Why Developmentally Appropriate Practice Impacts Student Outcomes

Facilitated by
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B-3 Continuity Project
Intended Outcomes for this Webinar

- Overview DAP
- Link DAP and the requirements to PFA and expansion grant rubrics
- Share research on DAP and student outcomes
- Provide resources for embedding DAP in Birth to 3rd Grade
Who's in the "Room" Today?

1= Prek Administrator
2= Prek Teacher
3= K-3rd Administrator
4= K Teacher
5= 1st or 2nd grade Teacher
6= Other
What is your current level with Developmentally Appropriate Practice?

1= No knowledge
2= Limited knowledge
3= Some implementation
4= Advanced implementation
Overview of Developmentally Appropriate Practice

- 2 Foundational Principles
- 3 Core Considerations
- 5 Guidelines for Effective Teaching
- 10 Effective DAP Teaching Strategies
DAP Foundational Principles

Meeting Children Where They Are

▶ Knowing child development
▶ Knowing the skills children bring to their classroom
  - Includes home language, English language, culture, family, interests

Helping Children Reach Challenging and Achievable goals

▶ Plan and adjust instruction for children of varying levels
▶ Includes rigor: opportunities and supports to achieve within their zone of proximal development
DAP: 3 Core Considerations

1. Knowing about child development and learning
2. Knowing what is individually appropriate
3. Knowing what is culturally important
Zone of Proximal Development

LOCATING THE ZPD

What the student cannot do, even with assistance

What the student can do with assistance
(Level of Potential Development)

What the student can do independently
(Level of Actual Development)

Increasing Task Difficulty
At least 10%, but not more than 30%, of each classroom’s enrolled children have disabilities. Students with IEPs are active members of the classroom. Strategies, supports, and services identified in IEPs are provided in the classroom and are embedded into classroom play, activities, and routines.
Questions? Comments?
DAP: 5 Guidelines for Effective Teaching

- Create a Caring Community of Learners
- Planning Curriculum to Achieve Important Goals
- Teaching to Enhance Development and Learning
- Assessing Children’s Development and Learning
- Establishing Reciprocal Relationships with Families
Creating a Caring Community of Learners

<table>
<thead>
<tr>
<th>Developmentally appropriate</th>
<th>In contrast</th>
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<tbody>
<tr>
<td>Variety of opportunities for children to work and play together: partners, small groups, and in whole group instruction</td>
<td>Whole group settings are relied on with children remaining at their places. Classroom organization limits peer interactions</td>
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Research

Students in classrooms that incorporate DAP display fewer stress behaviors, such as nail biting, fidgeting, and aggressive behaviors than children in inappropriate environments.

(Hart, Yang, Charlesworth, & Burts, 2003)

Children in inappropriate classroom exhibited more stress behaviors during group times and worksheet activities.

Burts, Hart, Charlesworth & Kirk, 1990
Voice from the Field
Universal and targeted supports for children’s positive behavior and social-emotional development are included and the program follows a social emotional model or curriculum.

Strategies will be implemented to prohibit expulsion and suspension.
# Teaching to Enhance Development and Learning

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<td>Teachers encourage exploration, initiative and peer interaction with extended time in learning centers.</td>
<td>Excessive emphasis on rituals (&quot;doing the calendar&quot;) and frequent transitions to stick to the schedule interrupt children’s sustained engagement.</td>
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10 Effective DAP Teaching Strategies

1. Acknowledge what the children say or do.
2. Encourage persistence and effort.
3. Give specific feedback rather than general comments.
4. Model ways of approaching problems, rather than telling them.
5. Demonstrate the correct way to do something.
6. Create or add challenge.
7. Ask questions to provoke children’s thinking.
8. Help children work on their edge of competence (ZPD).
9. Provide information: facts, labels, etc.
10. Give directions for children’s action or behavior.
Download the infographic

naeyc.org
Research

Children described their cognitive competence more positively when they attended child-initiated rather than academically-oriented programs.

Dunn and Kontos, 1997
### Teaching to Enhance Development and Learning

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<td>Teachers recognize the importance of child-guided and adult-guided learning experiences.</td>
<td>When children are engaged in child-guided activities, teachers contribute little or nothing to children’s exploration and learning.</td>
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<tr>
<td>Teachers find opportunities to scaffold children’s thinking and learning.</td>
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Powerful Interactions

▶ Be Present
- Listen, observe

▶ Connect
- To their idea, their interest

▶ Extend
- Add one more thing: prop, role, scenario, language, writing, open-ended question, etc.
Research

Students in classrooms that incorporate DAP have stronger verbal skills.

Dunn, Beach & Kontos, 2000
New

Big Questions for Young Minds

EXTENDING CHILDREN’S THINKING

JANIS STRASSER AND LISA MUFSON BRESSON

naeyc.org
Planning Curriculum to Achieve Important Goals

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<td>Teachers integrate ideas and content from multiple domains through themes, projects and play so children make conceptual connections across disciplines.</td>
<td>Teachers convey facts remote from children’s experiences or too fragmented to be meaningful and interesting to them.</td>
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</table>
Students in classrooms that incorporate DAP score higher on tests of basic skills, including receptive, expressive, and written communication skills; daily living skills; interpersonal relationship and social skills.

(Marcon, 2002)
Describe the research-based curriculum to be used and how it is developmentally appropriate for each child and addresses the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social.
Several article titles:

Assessing and Scaffolding Make-Believe Play

Kindergarten Through Third Grade: Holding on to Play

Play for all Children: Access to Quality Play Experiences as a Social Justice Issue
## Assessing Children’s Development and Learning

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<td>Assessment is ongoing, with teachers collecting observations, photos, work samples, etc.</td>
<td>Methods appropriate for older children; administered separate from children’s usual activities.</td>
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<tr>
<td>Teachers use assessment to refine how they plan and implement activities.</td>
<td>Assessment results go straight into a folder and filed away.</td>
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Link to PFA and Expansion Grants

- How the results of screening is made available to the teaching staff
- How assessment information will be used to adjust the curriculum to address each child’s strengths and needs
- How the results of the individualized assessment profile for each child will be the basis for that child’s education program and how a language/literacy development program will be implemented based on their individual assessment
Link to KIDS

- Authentic, observational assessment that is valid and reliable
- Available to be an ongoing assessment
- Assessment information can be downloaded in child and group reports for instructional planning and individualizing learning
Establishing Reciprocal Relationships with Families

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<td>Families are encouraged to participate in various ways in the classroom or behind the scene.</td>
<td>Excessive demands on families’ time and energy including a great deal of time with homework.</td>
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- Families as full partners

- Communication between home and program will be regular, two-way, meaningful and when appropriate, in the families’ native language.

- Ensure that families play an integral role in assisting student learning
Link to KIDS

- Families are encouraged to contribute evidence (two-way communication)
- Reports can be created to detail next steps for families (report cards)
Questions? Comments?
Illinois Birth Through Third Grade (B-3) Continuity Project
Preschool “Fade-out” Effect Not Inevitable

- Alignment of standards and assessments within and across grades
- Formative assessments that are linked to standards
- A database that follows children PK through elementary school
- Continuity in the relative emphasis on social-emotional development and academic skills
- Continuity in curriculum
- Opportunities for teacher collaboration across PK-3 and coordinated professional development

B-3 Continuity Project Focuses on

B-3 Strategies

B-3 Continuity Project
Link to PFA and Expansion Grants

Align within a birth-through-third grade continuum of services, addressing at least one of the 8 areas for potential alignment –

- community partnerships
- comprehensive services
- family engagement and parent leadership
- data-driven improvement
- supported transitions
- aligned assessments
- aligned curriculum and instruction
- joint professional development.
Classrooms characterized by child initiation appear to facilitate children's creative development. The Hyson research team found that children in child-initiated classrooms scored higher on measures of creativity, or divergent thinking, than children in academically oriented classrooms.

Hyson, Hirsh-Pasek, & Rescorla, 1990

## Top 10 skills

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<td>1. Complex Problem Solving</td>
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<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
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<tr>
<td>3. Creativity</td>
<td>3. People Management</td>
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<tr>
<td>4. People Management</td>
<td>4. Critical Thinking</td>
</tr>
<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
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<td>6. Emotional Intelligence</td>
<td>6. Quality Control</td>
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<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
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Source: Future of Jobs Report, World Economic Forum
What is Your Next Action Step?

- Collect resources to study DAP?
- Expand cultural awareness and including it in curriculum?
- Creating a birth to third grade professional community?
- Use data from assessments?
- Build stronger transition communication from preschool to kindergarten? Kindergarten to first grade?
Process for collaboratively developing annual written plans addressing each staff member’s professional needs and interests.
Future Trainings

- Webinars and in-person seminars
- Supporting Dual Language Learners
- Implementing Play-based Instruction
- Vertical Articulation and Alignment with Prek-3rd
- What to Look for in a Developmentally Appropriate Classroom cross-walked with the Danielson Framework
Questions? Comments?
10 Effective DAP Teaching Strategies NAEYC infographic

Before Birth and Up Through Third Grade New America

Embracing the Birth to Third Grade Learning Continuum ESSA Presentation by B-3 Continuity Project. Fall, 2016.

Fighting Fade-out through PreK to 3rd Reform New America

http://www.eclre.org Illinois Early Choices Website


References

