

APPENDIX C

Changes to the Position Statement, Changes to the Book

Resources and Strategies for Faculty

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Online faculty resources can be accessed at
[NAEYC.org/DAP/faculty-resources](https://naeyc.org/DAP/faculty-resources)

For those who prepare early childhood educators (e.g., faculty, coaches, mentors, cooperating teachers), developmentally appropriate practice is a foundation of our work with students. *Developmentally Appropriate Practice in Early Childhood Programs* has always provided both a path for faculty to bring developmentally appropriate practice to students and a bridge for supporting its full implementation in coursework, field experiences, and daily professional practice. This new edition offers comprehensive information not only on developmentally appropriate practice but also on the changes in the revised position statement. It includes a new set of resources (such as this appendix in the book and others offered online) created specifically for faculty, to provide them with more depth, application, and creative insights to prepare their students to support children's learning and development in partnership with children's families.

Because it is rare to find a college or university course focused exclusively on developmentally appropriate practice, faculty and others who prepare future early childhood educators skillfully weave knowledge and application of developmentally appropriate practice throughout diverse courses and field experiences in increasing levels of complexity to address the real-world dilemmas of the field. This appendix offers ideas, tools, and strategies to support this weaving and to facilitate the use of the revised edition of *Developmentally Appropriate Practice* in a range

of courses. To accomplish this, the three authors of this appendix bring together their unique expertise and experiences. Camille Catlett is a consultant who works with faculty and higher education programs throughout the country to foster explicit, intentional emphasis on culture, diversity, equity, and inclusion in all aspects of coursework, field experiences, and program practices. Eva Horn is a faculty member and program coordinator at a university that offers bachelor's and master's degrees and doctoral educator and educator leadership preparation programs. These programs are blended programs in which students, in both coursework and field experiences, develop their competence in advocating for and creating equitable, high-quality learning opportunities for each and every young child in partnership with families. Florianna J. Thompson is a professor of early childhood education at a community college, an institution at which early childhood educators of diverse backgrounds, experiences, languages, and cultures begin their educational journeys. Her program offers certificates (infant/toddler, preschool, and school age), a diploma in early childhood education, and associate degrees for career track and college transfer. Each of us integrate developmentally appropriate practice into college coursework in different ways.

Whatever your own role in contributing to the skill and knowledge base of future early childhood educators, this appendix will support doing that in ways that build on a foundation of developmentally appropriate practice.

What's New in Developmentally Appropriate Practice?

A starting point for those who prepare the early childhood education workforce is to fully understand the revised developmentally appropriate practice position statement and to become familiar with, reflect on, and embrace the changes in both it and the fourth edition of the book. Here are some highlights of what these resources include:

- › With an acknowledgment of the complex decisions early childhood educators make every day, there is increased emphasis on core considerations to inform decision making. The guidance provided in Chapter 1 underscores the practice of seeking out and using three core considerations: “commonality in children’s development and learning, individuality reflecting each child’s unique characteristics and experiences, and the context in which development and learning occur” (NAEYC 2020a, 6). Chapter 1 may be used in conjunction with assignments in which students develop the capacity to make decisions that reflect all three core considerations.
- › The section of the position statement titled “Principles of Child Development and Learning and Implications That Inform Practice” translates extensive evidence into interrelated, important messages that distill what is known about supporting each and every child and family. An instructor might convert the principles to a self-reflection tool so students may consider how their lesson plans and other projects reflect these principles.
- › The position statement offers guidelines, based on the principles, to support decisions by early childhood educators in six key, interrelated areas of practice. These guidelines are also reflected in the six standards laid out in the position statement “Professional Standards and Competencies for Early Childhood Educators” (NAEYC 2020b) and in Part 2 of this book. Thus an instructor planning a course on observation, documentation, and assessment will find guidance in guideline 3 of the position statement (“Observing, Documenting,

and Assessing Children’s Development and Learning”), in standard 3 of the professional standards and competencies (“Child Observation, Documentation, and Assessment”), and in Chapter 8 of this book.

- › Chapters in Part 1 of the book highlight areas of additional consideration, complexity, and emphasis. For example, Chapter 5, “The Power of Playful Learning in the Early Childhood Setting,” translates the evidence on playful approaches to learning and development into guidance to incorporate in any context. Like the other chapters in this section, reflection questions, vignettes, and examples make this a wonderful reading for many courses. Imagine, for example, a cooperating teacher asking a student to read this chapter and then reflect on how to integrate more playful learning in lesson plans.
- › Similarly, the chapters in Part 2 of the book focus on the six guidelines and more specific content for each. Each of the six chapters offers instructional resources (reflection questions, vignettes) that instructors may draw on in both courses and field experiences. Chapter 10, “Planning and Implementing an Engaging Curriculum,” for example, would be a terrific reading for a curriculum course. Imagine using this chapter to explore how social, cultural, historical, and linguistic contexts influence everything not only in the lives of children and families but also in those of educators themselves.
- › Chapters throughout the book emphasize how much developmentally appropriate practice embraces and embodies the priority for supporting each and every child and their family. Thus, the chapters lend themselves to activities and assignments that provide learners opportunities to discover and apply the evidence-based practices they can draw upon in supporting children who are diverse in culture, language, ability, identity, and life circumstances.
- › The self-reflection vignettes in Appendix A, which offer insights about how individual early childhood educators incorporate developmentally appropriate practice in their daily work, provide material for both new and seasoned educators to thoughtfully consider.

The What and How of Integrating Developmentally Appropriate Practice into the Preparation of Early Childhood Educators

The 2020 position statement on developmentally appropriate practice rejects the notion that “one best practice” exists and instead emphasizes gaining knowledge about and integrating practices that support child, family, and community context and individual needs. This shift means those who prepare early childhood educators must engage students in more critical and complex self-reflection and experiences that require them to apply what they’ve learned and document the evidence on which their decisions are based. Faculty must braid together content and context to create cohesive, integrated sequences of learning opportunities, field experiences, and targeted applications so that students can understand that the process of considering and arriving at an effective solution is complex. (See Chapter 1.)

To prepare future early childhood educators to understand the complex nature of developmentally appropriate practice, those who prepare them need to consider their ages, assets, challenges, experiences, and diversity. In addition, faculty need to consider the “what” and the “how” (National Professional Development Center on Inclusion 2008). The “what” is the content addressed in the higher education program and is generally defined by state, regional, and national professional competencies, standards, and credentials. The “how” is the organization and facilitation of learning experiences used to support learning.

This appendix focuses on the intersection of the “what” and the “how” by offering early childhood faculty examples of ways to integrate strengths-based, hands-on sequences of learning, watching, questioning, practicing, and reflecting that support students to acquire and apply the values and

actions of developmentally appropriate practice through coursework and field experiences. The revised position statement and book highlight new expectations for what early childhood educators need to know and be able to do. Both also offer multiple examples of how to prepare early childhood educators to meet these new expectations.

Start with the Core Considerations for Intentional Decisions

Early childhood faculty must provide learning opportunities that support students’ developing competence in making informed intentional decisions. These intentional decisions are based on the three interrelated core considerations noted previously: commonality, individuality, and context.

With commonality, faculty engage in activities and experiences that support students in gaining knowledge of children’s development and the ways in which they are influenced by social and cultural contexts. Faculty must move students toward understanding that developmental progressions are not universal norms but rather must be viewed critically from diverse perspectives.

With individuality, faculty support students in understanding that each child brings multiple assets to learning and that supporting learning starts with recognizing and then building on those strengths.

With context, faculty support students in considering and understanding the critical role of child and family social and cultural contexts in the decision-making process. It is at this point that faculty engage students in reflecting on their own social and cultural contexts and confronting biases that they bring to the teaching and learning process.

This edition of the book offers many resources to advance the understanding of learners vis-à-vis the core considerations. Chapters such as Chapter 2, “The Principles in Practice,” includes many vignettes faculty may use to help students find and apply resources that enable them to make decisions consistent with developmentally appropriate practice.

Adopt and Align Coursework

To build students' competence in basing decisions on the core considerations, faculty use approaches that begin with knowledge acquisition (e.g., readings and discussions) and move to knowledge application (e.g., simulations, practice-based assignments, and field experiences). An effective method to support knowledge application is the use of multifaceted vignettes or stories.

Using the information in the story and other evidence-based resources, students actively engage in applying the concepts to develop strategies or make decisions. The use of vignettes provides an opportunity to try their hand at application before doing so within the real world of children and families. Here's an excerpt from vignette 3.1 in Chapter 3 with illustrations of how this and other vignettes in each chapter may be used:

Making a Pie to Support Vocabulary Development

Ms. Hall observes Paola, a child in her kindergarten class who speaks Spanish at home and is learning English, as she plays with playdough. The child pats a playdough circle and says the word “tarta” in Spanish and “cake” in English. She rolls out small round shapes and places them on top of the circle. Paola then places snakes of playdough in a crisscross pattern over the top and again says, “Cake!” Ms. Hall notices the detail in Paola's playdough creation and reflects that she is probably making a pie or a fruit tart but does not yet have the expressive language to describe what she is making more specifically in English. She leans over the child and says, “That looks like a delicious pie!”

(Adapted from Riley-Ayers & Figueras-Daniel 2018)

After students read the vignette, faculty might consider the following options for next steps:

- › How might this be an opportunity for Ms. Hall to connect with Paola's family and to learn about *tartas* and other pastries that might be part of Paola's family traditions?
- › How might this be an opportunity to learn about where in the community there are bakers making the pastries that are part of Paola's tradition?
- › How might this be an opportunity for Ms. Hall to consider the domains of development that might be involved in following and implementing a recipe?
- › How might it be possible to develop a unit around the vocabulary, process, and production of a pastry that is part of Paola's tradition?
- › How might all the children contribute to a conversation about the diverse baked goods they love and what the names of those items are? Imagine making a graph of how many of the children enjoy each type of baked good (math), or following a recipe together (math, language, literacy, fine motor), or adding measuring spoons and other necessary items to the housekeeping area to support playful preparation of favorite items. And how might individual children help with the preparation in ways that support their unique learning goals (e.g., stirring to develop eye–hand and motor coordination)?

Faculty can instructionally use a single vignette like this to help students learn how to create opportunities for engaged, playful learning that integrates the three core considerations of developmentally appropriate practice.

Make Direct Connections to the Book and Other Resources for Teaching Developmentally Appropriate Practice

This section outlines opportunities for authentically and effectively incorporating the revised position statement, this book, and other resources into higher education preparation programs.

Included in the online resources for this book are six charts, each of which corresponds to a standard in the professional standards and competencies (NAEYC 2020b). These standards reflect consistency with the guidelines in the statement on developmentally appropriate practice. Each chart offers sample readings from NAEYC's foundational documents and this book as well as additional resources, activities, assignments, and reflections that faculty can incorporate into courses across their higher education programs. See Table C.1 for a sample chart for standard 3 from the professional standards and competencies, which

Table C.1. Standard 3: Child Observation, Documentation, and Assessment

Readings	Activities/Assignments	Thought/Reflection Questions
<p>Essential Readings</p> <p>NAEYC’s Foundational Documents</p> <ul style="list-style-type: none"> • “Advancing Equity in Early Childhood Education” (page 8) • “Professional Standards and Competencies for Early Childhood Educators” (pages 15–16) • “Developmentally Appropriate Practice” (pages 19–20) • “Code of Ethical Conduct and Statement of Commitment” (pages 2–3) <p>Vignettes</p> <p>DAP, 4th ed., Chapter 8: “Observing, Documenting, and Assessing Children’s Development and Learning”</p> <ul style="list-style-type: none"> • Vignette 8.1: Home Visit Strengthens Connection and Informs Assessment • Vignette 8.2: Individualization and Collaboration with Families <p>Additional NAEYC Readings and Resources:</p> <ul style="list-style-type: none"> • “Assessment in Kindergarten: Meeting Children Where They Are” NAEYC.org/resources/pubs/yc/jul2019/assessment-in-kindergarten (YC article) • “Assessing Opportunities to Support Each Child: 12 Practices for Quality Inclusion” NAEYC.org/resources/pubs/yc/jul2019/practices-quality-inclusion (YC article) • “Intentional and Supportive: Appropriate Uses of Early Assessments” NAEYC.org/resources/pubs/yc/jul2019/appropriate-uses-early-assessments (YC theme issue) 	<p>1. Adapt any of the vignettes in Chapter 8 to create an assignment. Here’s an example with vignette 8.1: Home Visit Strengthens Connection and Informs Assessment.</p> <p>Purpose</p> <p>Discover how knowledge of a child’s context can inform educator practices</p> <p>Directions</p> <ul style="list-style-type: none"> • Ask students to read the vignette. Mention that the vignette reveals one thing Mr. Christenson discovered about Jillian that informed his decision making. • Ask students to imagine that they are Jillian’s teacher and have the same concerns about her learning and development. Then ask them to create a set of questions or prompts that they might use to learn as much as possible about Jillian’s context (e.g., interests, family members, values, traditions, and so forth). • Remind students to consult evidence sources for ideas in creating their questions and prompts, such as the 2020 position statement on DAP (page 19), the 2020 position statement on professional standards and competencies (pages 15–16), or the 2019 position statement on advancing equity (page 8). <p>2. Subjective vs. Objective and Anti-Bias Observations</p> <p>Purpose</p> <p>Practice making unbiased, objective observations</p> <p>Directions</p> <ul style="list-style-type: none"> • Ask students to watch “The World of Children: Developing Child Observation Skills” (vimeo.com/464053347) to learn about the difference between subjective and objective observations. • Option 2.1: Practice with children. Select another video clip and use it to generate subjective statements about the environment, interactions, or children. Ask students to watch the same clip and rewrite the statements to be more objective. • Option 2.2: Practice with families. Use Learning Guide 7.6: Reframing Activity (rpm.fpg.unc.edu/instructor-area/module-7-learning-guides) to review the importance of using statements that reflect an anti-bias viewpoint as part of the assessment process. The Learning Guide includes directions and a handout. 	<p>From Chapter 8</p> <p>Thought Questions</p> <ul style="list-style-type: none"> • How do educators know what children are learning and use that information to make informed and meaningful decisions about teaching? • What decisions do you need to make about the assessment process when working with children from different cultures and who speak different languages? <p>Reflection Questions</p> <ul style="list-style-type: none"> • How do educators assess children in a way that matches the goals of the assessment process and the context of the specific children they teach? • What opportunities and challenges are present in partnering with families to understand children’s learning and development?

corresponds to guideline 3 from the position statement on developmentally appropriate practice and Chapter 8 in this text.

Faculty can make the position statement on developmentally appropriate practice a required reading and bring it into discussions, activities, and assignments. For example, in a conversation about families, they can ask students, “What does the DAP position statement say about that?” Knowing that they can and should go to the position statement, and this book, to learn about family engagement and the other guidelines for developmentally appropriate practice will reinforce for students the importance of these publications as core professional resources.

Using this book as a required text that is integrated throughout a higher education program can reinforce the tenets of the position statement through more thorough and in-depth analysis and discussion. Each chapter expands on the key elements of the position statement and offers tools for student engagement. To illustrate, here are ideas for using Chapter 2, “The Principles in Practice”:

- › Use the thought questions as prompts for discussion.
- › Use the examples of the nine principles of child development and learning as prompts for discussion or even a student assignment, as each example comes with reflection questions.
- › Adapt examples to bring in additional perspectives. For example, vignette 2.4 talks about the play-based approaches a skilled educator uses. Faculty could extend this example by asking students to consider what Ms. Sumpster might need to do differently to support the participation of a child with a disability or a child who is a dual language learner.
- › As part of a student teaching course, encourage candidates to refer to *Developmentally Appropriate Practice* as a resource in planning “strengths-based, play-based approaches to joyful, engaged learning” (NAEYC 2020a, 5). Strategic approaches to dilemmas of daily practice that arise for each student may be developed in the student teaching seminar by pulling vignettes from the book.

By incorporating the book across the higher education program, students can be asked, as part of discussions, assignments, or lesson planning, to identify by page the source for their responses. This practice in drawing on and documenting evidence sources is another aspect of professionalism (guideline 6).

Faculty can also draw on existing evidence-based models for assistance in examining their own current practices and integrating new emphases in developmentally appropriate practice. The Blueprint Process (Catlett, Maude, & Skinner 2016) is an example of an early childhood model that describes a sequence of course deconstruction and reconstruction efforts. Through this process, faculty can examine course components (e.g., readings, calendar, activities, discussions, and assignments); identify opportunities for enhancement; and consider adjustments to feature explicit emphasis on diversity, equity, inclusion, and belonging and other aspects of developmentally appropriate practice.

Resources are readily available in the chapters of this book, on the NAEYC website, and elsewhere with evidence-based practices for supporting children of diverse races, ethnicities, languages, abilities, economic statuses, family compositions, and other identities. For example, go to the main NAEYC website (NAEYC.org), and enter the search term “inclusion,” “equity,” “anti-bias,” or “diversity.” This will yield blogs, articles, position statements, and other resources related to these topics.

There are many research-based companions to support teaching about and promoting the use of developmentally appropriate practice. For example, the recommended practices of the Division of Early Childhood of the Council for Exceptional Children (DEC 2014) are readily available as checklists, practice guides, and instructor modules (ECTA, n.d.). These provide faculty with evidence-based content and resources for individualizing to support children with or at risk for developmental delays or disabilities.

Promote Connections Between NAEYC’s Position Statements

By making connections between the position statement on developmentally appropriate practice and other NAEYC position statements, faculty can help students

advance their professionalism. For example, a faculty member who is leading a discussion about guideline 1 content (creating a caring, equitable community of engaged learners) could direct students to this topic's eleven recommendations for early childhood educators in the advancing equity position statement for additional insights (NAEYC 2019). Another option, using all of the recommendations for early childhood educators in the equity statement, would be for a faculty member to create an observation tool. Students could initially practice using the tool while watching a video to note practices that are, or are not, consistent with the position statement. The students could then move to using the tool when they observe an actual classroom as a part of a field experience. Based on what they document, students might then identify a missing aspect of equitable practice and share how they would address that feature, based on guidance in the position statements on advancing equity and developmentally appropriate practice. Again, their response should list the evidence source(s) (e.g., "DAP position statement, page 8") on which they drew. Similarly, faculty can use the joint position statement of the Division for Early Childhood (DEC) and NAEYC on inclusion (DEC & NAEYC 2009) to help students apply the content of guideline 4 to young children with disabilities by asking such questions as "How would you support access for a child with disabilities?" or "How would you support the full participation of a child with disabilities?"

Intentionally Diversify Field Experiences

If the goal of a higher education program is to produce early childhood educators who can design and implement environments, interactions, and learning opportunities that support each child and family in ways that are developmentally appropriate, it is unreasonable to expect students to achieve that goal without them having multiple opportunities to experience diversity in its many forms. The specific recommendation in the developmentally appropriate practice position statement is that students have "experiences working in various settings (including schools, centers, and family child care homes) that serve racially, linguistically, culturally, and economically diverse groups of children across all age groups, including children with and without

disabilities" (NAEYC 2020a, 31). Furthermore, students need practice to build the capacity to engage in reciprocal partnerships with families.

This is not an easy task, particularly when many students are employed full time. Here are suggestions from faculty throughout the country about how to address this challenge:

- › Learn the resources of your community. For example, discover which programs reflect quality inclusive practices and prioritize opportunities for students to see those examples and discover which programs have extended hours so students with full-time jobs have options.
- › Form relationships with community partners (e.g., Head Start agencies, school districts, infant/toddler and preschool early care and education programs) to increase opportunities to collaborate and increase the diversity of field placements.
- › Enhance partnerships with community programs to create opportunities for reciprocal sharing of information and resources. For example, implement strategies that facilitate and enhance mentor teachers' understanding of the preparation program's content related to developmentally appropriate practice.
- › Develop coaching and apprenticeship opportunities that support participation and build on the strengths of program staff, faculty, and students.

Conclusion

In this appendix, we have provided examples of how the developmentally appropriate practice book and position statement may be effectively used as part of college/university teaching and field experiences. This appendix also includes examples of the "what" and "how," ways to skillfully weave in the core considerations, options for adapting and aligning coursework and field experiences, and ways in which to use *Developmentally Appropriate Practice* chapter materials instructionally. The authors hope faculty and others find the ideas in this appendix and the companion charts useful in their quest to fully implement the concepts and values of developmentally appropriate practice.

For colleagues who aspire to collaborative work to prepare early childhood educators to support children and families in ways consistent with developmentally appropriate practice, here are some examples:

- › A NAEYC-accredited early childhood program at a community college requires students to purchase *Developmentally Appropriate Practice* when they take their first course. Faculty members work together to integrate developmentally appropriate practice content, vignettes, and reflections into all courses in the program, and students keep the book as part of their professional library.
- › A blended (early childhood/early childhood special education) program at a university requires baccalaureate students to purchase *Developmentally Appropriate Practice* and download the DEC recommended practices (DEC 2014). Faculty members work together to integrate developmentally appropriate practice content, vignettes, and reflections and the recommended practices into all courses in the program.
- › A master’s degree program in early intervention/early childhood special education at a university requires *Developmentally Appropriate Practice* as a program text. Along with the emphasis on content that is discipline specific, the instructors require students to reflect in their assignments on an important bottom line: how do their responses reflect developmentally appropriate practice?
- › A student who is completing the final teaching practicum in a state apprenticeship program has just responded to feedback from her mentor. She’s been asked to identify ways in which her classroom environment might be more respectful of and responsive to the diversity among the children she teaches and their families. The student will consult *Developmentally Appropriate Practice* for guidance, as her mentor requires her to link her responses to an evidence source and they both use *Developmentally Appropriate Practice* for that purpose.

- › Before a student arrives for an observation in Ms. Jackson’s preschool classroom, Ms. Jackson reviews Chapter 9 (“Teaching to Enhance Each Child’s Development and Learning”) in *Developmentally Appropriate Practice*. She knows that *Developmentally Appropriate Practice* is a text for the student’s curriculum course, and she wants to be ready. She quickly jots down some questions for the student: Did you notice any examples on individualizing to support one young learner? Did you notice examples of how interactions were differentiated for each child? Based on Ms. Jackson’s prior conversation with the course instructor, these are the areas that are being emphasized in the course, so these questions will support the student to see the connections between what she has read, what she has heard in class, and what she sees in her field placement.