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CHILDHOOD INDICATORS OF PROGRESS: *A Resource Guide*



FAMILY MEMBERS



TEACHERS AND CAREGIVERS



COMMUNITY MEMBERS



POLICYMAKERS

A framework for understanding and communicating a common set of developmentally appropriate expectations for young children approximately four years old, presented within a context of shared responsibility and accountability for helping children meet these expectations

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MINNESOTA DEPARTMENT OF

*Children,
Families &
Learning*

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Many of the individuals listed above are members of the Minnesota Association for the Education of Young Children (MnAEYC) and the Minnesota Association of Early Childhood Teacher Educators (MAECTE). The support and contributions of the members from the associations, the staff from early childhood care and education programs, and many others who reviewed this document are gratefully acknowledged.

**MINNESOTA
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OF PROGRESS:**

A Resource Guide

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INTRODUCTION

A large and growing body of research supports the critical relationship between early childhood experiences and successful life-long 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 young children.

Minnesota Early Childhood Indicators of Progress: A Resource Guide 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 care and education programs, communities, and policymakers in supporting the learning and development of children. The efforts of each and every one of these groups is vital in the process of growing healthy, well-functioning children.

PURPOSE OF DOCUMENT

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 has been developed with five goals in mind:

1. To increase understanding of all areas of children's development and to recommend strategies for supporting optimal development.
2. To expand understanding of the multiple influences on the educational 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 care and education programs with a common conceptual framework and guidelines for planning curriculum 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 services on the optimal development of young children.

These goals are consistent with recommendations from national studies (Kagan & Cohen, 1997; Kagan, Rosenkoettner, & Cohen, 1997) urging the development of child-based, results-driven systems. In the report *Not by Chance* it is recommended that clear goals and quantifiable results for children be established. "These goals will identify skills and knowledge that children should be able to demonstrate across the various domains of development, and will take into consideration the child, family, and community conditions that promote such development" (Kagan & Cohen, 1997, p. 5).

ORGANIZATION AND STRUCTURE OF DOCUMENT

Minnesota Early Childhood Indicators of Progress: A Resource Guide is divided into six **domains** that reflect the full range of child development:

- Personal and Social Development
- Approaches to Learning
- Language Development and Communication
- Creativity and the Arts
- Cognitive Development
- Physical Development

Each domain is further divided into three to five **components** that describe indicators of children's progress in gaining concepts, knowledge, and skills. Strategies that family members and teachers and caregivers in early childhood care and education programs 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 period of growth and development spans the years from birth through age eight. In order to provide markers of progress during the preschool period, this document addresses widely held developmental expectations observed in a child at approximately four years old. Because normal development varies greatly from child to child, *Minnesota Early Childhood Indicators of Progress: A Resource Guide* 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. For these reasons, although children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior, learning, and attitude. Such individual differences are normal and must be respected in order for children to maintain pride and a sense of personal value.

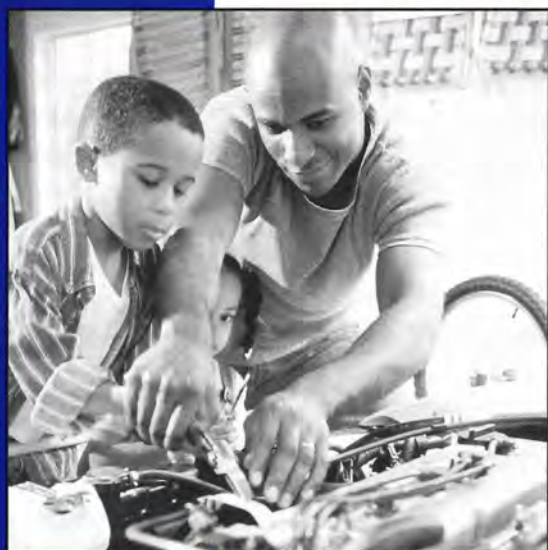
A NEW APPROACH

Minnesota Early Childhood Indicators of Progress: A Resource Guide seeks to provide a new approach in the current movement toward increased accountability. Especially at the early childhood level, children's development must be considered within the context of the family, early childhood care and education programs, and the community. These systems, along with policymakers, share a role in being accountable for the optimal development of young children (Kagan, 1996).

Minnesota Early Childhood Indicators of Progress: A Resource Guide underscores the importance of shared responsibility and shared accountability for optimal development in terms of both inputs and outcomes for children. By emphasizing the necessity for collaboration among families, early childhood care and education programs, communities, policymakers, and children, 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.

MINNESOTA EARLY CHILDHOOD INDICATORS OF PROGRESS:

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POTENTIAL USES

Minnesota Early Childhood Indicators of Progress: A Resource Guide was designed as a flexible resource to be used in a variety of ways. The Minnesota Department of Children, Families & Learning does not mandate its use in any prescribed way. Rather, it is meant to be a resource guide for family members, teachers and caregivers, community members, and policymakers to use in ways that are supportive of young children's development. During the review and comment process, many individuals from across the state have suggested potential uses of this document. Some of these suggested uses are listed below. The Minnesota Department of Children, Families & Learning is interested in knowing how various individuals and groups make use of this document. As you use it, consider sharing your ideas by contacting staff at the address given on the back cover.



FOR FAMILY MEMBERS

TO BUILD AWARENESS OF CHILD DEVELOPMENT

The document can be used to help parents develop a framework through which they can view their children's development. Teachers and caregivers may want to provide guidance or adapt sections of the document for use with parents and family members. This might be done by developing a series of handouts or parent tip sheets for each domain with an emphasis on the strategies family members can use to support their children's development.

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 program through parent-teacher conferences, open houses, parent-child activity times, parent education, transition-to-kindergarten sessions, and volunteer opportunities. Information about developmentally appropriate expectations can be shared with parents

during these times. Families who are engaged in their child's education are better able to support their child's learning and development (Minnesota Department of Education, 1992; Phillips, 1993).

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

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

FOR TEACHERS AND CAREGIVERS

TO GUIDE PLANNING FOR LEARNING EXPERIENCES FOR CHILDREN IN PROGRAMS

Minnesota Early Childhood Indicators of Progress: A Resource Guide provides a common framework for developmentally appropriate expectations, both age appropriate and individually appropriate, for children who are about four years of age. The document illustrates that the development of children's knowledge, skills, and dispositions is ultimately the collective and shared responsibility of families, early childhood care and education programs, community members, and policymakers.

The indicators provide a common language for use across programs. This should facilitate discussion and collaboration among home visitors, home-based caregivers, center-based staff, and others.

Individual teachers and caregivers can develop curriculum and plan assessment appropriate to their setting and related to the indicators. In this way, teachers and caregivers are not locked into a set curriculum, but rather can design activities within any number of topics that will give children opportunities to practice the concepts and skills identified by the indicators. Each child's culture and language background, developmental level, learning style, and personal interests can be taken into account as learning experiences are implemented (Bredenkamp & Rosegrant, 1992; Derman-Sparks, 1989). 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 A DIRECTION FOR AUTHENTIC ASSESSMENT OF YOUNG CHILDREN

The indicators can be used to help teachers and caregivers define the kinds of things they want young children to do and know. Once those are articulated, teachers and caregivers next need to consider how to collect evidence of children's learning in appropriate ways.

Authentic assessment practices are those which are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process. Authentic assessment for children should meet these criteria (Dichtelmiller & Jablon, 1993; Hill, 1992):

- Fair to all cultures, language groups, and developmental levels
- Done in familiar contexts

- Done in natural settings that are non-threatening to the child and family
- Use multiple sources of information
- Insure continuity over time

In addition, assessment should bring about benefits for children, be tailored to specific purposes, and value parents as sources and audiences for assessment (National Education Goals Panel, 1998).

Components of authentic assessment include: observation, observation checklists, portfolios, and narratives. 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).

Assessment information can be used to help teachers make further decisions concerning children's learning experiences. In that way, a continuous cycle of planning, implementing, and evaluating children's learning helps ensure that children are challenged appropriately and encouraged to reach their full potential.

Examples of authentic assessments include *The Work Sampling System of Child Assessment* and the *Child Observation Record*. 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, and program in the ongoing process of assessment and reporting (Meisels, 1993).

The Child Observation Record (COR) evaluates children's behavior during normal program activities and assesses broad areas of child development. Teachers use the observational records to report to families and to create individual plans for children (Schweinhart, 1993).

Particular curricular approaches, such as Reggio Emilia and Montessori, recommend documentation and assessment strategies that also meet the criteria for authentic assessment. Information on these approaches can be found in Edwards, Gandini, and Forman (1995) and Montessori Foundation (1996).

TO PROVIDE A FRAMEWORK FOR PROGRAM EVALUATION

High quality programs provide opportunities that support each child's developmental stage and need to engage in awareness and exploration activities. Consideration is given to multicultural approaches that are reflective of all families. Staff can use the resource guide to frame questions for program evaluation.

A first set of questions focusing on program evaluation could center on the types of learning experiences the program offers. Four major variables that impact desired program outcomes are the learning environment, interpersonal relationships, daily schedules and routines, and materials and activities (Harms, Clifford, & Cryer, 1998). These components interact to support the desired inputs and outcomes for children. The best programming considers all of these variables when planning, teaching, and evaluating effectiveness.

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. With the NAEYC process, areas such as interactions among teachers and children, curriculum, relationships among teachers and families, physical environment, staffing, and health and safety are evaluated (NAEYC, 1998). The NAFCC process sets and assesses standards for health, safety, and personal and professional development for family child care providers. The role of early childhood program accreditation in accountability and public policy decisions should also be considered (Stoney, 1996).

A second set of questions about program evaluation could focus on the actions staff take as they interact with other groups and programs within the community. These questions would seek 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 the resource guide, but also from an understanding of

how what they do in early childhood settings connects with the larger community. Teachers and caregivers can identify any number of areas in the resource guide where they might want further information and training. Some of those areas could include authentic assessment, curriculum-embedded assessment, program evaluation, advocacy within the community and with policymakers, communication with parents, and parent education and involvement.

FOR COMMUNITY MEMBERS

TO PROVIDE A FRAMEWORK FOR NEEDS ASSESSMENT WITHIN THE COMMUNITY

The document can serve as a resource guide for identifying the sources of support within the community that encourage the growth and development of young children. Community resources such as early childhood centers, playgrounds, libraries, recreational centers, and elementary schools all work together to contribute to children's development.

All Our Children: Outcomes and Indicators (1998) is a resource that can be used to assess contributions to the optimal learning and development of young children. This resource, available at <http://cfl.state.mn.us/ecfi>, is designed to guide discussions among community members, potential funders, and state and local policymakers concerning promotion of healthy, child-focused communities.

Community members can identify whether or not appropriate developmental assets are present in their communities and which areas need to be strengthened. A conceptual framework for identifying the presence of developmental assets in the community for children from infancy to

adolescence is given in the publication *Starting Out Right* (Leffert, Bensen, & Roehlkepartain, 1997). Based on the work of the Search Institute, a handbook has been prepared to assist families and community members in using strategies to build assets in young children (Roehlkepartain & Leffert, 2000).

TO HELP ORGANIZE ADVOCACY EFFORTS WITHIN THE COMMUNITY

The resource guide can be useful in helping various groups see the continuity of their efforts across home and program settings where there are young children. The 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 care and education efforts (Kagan, 1996). By providing support to the various facets that touch young children's lives, communities can strengthen the connections among various roles and help resolve any perceived conflicts in roles and responsibilities.

FOR POLICYMAKERS

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

Policymakers can use this resource guide as a reference for assessing the impact policy decisions can have on the lives of children and families. By providing consistent and reliable support and resources to families, a larger proportion of families with young children can participate in those 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.

There are a number of report cards and checklists that assess policies and contributions. They can be found through governmental, advocacy, and research organizations. Examples include the Children's Defense Fund *Kids Count* (1999) that measures the economic well-being of families and children in Minnesota and the *Children's Report Card* (Minnesota Planning, 1999) that measures progress on a number of indicators.





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

The resource guide can enhance understanding of commonly held developmentally appropriate expectations for young children at about age four 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. The document provides a comprehensive framework for shared accountability and responsibility for children's development.

CONCLUSION

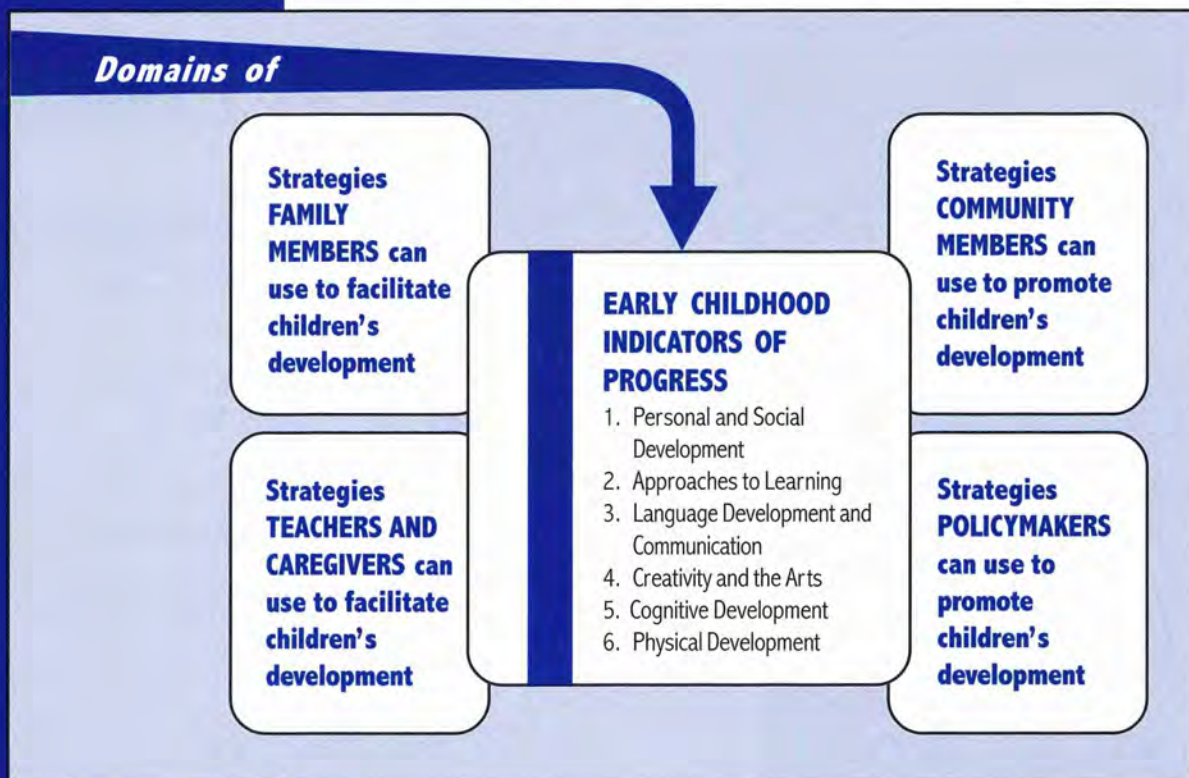
Because a child's first and most important learning occurs in the context of the family, it is essential that families have the supports and resources needed to help their children develop in optimal ways. Families are better able to care for, nurture, and help their children succeed if early childhood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

MINNESOTA EARLY CHILDHOOD INDICATORS OF PROGRESS:

A Resource Guide

ORGANIZATION AND STRUCTURE OF DOCUMENT

Minnesota Early Childhood Indicators of Progress: A Resource Guide is 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 care and education programs can use to facilitate children's development are listed for each component. The lists of strategies for family members and teachers and caregivers is 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. These strategies for community members and policymakers are repeated for each component within a domain.

The early childhood period of growth and development spans the years from birth to age eight. In order to provide markers of progress during the preschool period, this document addresses widely held developmental expectations observed in a child at approximately four years old. Because normal development varies greatly from child to child, *Minnesota Early Childhood Indicators of Progress: A Resource Guide* is intended to be used as a flexible guide in describing a child's individual progress.

**MINNESOTA
EARLY
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INDICATORS
OF PROGRESS:**

A Resource Guide



Minnesota Early

DOMAINS:

**PERSONAL & SOCIAL
DEVELOPMENT**

**DOMAIN
COMPONENTS:**

Emotional Development

Self-Concept

Social Competence

Childhood Indicators of Progress Domain Framework

APPROCHES TO LEARNING

Curiosity
Risk Taking
Invention & Imagination
Persistence
Reflection

LANGUAGE DEVELOPMENT & COMMUNICATION

Listening
Speaking
Emergent Reading
Emergent Writing

CREATIVITY & THE ARTS

Creating
Responding
Evaluating

COGNITIVE DEVELOPMENT

Mathematical
& Logical Thinking
Number Concepts
Patterns and Relation-
ships
Spatial Relationships
Sequencing

Scientific Thinking &
Problem Solving
Observe
Question
Investigate

Social Systems Under-
standing
Human Relationships
Understanding the
World

PHYSICAL DEVELOPMENT

Gross Motor Development
Fine Motor Development
Physical Health & Well
Being

Personal and Social Development

This domain refers to children's feelings about themselves, as well as their interactions 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 show they are acquiring while 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
- 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 with frustration and conflict constructively
- Model appropriate conflict resolution strategies both verbally and non-verbally
- Provide children with practice in thinking of solutions and anticipating consequences

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 frustration 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:

- Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
- Demonstrate increasing competency in recognizing and describing own emotions
- Begin to use words instead of actions to express emotions
- Begin to understand and respond to others' emotions
- Begin to show self-regulation to handle emotions appropriately
- Use play to understand and respond to own feelings and to explore emotional states
- Respond to praise and criticism

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

Strategies **COMMUNITY MEMBERS** can use to promote children's **PERSONAL AND SOCIAL 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 **PERSONAL AND SOCIAL 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
- Provide funding for high quality developmentally and culturally appropriate early childhood care and education
- Ensure linkages between early childhood care and education services and health, mental health, and social services for young children and their families
- Support high standards for early childhood caregivers and educators
- Provide funding for parent education opportunities to help parents understand the importance of parenting skills related to healthy social and emotional development

Personal and Social Development

This domain refers to children's feelings about themselves, as well as their interactions 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 show they are acquiring while making friends, solving conflicts, and functioning effectively in groups.

Strategies FAMILY MEMBERS 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
- Demonstrate respect for individual children and adults
- Support children's developing understanding of their gender and cultural identity

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:

- Begin to experiment with own potential and show comfort with self
- Start to show self-direction in actions
- Begin to develop awareness of self as having certain abilities, characteristics, and preferences
- Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

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

- Acknowledge the importance of social and emotional development and its relationship to overall learning
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Personal and Social Development

This domain refers to children's feelings about themselves, as well as their interactions 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 show they are acquiring while making friends, solving conflicts, and functioning effectively in groups.

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

- 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 cultures 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:

- 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
when they:

- Interact with one or more other children
- Begin to participate successfully as a member of a group
- Use play to explore, practice, and understand social roles
- Begin to understand others' rights and privileges
- Begin to initiate positive contact with peers and adults
- Sustain interaction by cooperating, helping, sharing, and expressing interest
- Begin to use strategies to resolve conflicts peacefully

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

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

- Acknowledge the importance of social and emotional development and its relationship to overall learning
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- Support high standards for early childhood caregivers and educators
- Provide funding for parent education opportunities to help parents understand the importance of parenting skills related to healthy social and emotional development

Approaches to Learning

This domain emphasizes the attitudes, habits, and learning styles children use in social situations and in acquiring information. Goals for children are not limited to the acquisition of knowledge and understanding processes and skills, but also address the development of positive attitudes and dispositions.

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
- Identify and build upon children's individual interests
- 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 environments
- Identify and build upon children's individual 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:

- Show eagerness and a sense of wonder as learners
- Show interest in discovering and learning new things

** These indicators refer to children approximately four years old. Performance will vary from child to child.*

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

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 normal development of children and base decisions on developmental needs of the whole child
- Support appropriate and equitable access and use of media resources

Approaches to Learning

This domain emphasizes the attitudes, habits, and learning styles children use in social situations and in acquiring information. Goals for children are not limited to the acquisition of knowledge and understanding processes and skills, but also address the development of positive attitudes and dispositions.

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

- Encourage children to try new things and solve problems
- Respond positively to mistakes or errors
- Introduce an appropriate amount of everyday materials and toys that can be used in more than one way
- Monitor children's use of media including television, video, 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 different types of equipment and materials
- Facilitate and manage children's use of media including television, video, and computer



EARLY CHILDHOOD INDICATORS OF PROGRESS*

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

- Choose new as well as a variety of familiar activities
- Show interest in a variety of ways to solve problems

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

- 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
- Encourage children to try new approaches to solving problems

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

- 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 rather than right or wrong answers
- Model use of a variety of familiar and new learning materials and activities
- Encourage children's demonstration of flexibility and inventiveness



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in
INVENTION AND IMAGINATION
when they:

- Approach tasks with flexibility
- Approach tasks with inventiveness
- Engage in socio-dramatic play

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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)
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Approaches to Learning

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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 sustained efforts at activities and problem solving
- 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:

- Persist at a task
- Seek help when encountering a problem
- Demonstrate ability to complete a task

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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)
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Approaches to Learning

This domain emphasizes the attitudes, habits, and learning styles children use in social situations and in acquiring information. Goals for children are not limited to the acquisition of knowledge and understanding processes and skills, but also address the development of positive attitudes and dispositions.

Strategies FAMILY MEMBERS can use to facilitate children's REFLECTION:

- Encourage children to share their thoughts and ideas about the world around them
- Encourage children to think about what they have seen, heard, and done
- Model thinking "out loud" and talk about ideas with children

Strategies TEACHERS AND CAREGIVERS can use to facilitate children's REFLECTION:

- 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 about what and how they are learning
- Discuss sequencing and timing of experiences (past, present, future, and relations among them)



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in
REFLECTION
when they:

- Think about events and experiences
- Demonstrate ability to learn from experiences

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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)
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Language Development and Communication

The emphasis of this domain is on acquiring language skills to convey and interpret meaning. Included in this focus are indicators in the areas of listening, speaking, emergent reading, and emergent writing.

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

- Engage 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
- Talk with children using language appropriate to their level of understanding
- Engage children in simple tasks that require an action or 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
- Model language for children using questions and facial expressions to communicate information
- Provide time for children to have individual conversations with adults and other children



EARLY CHILDHOOD INDICATORS OF PROGRESS*

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

- Derive meaning from non-verbal and verbal cues
- Listen with understanding to directions and conversations
- Follow directions that involve a two or three-step sequence of actions

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

- Provide opportunities for parents and young children to participate in activities together
- Develop community awareness about importance of talking with and reading with young children
- Support volunteer programs that increase 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 DEVELOPMENT AND COMMUNICATION:**

- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation
- Provide adequate funding for 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 Development and Communication

The emphasis of this domain is on acquiring language skills to convey and interpret meaning. Included in this focus are indicators in the areas of listening, speaking, emergent reading, and emergent writing.

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

- Respond to children's attempts to communicate
- Engage in conversation with children in home language and/or English
- Encourage children's use of home language during early years
- Use language in everyday activities with children and talk about their actions, thoughts, and ideas
- Encourage 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)
- 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 to introduce 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:

- Communicate needs, wants, or thoughts through non-verbal gestures, actions, or expressions
- Communicate information using home language
- Speak clearly enough to be understood in home language and/or English
- Use language for variety of purposes
- Use new vocabulary and grammar in speech
- Initiate and respond in conversation with others

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- Provide adequate funding for small group sizes so teachers, caregivers, and children have opportunities for more individualized time together
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Language Development and Communication

The emphasis of this domain is on acquiring language skills to convey and interpret meaning. Included in this focus are indicators in the areas of listening, speaking, emergent reading, and emergent writing.

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

- Read to children for information and pleasure
- Point out the names of things, signs, labels, etc. in the environment
- Make book-reading time special
- Provide 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 predict what will happen next in a story
- Play word and rhyming games

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

- 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 chant familiar rhymes and experiment with beginning word sounds



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in
EMERGENT READING
when they:

- Listen with interest to stories told or read aloud
- Show interest in reading-related activities
- Guess what will happen next in a story using pictures as a guide
- Retell information from a story
- Begin to show understanding of concepts of print
- Begin to focus on word sounds

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

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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, markers
- Support young children's interest in pretend writing
- Allow children to participate in activities that involve reading and writing
- Use writing to communicate with others
- 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 opportunities for children to draw and print using markers, crayons, and pencils
- Provide a literary-rich environment that includes writing materials
- Promote literacy-related play activities and respect children's attempts at writing
- Provide models of writing in the classroom environment
- Encourage children's interest and attempts to copy or write their own name



EARLY CHILDHOOD INDICATORS OF PROGRESS*

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

- Understand that writing is a way of communicating
- Use scribbles, shapes, or pictures to represent thoughts or ideas
- Engage in writing using letter-like symbols to make letters or words
- Copy or write own name

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

- Provide opportunities for parents and young children to participate in activities together
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Creativity and the Arts

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.

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

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

- Provide opportunities for exploring and experimenting with a variety of art 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:

- Use a variety of materials for exploration and experimentation
- Participate in music experiences
- Participate in creative movement and dance

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

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

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
- Provide support for media-based arts programs

Creativity and the Arts

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.

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

- Show interest in creative and artistic activities
- Encourage awareness and appreciation of the arts and creative expression
- Encourage participation in a variety of creative and artistic activities

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:

- Show appreciation for the creations of self and others
- Show increasing awareness of art and creative expression

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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
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Creativity and the Arts

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

- Encourage children to discuss their own work and the work of others
- Discuss children's likes and dislikes about the arts and creative expression
- Encourage children to appreciate their work and the work of others
- Attend community arts events and encourage discussion and evaluation

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

- Support the development of personal preferences by giving children 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:

- Understand differences between the things one likes and dislikes about the arts
- Understand and describe the reasons for likes and dislikes
- Share opinions about likes and dislikes

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- Develop policies that support creativity and the arts in school-based and community arts programs
- Provide support for programs for visiting artists and performers
- Provide support for media-based arts programs

Cognitive Development

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

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 group and order household objects and materials
- Provide opportunities for conversation using everyday words to indicate space, location, shape, and size of objects

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 group and order materials through developmentally appropriate play and learning
- Provide opportunities for conversation using positional and comparative words related to children's experiences
- 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

- Show interest in quantity and number
- Show curiosity and interest in counting and number

PATTERNS AND RELATIONSHIPS

- Recognize and duplicate simple patterns
- Sort things into subgroups by different characteristics
- Order several objects on the basis of one characteristic

SPATIAL RELATIONSHIPS

- Identify and label different kinds of shapes
- Experience, understand, and use words that show positions and make comparisons
- Begin to develop an understanding of space

SEQUENCING

- Participate in measuring activities
- Understand beginning, middle, and end
- Anticipate, remember, and describe sequence of events

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Performance will vary from child to child.*

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
- Provide adequate funding for early childhood care and education programs to support children's cognitive development
- 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

Cognitive Development

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

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 exploration of home materials
- Encourage sand and water play

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
- Provide opportunities for enhancing perceptual abilities
- Share information on observations (pictorially, verbally, other representations)
- Discuss objects and events that have been observed
- Encourage children to ask questions and find 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:

OBSERVE

- Use senses to explore materials
- Identify characteristics of objects or phenomena

QUESTION

- Express wonder about the natural world
- Pose questions and find answers through active exploration

INVESTIGATE

- Use tools for investigation
- Make comparisons among objects that have been observed

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- Recognize the importance of healthy and supportive adult-child relationships in children's cognitive development
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- Provide resources for community activities and projects that involve children and families

Cognitive Development

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

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, and rules
- 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, and rules
- 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 neighborhoods
- Discuss technology used in the program



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in
SOCIAL SYSTEMS UNDERSTANDING
when they:

HUMAN RELATIONSHIPS

- Recognize and appreciate personal characteristics and those of others from diverse backgrounds
- Begin to understand various family roles, jobs, and rules
- Participate in activities to help others in the community

UNDERSTANDING THE WORLD

- Describe jobs people do
- Show interest in how people affect the environment
- Begin to recall recent and past events
- Express beginning geographic thinking
- Become aware of technology and how it affects their lives

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

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
- Provide adequate funding for early childhood care and education programs to support children's cognitive development
- 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

Physical Development

The emphasis in this domain is on physical 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 and well being.

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

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

- Acknowledge and support children's need to move and be active
- Provide adequate time for children to practice, explore, and expand their skills and interests
- Support variations in gross motor development
- Provide space and equipment that allow for planned formal and informal large motor activities that are fun and challenging



EARLY CHILDHOOD INDICATORS OF PROGRESS*

Children show progress in
GROSS MOTOR DEVELOPMENT
when they:

- Develop control of large body movement
- Develop increased body strength and stamina
- Continue to develop body flexibility
- Continue to develop muscle strength and coordination with large objects
- Use a variety of equipment for physical development

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

Strategies **COMMUNITY MEMBERS** can use to promote children's **PHYSICAL 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 ensure children's health and safety
- Ensure children's health and safety needs are met and intervene when they are not

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

- Provide resources to communities to help meet fine and gross motor developmental 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 and provide funding to help families meet basic needs

Physical Development

The emphasis in this domain is on physical 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 and well being.

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 many 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, and handwriting development
- Plan time for formal and informal activities that support the development of fine motor skills
- 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:

- Use strength and control to perform simple fine motor tasks
- Use eye-hand coordination to perform a variety of tasks
- Explore use of various drawing and writing tools

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

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

- Provide parks and recreation programs and activities that support large motor and small motor development
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Physical Development

The emphasis in this domain is on physical 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 and well being.

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

- Secure adequate nutrition for children
- Provide sufficient and consistent rest, relaxation, and eating periods
- 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
- Support independence in self-care through encouragement and by helping children when necessary
- Encourage children to show independence in self-care tasks (e.g., dressing, toileting, washing hands, eating)

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., hand washing, 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:

- Demonstrate physical fitness such as strength, power, muscular endurance, cardiovascular endurance, and flexibility
- Follow basic health and safety rules
- Perform some self-care tasks independently

* *These indicators refer to children approximately four years old. Performance will vary from child to child.*

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

- Provide parks and recreation programs and activities that support large motor and small motor development
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A Resource Guide



MINNESOTA EARLY CHILDHOOD INDICATORS OF PROGRESS*

PERSONAL AND SOCIAL DEVELOPMENT

EMOTIONAL DEVELOPMENT

- Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
- Demonstrate increasing competency in recognizing and describing own emotions
- Begin to use words instead of actions to express emotions
- Begin to understand and respond to others' emotions
- Begin to show self-regulation to handle emotions appropriately
- Use play to understand and respond to own feelings and to explore emotional states
- Respond to praise and criticism

SELF-CONCEPT

- Begin to experiment with own potential and show comfort with self
- Start to show self-direction in actions
- Begin to develop awareness of self as having certain abilities, characteristics, and preferences
- Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

SOCIAL COMPETENCE

- Interact with one or more other children
- Begin to participate successfully as a member of a group
- Use play to explore, practice, and understand social roles
- Begin to understand others' rights and privileges
- Begin to initiate positive contact with peers and adults
- Sustain interaction by cooperating, helping, sharing, and expressing interest
- Begin to use strategies to resolve conflicts peacefully

APPROACHES TO LEARNING CURIOSITY

- Show eagerness and a sense of wonder as learners
- Show interest in discovering and learning new things

RISK TAKING

- Choose new as well as a variety of familiar activities
- Show interest in a variety of ways to solve problems

INVENTION AND IMAGINATION

- Approach tasks with flexibility
- Approach tasks with inventiveness
- Engage in socio-dramatic play

PERSISTENCE

- Persist at a task
- Seek help when encountering a problem
- Demonstrate ability to complete a task

REFLECTION

- Think about events and experiences
- Demonstrate ability to learn from experiences

LANGUAGE DEVELOPMENT AND COMMUNICATION

LISTENING

- Derive meaning from non-verbal and verbal cues
- Listen with understanding to directions and conversations
- Follow directions that involve a two or three-step sequence of actions

SPEAKING

- Communicate needs, wants, or thoughts through non-verbal gestures, actions, or expressions
- Communicate information using home language
- Speak clearly enough to be understood in home language and/or English
- Use language for variety of purposes
- Use new vocabulary and grammar in speech
- Initiate and respond in conversation with others

EMERGENT READING

- Listen with interest to stories told or read aloud
- Show interest in reading-related activities
- Guess what will happen next in a story using pictures as a guide
- Retell information from a story
- Begin to show understanding of concepts of print
- Begin to focus on word sounds

EMERGENT WRITING

- Understand that writing is a way of communicating
- Use scribbles, shapes, or pictures to represent thoughts or ideas
- Engage in writing using letter-like symbols to make letters or words
- Copy or write own name

CREATIVITY AND THE ARTS

CREATING

- Use a variety of materials for exploration and experimentation
- Participate in music experiences
- Participate in creative movement and dance

RESPONDING

- Show appreciation for the creations of self and others
- Show increasing awareness of art and creative expression

EVALUATING

- Understand differences between the things one likes and dislikes about the arts
- Understand and describe the reasons for likes and dislikes
- Share opinions about likes and dislikes

COGNITIVE DEVELOPMENT

MATHEMATICAL AND LOGICAL

THINKING

Number Concepts

- Show interest in quantity and number
- Show curiosity and interest in counting and number

Patterns and Relationships

- Recognize and duplicate simple patterns
- Sort things into subgroups by different characteristics
- Order several objects on the basis of one characteristic

Spatial Relationships

- Identify and label different kinds of shapes
- Experience, understand, and use words that show positions and make comparisons
- Begin to develop an understanding of space

Sequencing

- Participate in measuring activities
- Understand beginning, middle, and end
- Anticipate, remember, and describe sequence of events

SCIENTIFIC THINKING AND PROBLEM SOLVING

Observe

- Use senses to explore materials
- Identify characteristics of objects or phenomena

Question

- Express wonder about the natural world
- Pose questions and find answers through active exploration

Investigate

- Use tools for investigation
- Make comparisons among objects that have been observed

SOCIAL SYSTEMS UNDERSTANDING

Human Relationships

- Recognize and appreciate personal characteristics and those of others from diverse backgrounds
- Begin to understand various family roles, jobs, and rules
- Participate in activities to help others in the community

Understanding the World

- Describe jobs people do
- Show interest in how people affect the environment
- Begin to recall recent and past events
- Express beginning geographic thinking
- Become aware of technology and how it affects their lives

PHYSICAL DEVELOPMENT

GROSS MOTOR DEVELOPMENT

- Develop control of large body movement
- Develop increased body strength and stamina
- Continue to develop body flexibility
- Continue to develop muscle strength and coordination with large objects
- Use a variety of equipment for physical development

FINE MOTOR DEVELOPMENT

- Use strength and control to perform simple fine motor tasks
- Use eye-hand coordination to perform a variety of tasks
- Explore use of various drawing and writing tools

PHYSICAL HEALTH AND WELL BEING

- Demonstrate physical fitness such as strength, power, muscular endurance, cardiovascular endurance, and flexibility
- Follow basic health and safety rules
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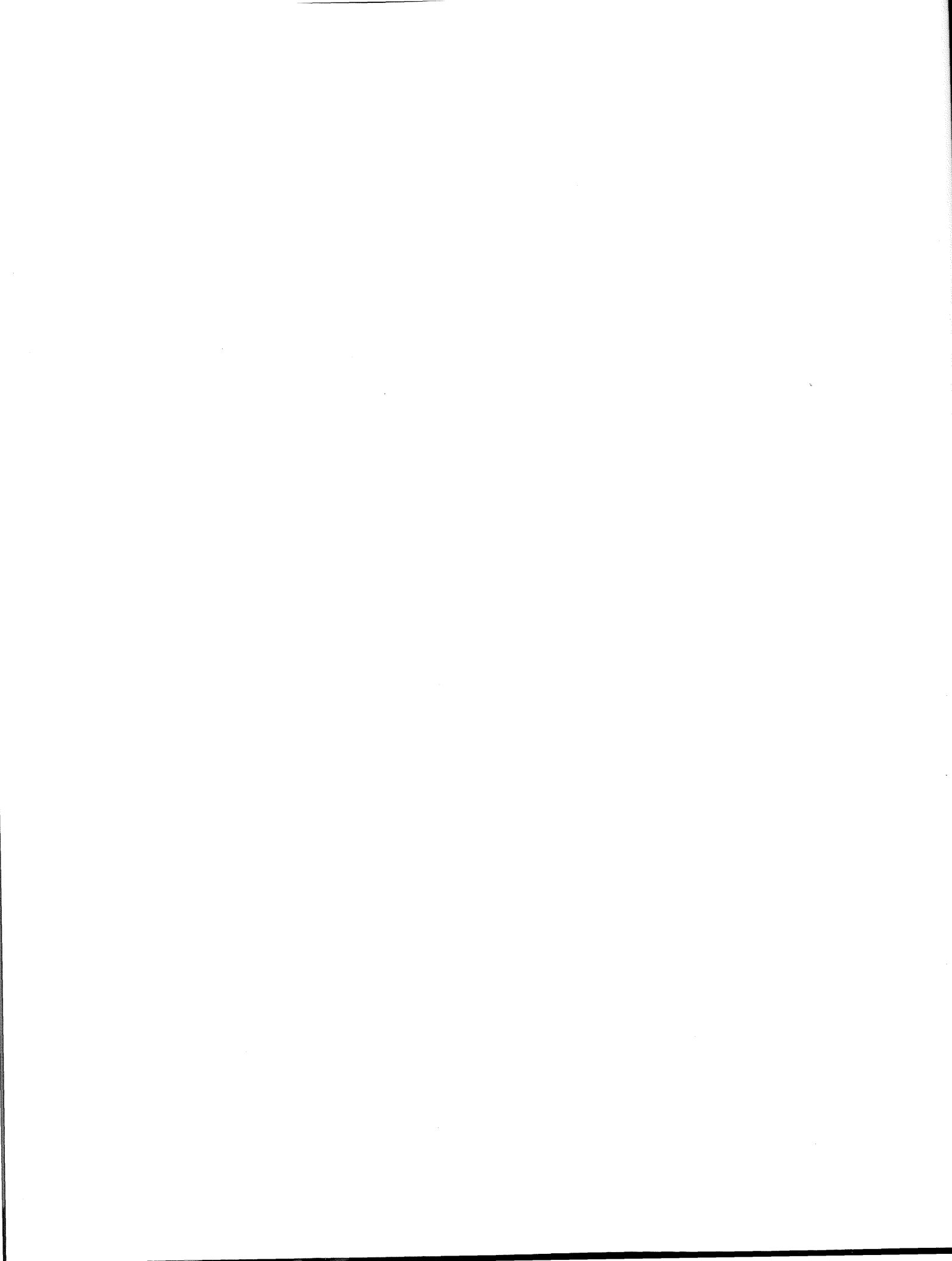
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