymakers can use the *Early Childhood Indicators of Progress* as a reference for assessing the impact of policy decisions on the lives of children and their families. By providing consistent and reliable support and resources to families, a larger proportion of families with young children can participate in opportunities that enhance learning and development. Prevention and early intervention efforts to make sure that all children get a strong and healthy start help reduce the likelihood that children will need more intensive and costly help at a later age (*Sandall, McLean, & Smith, 2000; Rolnick & Grunewald, 2003*).

There are a number of ways to assess public policies and impacts. State-level evaluation studies have assessed the readiness of children for school (*Minnesota Department of Education, 2003 & 2004a*). Other approaches provide ongoing assessment, such as the state-by-state profiles of child well-being prepared annually and reported in the Kids Count Data Book (*Annie E. Casey Foundation, 2004*).



**TO IMPROVE PUBLIC
UNDERSTANDING OF
APPROPRIATE EXPECTATIONS,
ACCOUNTABILITY,
AND RESPONSIBILITY**

The *Early Childhood Indicators of Progress* enhance understanding of widely held developmental expectations for young children from three to five years of age, along with the types of activities that provide meaningful learning experiences. Appropriate ways of documenting and assessing the performance and progress of young children should also be considered (*Shore, Bodrova, & Leong, 2004*). The document provides a comprehensive framework for shared accountability and responsibility for children's development.

CONCLUSION

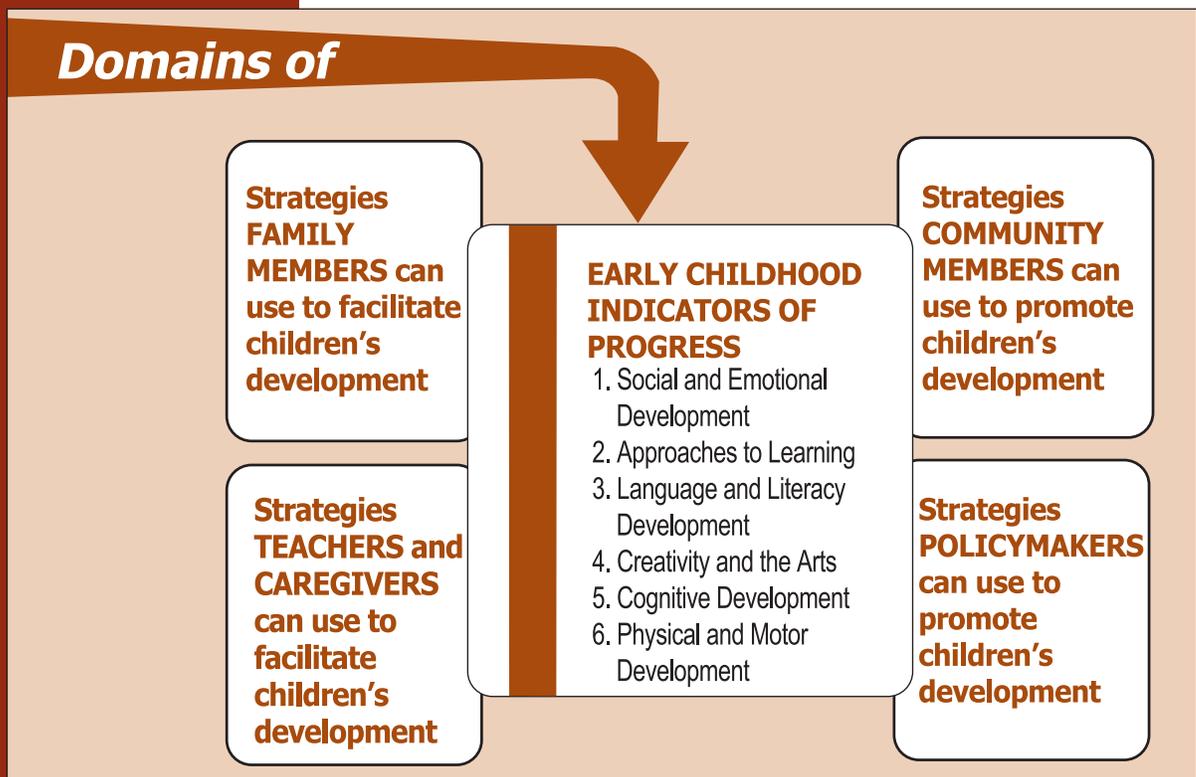
Because a child's first and most important learning occurs in the context of the family, it is essential that families have the supports and resources needed to help their children develop in optimal ways. Families are better able to care for, nurture, and help their children succeed if early childhood teachers and caregivers, community members, and policymakers share in the collective commitment to foster healthy development of all young children.

EARLY CHILDHOOD INDICATORS OF PROGRESS:

Minnesota's Early Learning Standards

Organization and Structure of Document

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* are intended to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations. It is divided into six domains that reflect the full range of child development as listed in the center box below:



Each domain is further divided into three to five components that describe indicators of children's progress in gaining concepts, knowledge, and skills. (See domain components on next page.) Strategies family members and teachers and caregivers in early childhood education and care programs can use to facilitate children's development are listed for each component. The lists of strategies for family members and teachers and caregivers are not intended to be all-inclusive, but rather provide suggested learning activities for enhancing children's development. Strategies community members and policymakers can use to promote children's development are also included for each domain. The strategies for community members and policymakers are repeated for each component within a domain.

The *Early Childhood Indicators of Progress* are intended to be used as a guide for children in the preschool period of ages 3 to 5. The indicators are based on widely held developmental expectations observed in a child approximately four years of age. It is expected that most children will meet the majority of these expectations by the end of the pre-kindergarten year. Because normal development varies greatly from child to child, the *Early Childhood Indicators of Progress* document is intended to be a flexible guide in describing a child's individual progress.

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Early Childhood

DOMAINS:

**SOCIAL & EMOTIONAL
DEVELOPMENT**

**DOMAIN
COMPONENTS:**

Emotional Development

Self-Concept

Social Competence
and Relationships

Indicators of Progress Domain Framework

APPROACHES TO LEARNING	LANGUAGE & LITERACY DEVELOPMENT	CREATIVITY & THE ARTS	COGNITIVE DEVELOPMENT	PHYSICAL & MOTOR DEVELOPMENT
Curiosity	Listening	Creating	Mathematical and Logical Thinking	Gross Motor Development
Risk-Taking	Speaking	Responding	- Number Concepts and Operations	Fine Motor Development
Imagination and Invention	Emergent Reading	Evaluating	- Patterns and Relationships	Physical Health and Well-Being
Persistence	Emergent Writing		- Spatial Relationships/ Geometry	
Reflection and Interpretation			- Measurement	
			- Mathematical Reasoning	
			Scientific Thinking and Problem-Solving	
			- Observing	
			- Questioning	
			- Investigating	
			Social Systems Understanding	
			- Human Relationships	
			- Understanding the World	

Social and Emotional Development

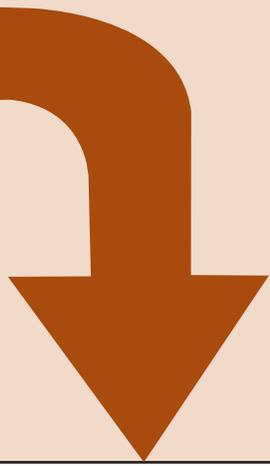
This domain involves children's feelings about themselves, as well as their interactions and relationships with peers and adults. Included in this focus are indicators that refer to children's views of themselves as learners and their sense of responsibility to themselves and others. Particularly important in this domain are the skills children demonstrate making friends, solving conflicts, and functioning effectively in groups.

Strategies FAMILY MEMBERS can use to facilitate children's **EMOTIONAL DEVELOPMENT**

- Respond to children's emotional and physical needs with warmth and reassurance
- Establish predictable family routines while being flexible to meet children's needs
- Encourage children to talk about their feelings and the feelings of others
- Positively reinforce children in coping constructively with frustration and conflict
- Model appropriate conflict resolution strategies both verbally and nonverbally
- Provide children with practice in thinking of solutions and anticipating consequences
- Help children identify and understand emotions they feel

Strategies TEACHERS and CAREGIVERS can use to facilitate children's **EMOTIONAL DEVELOPMENT**

- Establish warm, caring, engaged relationships with each child
- Respond predictably and appropriately to children's physical, emotional, social, and cognitive needs
- Provide physical environments, schedules, and routines that promote self-control and self-regulation
- Model appropriate verbal and non-verbal conflict management strategies
- Provide opportunities for children to practice effective stress-reduction strategies
- Provide opportunities for children to understand and discuss their feelings and those of others (i.e., show empathy)



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **EMOTIONAL DEVELOPMENT** when they:

1. Demonstrate increasing competency in recognizing and describing own emotions
2. Demonstrate increasing use of words instead of actions to express emotions
3. Begin to understand and respond to others' emotions
4. Begin to show self-regulation to handle emotions appropriately
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)
6. Respond to praise, limits, and correction

* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

Strategies **COMMUNITY MEMBERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Create community opportunities for children and families that encourage positive social and emotional development
- Support community initiatives that promote the healthy development of children
- Acknowledge the importance of personal and cultural identity and social development as the foundation for learning
- Provide opportunities for parents to learn and practice strategies for supporting healthy social and emotional development of their children
- Provide service opportunities for families and children to contribute to the community in meaningful ways

Strategies **POLICYMAKERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Acknowledge the importance of social and emotional development and its relationship to overall learning
- Design strategies for Minnesota to become a model for family-friendly policy development
- Promote high-quality, developmentally and culturally appropriate early childhood education and care
- Ensure linkages between early childhood education and care services and health, mental health, and social services for young children and their families
- Support high standards for early childhood educators and caregivers
- Promote parent education opportunities to help parents understand the importance of parenting skills related to healthy social and emotional development

Social and Emotional Development

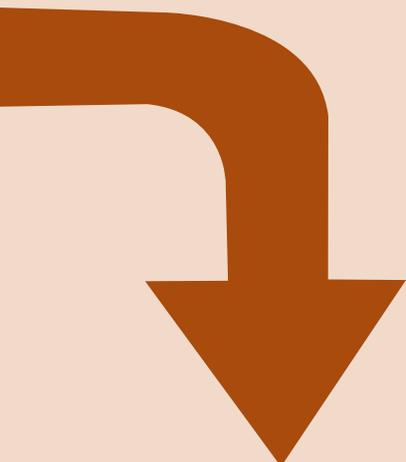
This domain involves children's feelings about themselves, as well as their interactions and relationships with peers and adults. Included in this focus are indicators that refer to children's views of themselves as learners and their sense of responsibility to themselves and others. Particularly important in this domain are the skills children demonstrate making friends, solving conflicts, and functioning effectively in groups.

Strategies FAMILY MEMBERS can use to facilitate children's **SELF-CONCEPT**

- Provide children with warm, loving relationships
- Watch for children's interests and suggest activities to support them
- Encourage child to try new things by sharing and learning together
- Support children's awareness of and pride in their cultural heritage

Strategies TEACHERS and CAREGIVERS can use to facilitate children's **SELF-CONCEPT**

- Allow children to experiment with their growing competence and independence
- Provide opportunities for children's exposure to a wide variety of materials and experiences
- Provide ample time throughout the day for children's active engagement, exploration, and experimentation with materials
- Demonstrate respect for individuals and groups of people
- Support children's developing understanding of their gender and cultural identity
- Provide opportunities for children to learn about their own culture and the culture of others
- Model self-confidence in interactions with children and others



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **SELF-CONCEPT** when they:

1. Begin to experiment with own potential and show confidence in own abilities
2. Demonstrate increasing self-direction and independence
3. Develop an awareness of self as having certain abilities, characteristics, and preferences
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

Strategies **COMMUNITY MEMBERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Create community opportunities for children and families that encourage positive social and emotional development
- Support community initiatives that promote the healthy development of children
- Acknowledge the importance of personal and cultural identity and social development as the foundation for learning
- Provide opportunities for parents to learn and practice strategies for supporting healthy social and emotional development of their children
- Provide service opportunities for families and children to contribute to the community in meaningful ways.

Strategies **POLICYMAKERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Acknowledge the importance of social and emotional development and its relationship to overall learning
- Design strategies for Minnesota to become a model for family-friendly policy development
- Promote high-quality, developmentally and culturally appropriate early childhood education and care
- Ensure linkages between early childhood education and care services and health, mental health, and social services for young children and their families
- Support high standards for early childhood educators and caregivers
- Promote parent education opportunities to help parents understand the importance of parenting skills related to healthy social and emotional development

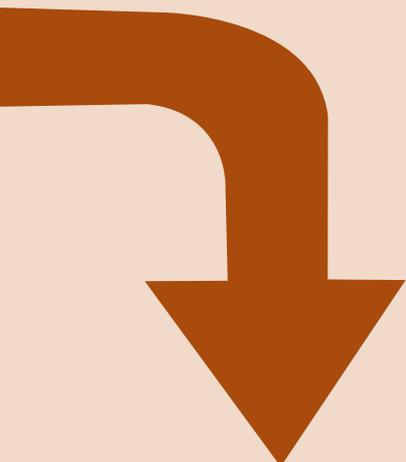
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Strategies FAMILY MEMBERS can use to facilitate children's *SOCIAL COMPETENCE AND RELATIONSHIPS*:

- Help children practice listening and talking
- Help children understand and appreciate similarities and differences among people
- Provide children the opportunity to know and understand their culture and the culture of others
- Help children develop understanding of the feelings, ideas, and actions of others
- Model positive ways to interact with others
- Use peaceful conflict resolution strategies
- Encourage children to help others

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *SOCIAL COMPETENCE AND RELATIONSHIPS*

- Provide opportunities for children to practice listening and talking with others
- Provide opportunities for children to interact with others with similar and different characteristics
- Provide experiences to teach respect and appreciation for own culture and the culture of others
- Plan activities that build a sense of belonging and community with children
- Provide opportunities for children to develop understanding of the feelings, ideas, and actions of others
- Encourage children's understanding of others' rights and privileges
- Provide information, opportunities, and support to help children develop constructive conflict management strategies



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **SOCIAL COMPETENCE AND RELATIONSHIPS** when they:

1. Interact easily with one or more children
2. Interact easily with familiar adults
3. Approach others with expectations of positive interactions
4. Begin to participate successfully as a member of a group
5. Use play to explore, practice, and understand social roles and relationships
6. Begin to understand others' rights and privileges
7. Sustain interaction by cooperating, helping, sharing, and expressing interest
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
9. Use words and other constructive strategies to resolve conflicts

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Approaches to Learning

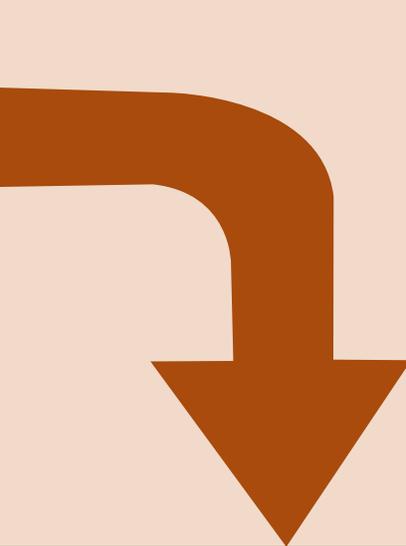
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Strategies FAMILY MEMBERS can use to facilitate children's **CURIOSITY**:

- Encourage children's interest and excitement in discovery and exploration
- Share activities and experiences where children and adults learn new things together
- Encourage children to make choices in materials and activities
- Plan family outings to interesting places such as parks, markets, and museums
- Provide a variety of materials and activities in the home environment
- Help children learn about and explore their neighborhood and community

Strategies TEACHERS and CAREGIVERS can use to facilitate children's **CURIOSITY**:

- Share children's excitement in discoveries, exploration, and manipulation of items in the environment
- Provide opportunities and time for children to explore a variety of activities and materials including those in their larger community environment
- Identify and build upon children's individual ideas and interests
- Provide a variety of instructional approaches/strategies/materials that appeal to both genders and to the full range of learning styles, cultures, and ability levels of children
- Provide a variety and an appropriate amount of learning activities
- Model curiosity and information-seeking



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **CURIOSITY** when they:

1. Show eagerness and a sense of wonder as a learner
2. Show interest in discovering and learning new things

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Strategies **COMMUNITY MEMBERS** can use to promote children's development in **APPROACHES TO LEARNING**:

- Provide a variety of environments and activities appropriate for families with young children (e.g. parks, libraries, open-ended "adventure playgrounds", festivals, and celebrations)
- Provide safe community environments and activities that allow freedom to explore and learn
- Provide appropriate and equitable access to media resources
- Provide opportunities for families to participate in solving community problems or issues

Strategies **POLICYMAKERS** can use to promote children's development in **APPROACHES TO LEARNING**:

- Encourage cooperation and collaboration across systems that impact environments and activities for families with young children
- Ensure accessible and affordable environments and activities for families with young children
- Support the development of children and base decisions on developmental needs of the whole child
- Support appropriate use of and equitable access to media resources

Approaches to Learning

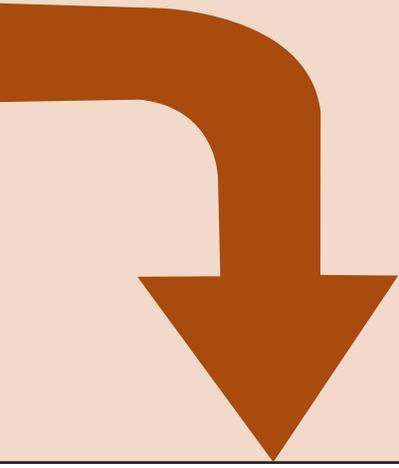
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Strategies FAMILY MEMBERS can use to facilitate children's **RISK-TAKING**:

- Encourage children to try new things and solve problems creatively
- Respond positively to mistakes or errors
- Introduce everyday household materials and toys that can be used in more than one way
- Monitor children's use of media including television, video/DVD, and computer

Strategies TEACHERS and CAREGIVERS can use to facilitate children's **RISK-TAKING**:

- Provide opportunities for children to try new activities and experiences
- Recognize and plan for children's individual differences and diverse ways of learning
- Create environments that offer an appropriate amount of stimulation for children using a wide variety of equipment and materials
- Facilitate and manage children's use of media including television, video/DVD, and computer



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **RISK-TAKING** when they:

1. Choose new as well as a variety of familiar activities
2. Use a variety of strategies to solve problems

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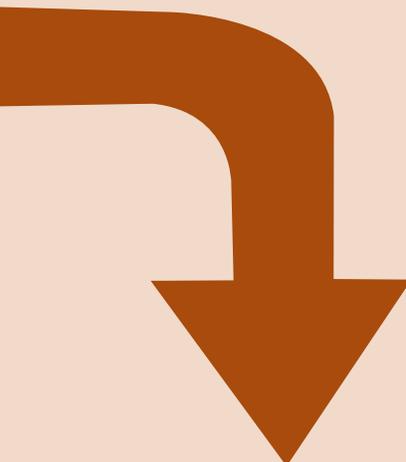
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Strategies FAMILY MEMBERS can use to facilitate children’s *IMAGINATION AND INVENTION*:

- Provide opportunities for children to experiment with new materials and activities without fear of making mistakes
- Provide a variety of familiar and new materials and activities for children to explore
- Encourage children to try new approaches to solving problems
- Encourage pretend and make-believe play

Strategies TEACHERS and CAREGIVERS can use to facilitate children’s *IMAGINATION AND INVENTION*:

- Provide an environment of psychological safety where children are encouraged to experiment without fear of making mistakes
- Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers
- Model exploration and use of a wide variety of familiar and new learning materials and activities
- Encourage children’s demonstration of flexibility and inventiveness in play and problem-solving



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **IMAGINATION AND INVENTION** when they:

1. Approach tasks and experiences with flexibility, imagination, and inventiveness
2. Use new ways or novel strategies to solve problems or explore objects
3. Try out various pretend roles in play or with make-believe objects

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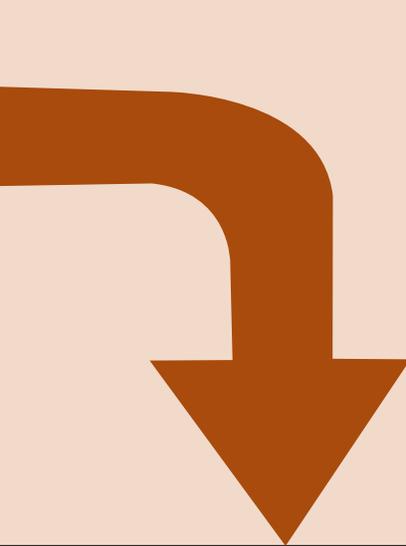
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Strategies FAMILY MEMBERS can use to facilitate children's *PERSISTENCE*:

- Provide places and times where children can play or work at tasks without interruptions
- Provide age-appropriate materials and activities
- Respond to children's requests when help is needed without being intrusive
- Encourage children's attention and persistence at tasks

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *PERSISTENCE*:

- Provide sufficient time for children to engage in sustained activities
- Support children's efforts to complete activities and projects
- Arrange the classroom to limit environmental distractions
- Follow the child's lead in timing of suggestions and interventions when problems are encountered
- Be available and respond to children when they encounter problems without being intrusive



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **PERSISTENCE** when they:

1. Work at a task despite distractions or interruptions
2. Seek and/or accept help or information when needed
3. Demonstrate ability to complete a task or stay engaged in an experience

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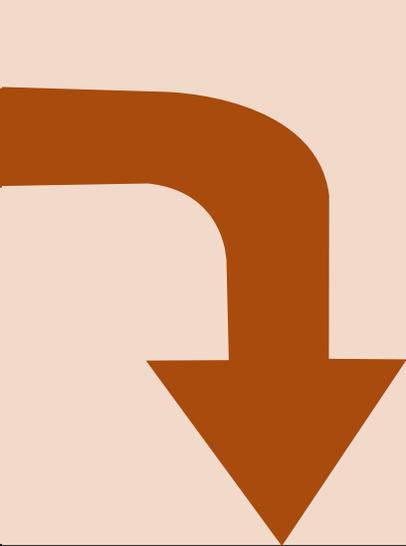
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Strategies FAMILY MEMBERS can use to facilitate children’s REFLECTION AND INTERPRETATION:

- Encourage children to share their thoughts and ideas about the world around them
- Ask questions that will encourage children to think about what they have seen, heard, and done
- Model thinking “out loud” and talk about ideas with children
- Involve children in planning family activities such as vacations or trips to the library or museum

Strategies TEACHERS and CAREGIVERS can use to facilitate children’s REFLECTION AND INTERPRETATION:

- Provide opportunities for children to express their thoughts and feelings about experiences through a variety of methods (e.g., discussion, conversation, journaling, art activities, music, etc.)
- Allow children time to process experiences and information and devise alternatives
- Provide opportunities for children to think and talk about what and how they are learning
- Discuss sequencing and timing of experiences (past, present, future, and relationships among them)



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **REFLECTION AND INTERPRETATION** when they:

1. Think about events and experiences and apply this knowledge to new situations
2. Generate ideas, suggestions, and/or make predictions

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Language and Literacy Development

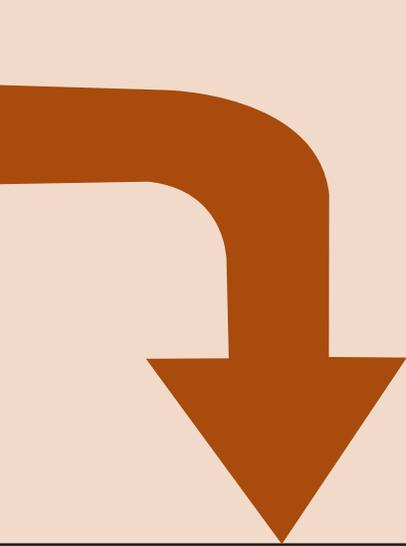
The emphasis of this domain is on acquiring language and literacy for a variety of purposes. During the preschool period, children are learning to use language to communicate needs, interact socially with others, and share ideas, thoughts, and feelings. They are increasing both their spoken and written language abilities.

Strategies FAMILY MEMBERS can use to facilitate children's **LISTENING**:

- Talk with children using language appropriate to their level of understanding
- Encourage children in conversation and notice and respond to what children say and do
- Use mealtimes and other daily routines as an opportunity for conversation
- Use rhymes and songs with children to increase children's interest in language sounds and words
- Engage children in simple tasks that require an action or verbal response

Strategies TEACHERS and CAREGIVERS can use to facilitate children's **LISTENING**:

- Provide clear instructions that help children move from simple directions to a more complex sequence of directions
- Listen and respond to children's attempts to communicate both verbally and non-verbally
- Model language for children using questions and facial expressions to communicate information
- Provide time and opportunities for children to have individual conversations with adults and other children



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **LISTENING** when they:

1. Understand non-verbal and verbal cues
2. Listen with understanding to stories, directions, and conversations
3. Follow directions that involve a two or three-step sequence of actions
4. Listen to and recognize different sounds in rhymes and familiar words

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Strategies **COMMUNITY MEMBERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Provide opportunities for parents and young children to participate in activities together
- Develop community awareness about the importance of talking and reading with young children
- Support volunteer programs that increase the time adults spend with young children
- Provide libraries that are well-supplied with appropriate books for young children
- Sponsor community events such as book fairs, plays, and story hours that encourage children and families to read together
- Organize book donation drives for child care centers, Head Start, schools, and other early childhood programs

Strategies **POLICYMAKERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group sizes so teachers, caregivers, and children have opportunities for more individualized time together
- Provide support for libraries and books, early childhood programs, parent-child programs, and volunteer programs for facilitating literacy development
- Support adult and family literacy programs for the whole family

Language and Literacy Development

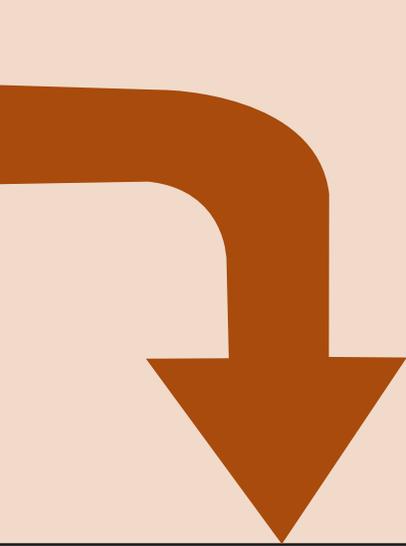
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Strategies FAMILY MEMBERS can use to facilitate children's **SPEAKING**:

- Respond to children's attempts to communicate using gestures, actions, or words
- Talk with children in home language and/or English and encourage children's use of home language
- Encourage children to discuss and add to stories read to them
- Use language in everyday activities with children and talk about their actions, thoughts, and ideas
- Provide opportunities for children to talk and interact with other children and adults

Strategies TEACHERS and CAREGIVERS can use to facilitate children's **SPEAKING**:

- Respond to children's attempts to communicate whether verbal or non-verbal
- Communicate with children using home language with interpreters when necessary
- Facilitate language development in home language and/or English (e.g., expand, extend, elaborate language)
- Talk about a variety of topics and illustrate ways to use language to ask questions, give answers, make statements, share ideas, or use pretend, fantasy, or word play
- Build on children's interests by introducing new vocabulary and ideas
- Provide opportunities for children to engage in turn-taking and dialogue in conversation



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in ***SPEAKING*** when they:

1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
2. Communicate information using home language and/or English
3. Speak clearly enough to be understood in home language and/or English
4. Use language for a variety of purposes
5. Use increasingly complex and varied vocabulary and language
6. Initiate, ask questions, and respond in conversation with others

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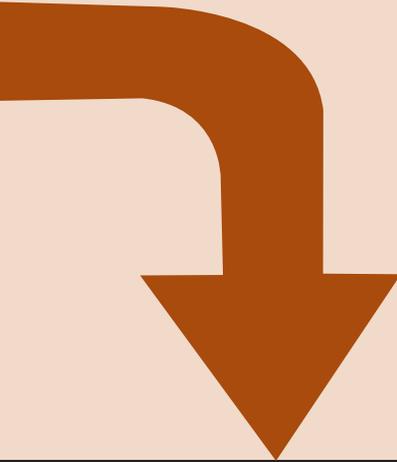
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Strategies FAMILY MEMBERS can use to facilitate children's *EMERGENT READING*:

- Read to children often for pleasure and information
- Point out the names of things, signs, labels, etc., in the neighborhood or store
- Make book-reading time special for your child
- Call attention to books, newspapers, and magazines in the home
- Visit a library often and check out books to read
- Ask children questions about the stories read together
- Encourage children to talk about and predict what will happen next in a story
- Repeat nursery rhymes and play word games

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *EMERGENT READING*:

- Provide and share books with children, re-read favorite stories, and model reading behaviors
- Provide materials such as flannel board sets, puppets, and other props to act out and retell stories
- Provide many types of children's books, references, pictures, and posters in the environment
- Talk about what words mean and write down dictation of children
- Help children learn about sequences in books such as beginning, middle, and end
- Provide opportunities for children to repeat familiar rhymes and experiment with beginning word sounds



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **EMERGENT READING** when they:

1. Initiate stories and respond to stories told or read aloud
2. Represent stories told or read aloud through various media or during play
3. Guess what will happen next in a story using pictures as a guide
4. Retell information from a story
5. Show beginning understanding of concepts about print
6. Recognize and name some letters of the alphabet, especially those in own name
7. Begin to associate sounds with words or letters

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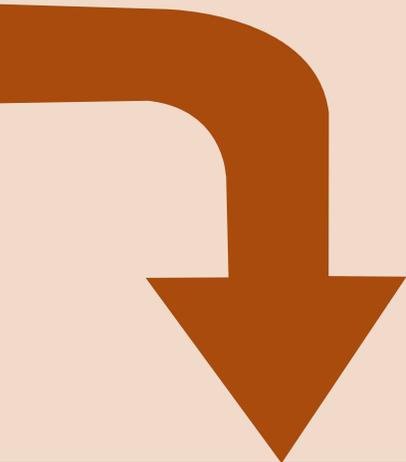
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Strategies FAMILY MEMBERS can use to facilitate children's *EMERGENT WRITING*:

- Provide writing materials in the home such as paper, pencils, crayons, and markers
- Support young children's interest in scribbles and pretend writing
- Encourage children to participate in activities that involve reading and writing, such as making a grocery list
- Use writing to communicate with others with a card or letter
- Help children recognize own name and allow children to practice writing letters

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *EMERGENT WRITING*:

- Provide many opportunities for children to draw and print using markers, crayons, and pencils
- Provide a literary-rich environment that includes writing materials in many areas of the classroom
- Promote literacy-related play activities and respect children's attempts at writing
- Display models of adult and child writing in the classroom environment
- Encourage children's interest and attempts to copy or write letters and their own name



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **EMERGENT WRITING** when they:

1. Understand that writing is a way of communicating
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas
3. Engage in writing using letter-like symbols to make letters or words
4. Begin to copy or write own name

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- Organize book donation drives for child care centers, Head Start, schools, and other early childhood programs

Strategies **POLICYMAKERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group sizes so teachers, caregivers, and children have opportunities for more individualized time together
- Provide support for libraries and books, early childhood programs, parent-child programs, and volunteer programs for facilitating literacy development
- Support adult and family literacy programs for the whole family

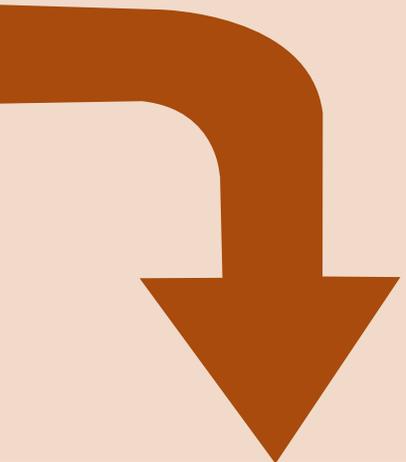
The emphasis in this domain is on children's engagement with the arts both actively and receptively. The component areas of creating, responding, and evaluating recognize how using and appreciating the arts enables children to demonstrate what they know and allows them to expand their thinking about creative endeavors.

Strategies FAMILY MEMBERS can use to facilitate children's *CREATING*:

- Provide opportunities to explore and experiment with a variety of art materials and experiences
- Participate in community arts activities with family
- Encourage children's interest in music, creative movement, and dance
- Display children's artwork at home

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *CREATING*:

- Provide opportunities for exploring and experimenting with a variety of materials and media
- Provide time, materials, and space in multiple media (e.g., thinking, visual arts, construction, music, movement)
- Provide opportunities for exploration of the relationship of space and objects as well as color, balance, and design
- Facilitate participation of children in community art experiences



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **CREATING** when they:

1. Use a variety of media and materials for exploration and creative expression
2. Participate in art and music experiences
3. Participate in creative movement, drama, and dance

* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

Strategies **COMMUNITY MEMBERS** can use to promote children's development in **CREATIVITY AND THE ARTS:**

- Sponsor community-based arts programs in music, drama, movement, and the visual arts for children and families
- Provide resources for all families to support children's participation in creative expression and the arts
- Exhibit art in public spaces in the community
- Encourage children and families to participate in community art events

Strategies **POLICYMAKERS** can use to promote children's development in **CREATIVITY AND THE ARTS:**

- Develop policies that support creativity and the arts in school-based and community arts programs
- Provide support for programs for visiting artists and performers including representatives of different cultures
- Provide support for arts programs

Creativity and the Arts

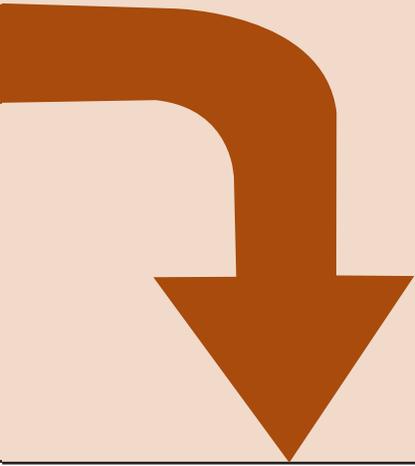
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Strategies FAMILY MEMBERS can use to facilitate children's **RESPONDING**:

- Show interest in creative and artistic activities of your child and others
- Encourage awareness and appreciation of the arts and creative expression of your own and other cultural groups
- Participate in activities to encourage creativity

Strategies TEACHERS and CAREGIVERS can use to facilitate children's **RESPONDING**:

- Describe, discuss, and accept the process as well as the product of children's activities with creativity and the arts
- Encourage awareness and appreciation of the arts and creative expression from a variety of cultures
- Encourage participation in a variety of creative and artistic activities



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **RESPONDING** when they:

1. Show others and/or talk about what they have made or done
2. Show interest and respect for the creative work of self and others

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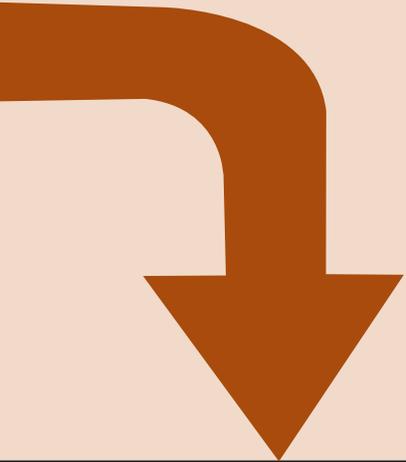
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Strategies FAMILY MEMBERS can use to facilitate children's *EVALUATING*:

- Encourage children to discuss their own art activities and the artistic work of others
- Discuss children's likes and dislikes about the arts and creative expression
- Encourage children to respect their work and the work of others
- Attend community arts events and encourage discussion and reflection

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *EVALUATING*:

- Support the development of personal preferences by giving choices and supporting discussions of likes and dislikes
- Maintain collections of books and recordings that represent a variety of media and cultures
- Help children develop appreciation for the arts by attending art events, concerts, dance performances, theatrical performances, and cultural fairs



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **EVALUATING** when they:

1. Share experiences, ideas, and thoughts about art and creative expression
2. Share opinions about likes and dislikes in art and creative expression

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Cognitive Development

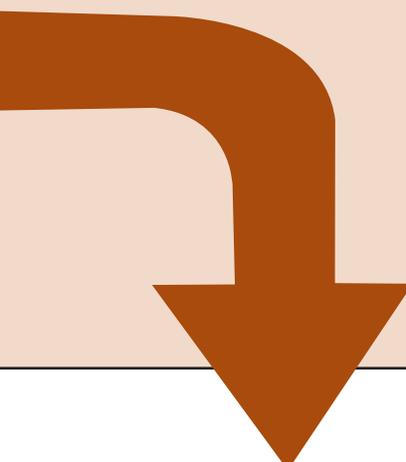
This domain recognizes the child's search for meaning as the basis for intellectual development. The focus is on children's curiosity about the world and their ability to acquire, organize, and use information in increasingly complex ways. The component areas of this domain are mathematical and logical thinking, scientific thinking and problem-solving, and social systems understanding.

Strategies FAMILY MEMBERS can use to facilitate children's *MATHEMATICAL AND LOGICAL THINKING*:

- Provide opportunities for children to explore number, measurement, and patterns using household materials and experiences
- Provide opportunities for children to count, group, and order household objects and materials
- Provide opportunities for conversation using everyday words to indicate space, location, shape, and size of objects
- Read children's books together about numbers, counting, shapes, and other concepts

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *MATHEMATICAL AND LOGICAL THINKING*:

- Provide opportunities for children to explore number, measurement, and patterns through developmentally appropriate play and learning
- Provide opportunities for children to count, group, and order materials through developmentally appropriate play and learning
- Provide opportunities for conversation using positional and comparative words related to children's play and activities
- Provide opportunities to develop an understanding of space (e.g., filling and emptying, building, observing from different viewpoints)
- Discuss the sequence of daily and special family events
- Provide opportunities to experience and describe time (e.g., seasons, daily and weekly events)



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **MATHEMATICAL AND LOGICAL THINKING** when they:

Number Concepts and Operations

1. Demonstrate increasing interest in and awareness of numbers and counting
2. Demonstrate understanding of one-to-one correspondence between objects and number
3. Demonstrate ability to count in sequence
4. Demonstrate ability to state the number that comes next up to 9 or 10
5. Demonstrate beginning ability to combine and separate numbers of objects

Patterns and Relationships

6. Recognize and duplicate simple patterns
7. Sort objects into subgroups by one or two characteristics
8. Order or sequence several objects on the basis of one characteristic

Spatial Relationships/Geometry

9. Identify and name common shapes
10. Use words that show understanding of order and position of objects

Measurement

11. Recognize objects can be measured by height, length, weight, and time
12. Make comparisons between at least two groups of objects

Mathematical Reasoning

13. Use simple strategies to solve mathematical problems

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Strategies **COMMUNITY MEMBERS** can use to promote children's **COGNITIVE DEVELOPMENT:**

- Provide toy lending libraries with materials for play and exploration
- Provide make-and-take events for parents and children to make and share learning materials
- Provide accessible, natural spaces for parents and children to visit and explore
- Provide opportunities for children and families to work on community service projects
- Encourage community leaders and members to become involved with early childhood programs
- Support peaceful conflict-management and problem-solving strategies

Strategies **POLICYMAKERS** can use to promote children's **COGNITIVE DEVELOPMENT:**

- Recognize the importance of healthy and supportive adult-child relationships in children's cognitive development
- Promote early childhood education and care programs to support children's cognitive development and readiness for school
- Provide resources for safe, natural spaces and places for children and families to visit and explore
- Provide resources for community activities and projects that involve children and families

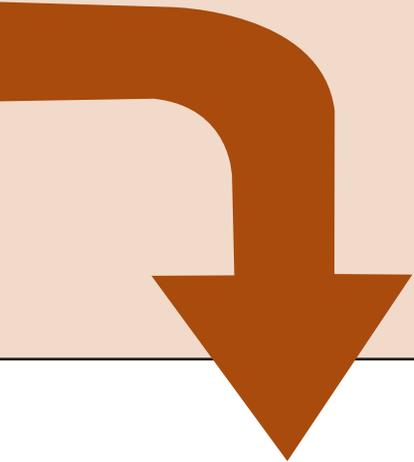
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Strategies FAMILY MEMBERS can use to facilitate children's *SCIENTIFIC THINKING AND PROBLEM-SOLVING*:

- Take walks in the neighborhood or community to observe natural objects and events
- Help children experience the world of nature
- Discuss objects and events that have been observed indoors and outdoors
- Encourage children to ask questions and find answers through active experimentation
- Encourage sand and water play and try growing things

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *SCIENTIFIC THINKING AND PROBLEM-SOLVING*:

- Experience the natural world with children
- Provide opportunities to explore natural objects and events
- Encourage children to experiment and discuss what they discover
- Share information on observations pictorially, verbally, and through other representations
- Discuss objects and events that have been observed
- Encourage children to ask questions and seek answers through active exploration and reflection on what they learn
- Observe nature and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather)
- Encourage and provide materials for a variety of sensory experiences



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **SCIENTIFIC THINKING AND PROBLEM-SOLVING** when they:

Observing

1. Use senses to explore materials and the environment
2. Identify and/or describe objects by physical characteristics

Questioning

3. Express wonder about the natural world
4. Ask questions and seek answers through active exploration
5. Make predictions about objects and natural events

Investigating

6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment
7. Make comparisons between objects that have been collected or observed

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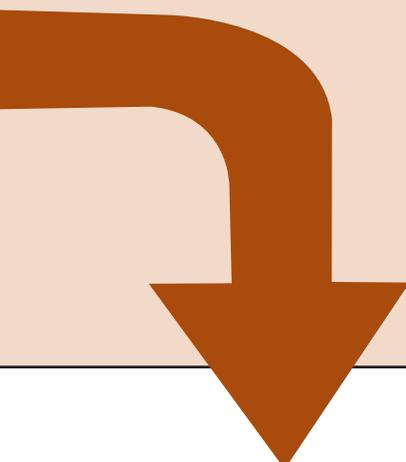
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Strategies FAMILY MEMBERS can use to facilitate children's *SOCIAL SYSTEMS UNDERSTANDING*:

- Help children describe and appreciate their own characteristics and those of others in the family
- Help children understand family roles, jobs, rules, and relationships
- Discuss family events and relationships within the family
- Participate as a family in community service projects
- Talk about the jobs people do in the community
- Discuss how people affect the environment
- Help children recall recent and past events and relationships about the family
- Explore and talk about land, water, and other features in the community
- Discuss technology used at home and in the neighborhood

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *SOCIAL SYSTEMS UNDERSTANDING*:

- Help children describe and appreciate their own characteristics and those of others
- Help children understand family roles, jobs, rules, and relationships
- Involve children in service-learning and social action projects
- Invite leaders and workers in the community to come to the program
- Discuss how people have changed the environment
- Support children's understanding of recent and past events
- Create maps of the school, local area, or neighborhood
- Discuss technology used in the classroom



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in ***SOCIAL SYSTEMS UNDERSTANDING*** when they:

Human Relationships

1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds
2. Understand various family roles, jobs, rules, and relationships
3. Participate in activities to help others in the community

Understanding the World

4. Recognize and describe the roles of workers in the community
5. Share responsibility in taking care of their environment
6. Begin to recall recent and past events
7. Identify characteristics of the places where they live and play within their community
8. Begin to understand the uses of media and technology and how they affect their lives

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Physical and Motor Development

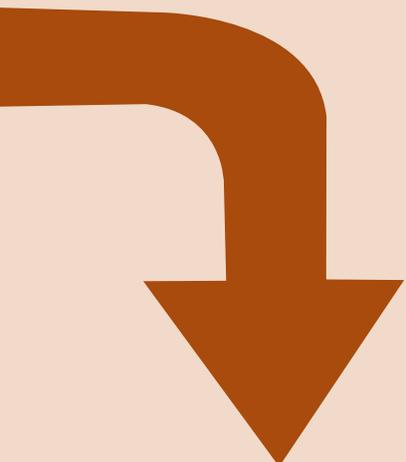
The emphasis in this domain is on physical health and development as an integral part of children's well-being and ability to take advantage of educational opportunities. The components address gross motor development, fine motor development, and physical health, nutrition, safety, and self-care.

Strategies FAMILY MEMBERS can use to facilitate children's *GROSS MOTOR DEVELOPMENT*:

- Support children's needs to move and be active
- Provide opportunities and time for outdoor large motor play
- Encourage children to learn and practice new skills
- Make physical activity part of everyday life

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *GROSS MOTOR DEVELOPMENT*:

- Acknowledge and support children's need to move and be active by planning daily physical activity
- Provide adequate time for children to practice, explore, and expand their motor skills
- Support individual variations in gross motor development
- Provide space and equipment that allow for outdoor play and large motor activities that are fun and challenging



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **GROSS MOTOR DEVELOPMENT** when they:

1. Develop large muscle control and coordination
2. Develop body strength, balance, flexibility, and stamina
3. Use a variety of equipment for physical development
4. Develop ability to move their body in space with coordination

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Strategies **COMMUNITY MEMBERS** can use to promote children's **PHYSICAL AND MOTOR DEVELOPMENT**:

- Provide parks and recreation programs and activities that support large motor and small motor development
- Provide community health programs for young children and families including immunization clinics
- Provide health education for families of young children
- Provide nutrition programs for families with young children
- Provide child safety education for family and community members
- Develop and support prevention and intervention programs that encourage children's development
- Ensure children's health and safety needs are met and intervene when they are not

Strategies **POLICYMAKERS** can use to promote children's **PHYSICAL AND MOTOR DEVELOPMENT**:

- Provide resources to communities to help meet fine and gross motor development needs of all young children
- Provide universal health programs for all young children
- Ensure nutrition programs are available to all eligible young children
- Support policies that ensure child safety
- Promote policies that help families meet basic needs
- Support early identification and intervention for health, learning, and development needs
- Support community-based screening programs for young children

Physical and Motor Development

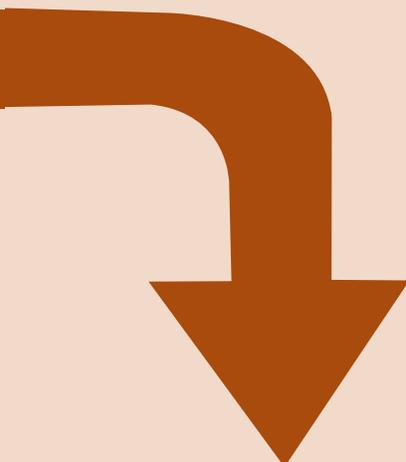
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Strategies FAMILY MEMBERS can use to facilitate children’s FINE MOTOR DEVELOPMENT:

- Provide opportunities for manipulation of small objects or tools in normal daily activities
- Provide opportunities for play with small manipulative objects and toys (e.g., puzzles, blocks, beads)
- Provide opportunities and materials for writing and drawing in the home
- Model uses of writing and drawing in everyday tasks

Strategies TEACHERS and CAREGIVERS can use to facilitate children’s FINE MOTOR DEVELOPMENT:

- Provide adequate time and appropriate materials for small motor, drawing, cutting, and handwriting development
- Plan activities that support the development of fine motor skills, with adaptations as needed
- Provide a variety of manipulative materials and activities for play and exploration
- Model the use of writing and drawing in everyday activities



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **FINE MOTOR DEVELOPMENT** when they:

1. Develop small muscle control and coordination
2. Use eye-hand coordination to perform a variety of tasks
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)

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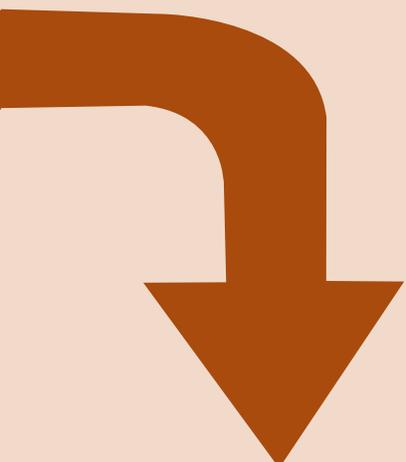
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Strategies FAMILY MEMBERS can use to facilitate children's *PHYSICAL HEALTH AND WELL-BEING*:

- Secure adequate nutrition for children
- Establish routines for eating, rest, and bedtime
- Ensure adequate exercise and physical activity
- Take children for regular well-child and dental examinations
- Take children for developmental, vision, and hearing screening
- Provide safe home and play environments for children
- Show children how to take care of personal care tasks, and help them when necessary (e.g., brushing teeth, wiping nose)
- Encourage children to show independence in self-care tasks (e.g., dressing, toileting, washing hands, feeding oneself)

Strategies TEACHERS and CAREGIVERS can use to facilitate children's *PHYSICAL HEALTH AND WELL-BEING*:

- Ensure safety of children through adherence to state and local regulations
- Provide health education for families and children
- Protect children from abuse and neglect
- Model health and safety practices during regular activities
- Provide time for exercise and physical activity
- Provide instruction in basic health and safety rules (e.g., washing hands, covering mouth when coughing or sneezing, taking care when using sharp objects)
- Encourage children to show independence in self-care tasks (e.g., washing hands, buttoning, fastening zippers, wiping nose)



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in **PHYSICAL HEALTH AND WELL-BEING** when they:

1. Participate in a variety of physical activities to enhance personal health and physical fitness.
2. Follow basic health and safety rules
3. Recognize and eat a variety of nutritious foods
4. Demonstrate increasing independence with basic self-care skills

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EARLY CHILDHOOD INDICATORS OF PROGRESS:

Minnesota's Early Learning Standards



EARLY CHILDHOOD INDICATORS OF PROGRESS*

SOCIAL AND EMOTIONAL DEVELOPMENT

EMOTIONAL DEVELOPMENT

1. Demonstrate increasing competency in recognizing and describing own emotions
2. Demonstrate increasing use of words instead of actions to express emotions
3. Begin to understand and respond to others' emotions
4. Begin to show self-regulation to handle emotions appropriately
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)
6. Respond to praise, limits, and correction

SELF-CONCEPT

1. Begin to experiment with own potential and show confidence in own abilities
2. Demonstrate increasing self-direction and independence
3. Develop an awareness of self as having certain abilities, characteristics, and preferences
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

SOCIAL COMPETENCE AND RELATIONSHIPS

1. Interact easily with one or more children
2. Interact easily with familiar adults
3. Approach others with expectations of positive interactions
4. Begin to participate successfully as a member of a group
5. Use play to explore, practice, and understand social roles and relationships
6. Begin to understand others' rights and privileges
7. Sustain interaction by cooperating, helping, sharing, and expressing interest
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
9. Use words and other constructive strategies to resolve conflicts

APPROACHES TO LEARNING

CURIOSITY

1. Show eagerness and a sense of wonder as a learner
2. Show interest in discovering and learning new things

RISK-TAKING

1. Choose new as well as a variety of familiar activities
2. Use a variety of strategies to solve problems

IMAGINATION AND INVENTION

1. Approach tasks and experiences with flexibility, imagination, and inventiveness
2. Use new ways or novel strategies to solve problems or explore objects
3. Try out various pretend roles in play or with make-believe objects

PERSISTENCE

1. Work at a task despite distractions or interruptions
2. Seek and/or accept help or information when needed
3. Demonstrate ability to complete a task or stay engaged in an experience

REFLECTION AND INTERPRETATION

1. Think about events and experiences and apply this knowledge to new situations
2. Generate ideas, suggestions, and/or make predictions

LANGUAGE AND LITERACY DEVELOPMENT

LISTENING

1. Understand non-verbal and verbal cues
2. Listen with understanding to stories, directions, and conversations
3. Follow directions that involve a two or three-step sequence of actions
4. Listen to and recognize different sounds in rhymes and familiar words

SPEAKING

1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
2. Communicate information using home language and/or English
3. Speak clearly enough to be understood in home language and/or English
4. Use language for a variety of purposes
5. Use increasingly complex and varied vocabulary and language
6. Initiate, ask questions, and respond in conversation with others

EMERGENT READING

1. Initiate stories and respond to stories told or read aloud
2. Represent stories told or read aloud through various media or during play
3. Guess what will happen next in a story using pictures as a guide
4. Retell information from a story
5. Show beginning understanding of concepts about print
6. Recognize and name some letters of the alphabet, especially those in own name
7. Begin to associate sounds with words or letters

EMERGENT WRITING

1. Understand that writing is a way of communicating
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas
3. Engage in writing using letter-like symbols to make letters or words
4. Begin to copy or write own name

CREATIVITY AND THE ARTS

CREATING

1. Use a variety of media and materials for exploration and creative expression
2. Participate in art and music experiences
3. Participate in creative movement, drama, and dance

RESPONDING

1. Show others and/or talk about what they have made or done
2. Show interest and respect for the creative work of self and others

EVALUATING

1. Share experiences, ideas, and thoughts about art and creative expression
2. Share opinions about likes and dislikes in art and creative expression

COGNITIVE DEVELOPMENT

MATHEMATICAL AND LOGICAL THINKING

Number Concepts and Operations

1. Demonstrate increasing interest in and awareness of numbers and counting
2. Demonstrate understanding of one-to-one correspondence between objects and number
3. Demonstrate ability to count in sequence
4. Demonstrate ability to state the number that comes next up to 9 or 10
5. Demonstrate beginning ability to combine and separate numbers of objects

Patterns and Relationships

6. Recognize and duplicate simple patterns
7. Sort objects into subgroups by one or two characteristics
8. Order or sequence several objects on the basis of one characteristic

Spatial Relationships/Geometry

9. Identify and name common shapes
10. Use words that show understanding of order and position of objects

Measurement

11. Recognize objects can be measured by height, length, weight, and time
12. Make comparisons between at least two groups of objects

Mathematical Reasoning

13. Use simple strategies to solve mathematical problems

SCIENTIFIC THINKING AND PROBLEM-SOLVING

Observing

1. Use senses to explore materials and the environment
2. Identify and/or describe objects by physical characteristics

Questioning

3. Express wonder about the natural world
4. Ask questions and seek answers through active exploration
5. Make predictions about objects and natural events

Investigating

6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment
7. Make comparisons between objects that have been collected or observed

SOCIAL SYSTEMS UNDERSTANDING

Human Relationships

1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds
2. Understand various family roles, jobs, rules, and relationships
3. Participate in activities to help others in the community

Understanding the World

4. Recognize and describe the roles of workers in the community
5. Share responsibility in taking care of their environment
6. Begin to recall recent and past events
7. Identify characteristics of the places where they live and play within their community
8. Begin to understand the uses of media and technology and how they affect their lives

PHYSICAL AND MOTOR DEVELOPMENT

GROSS MOTOR DEVELOPMENT

1. Develop large muscle control and coordination
2. Develop body strength, balance, flexibility, and stamina
3. Use a variety of equipment for physical development
4. Develop ability to move their body in space with coordination

FINE MOTOR DEVELOPMENT

1. Develop small muscle control and coordination
2. Use eye-hand coordination to perform a variety of tasks
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)

PHYSICAL HEALTH AND WELL-BEING

1. Participate in a variety of physical activities to enhance personal health and physical fitness
2. Follow basic health and safety rules
3. Recognize and eat a variety of nutritious foods
4. Demonstrate increasing independence with basic self-care skills

** These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

EARLY CHILDHOOD INDICATORS OF PROGRESS:

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**EARLY
CHILDHOOD
INDICATORS
OF PROGRESS:**

Minnesota's Early Learning Standards



**For further information, contact
your local school district or:**

**Early Learning Services
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266**

Phone: 651-582-8200
FAX: 651-582-8494
TTY: 651-582-8201

<http://www.education.state.mn.us>

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Early Learning Services
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266

<http://www.education.state.mn.us>