

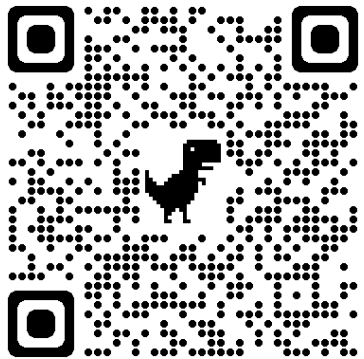
Developmentally appropriate practice:
What early childhood teachers need to
know about the changes in the 4th edition
of *Developmentally Appropriate Practice in
Early Childhood Programs*



Zlata Stanković-Ramirez, Coastal Carolina
Josh Thompson, Texas A&M University-Commerce
NAEYC, Washington, DC, Friday, November 19, 2022

In this session, participants will

- 1.) explore changes in the four versions of developmentally appropriate practice (DAP)
- 2.) share findings from a survey of preservice teachers' baseline knowledge of DAP from their published work on the topic.
- 3.) review recommendations for teaching the newly revised DAP to teacher educators and practitioners.



Resource page <http://faculty.tamuc.edu/jthompson/dap>

Objectives for this presentation

1. Examine the crucial components of DAP 1, 2, 3, & 4.
2. Recall DAP impact in your teaching
3. Explore Waves & Cycles of Child Development
4. Discuss questions about 3 core and 9 principles
5. Connect Crosswalk, Equity, and Unifying Framework
6. Transform your perspective and commit to help others through the process of their own transformation



Developmentally Appropriate Practice (1987)



Primary objective: prevent “push down” curriculum from elementary to preschool level.

Two core considerations

- Ages & stages, commonalities
- Children’s unique developmental needs , individuality



Developmentally Appropriate Practice (2nd ed.) (1997)

Revised to include the third core consideration

Address diversity to include the social and cultural context for each:

- Child
- Educator
- Program as a whole



Developmentally Appropriate Practice (3rd ed.) (2009)

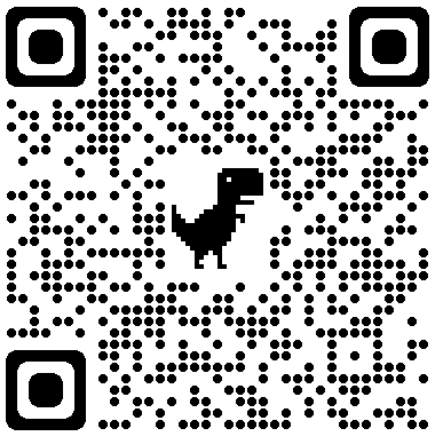


- Identify what is “Best practice” and what is not
- Typically developing children
- “Best practice” promoted as a tool for assessing normative instructional practices
- De-emphasized these cultural contexts and leaned in toward “best practice” for all children.



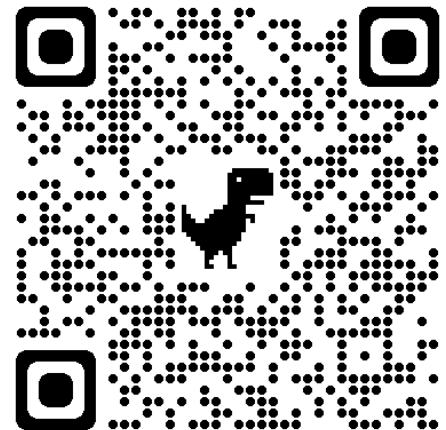
“It’s a mistake to try to fit children into preexisting templates, insisting that every child achieve specific milestones at specific ages.”

Thompson & Stanković-Ramirez, 2021, p. 21



Small group discussion

- * When did you first hear about DAP?
- * What were the takeaways that you applied in your classroom?
- * What was missing?



Developmentally Appropriate Practice (4th ed.) (2020)



Major shift in emphasis, away from standards-based and towards a transformative view of the young child

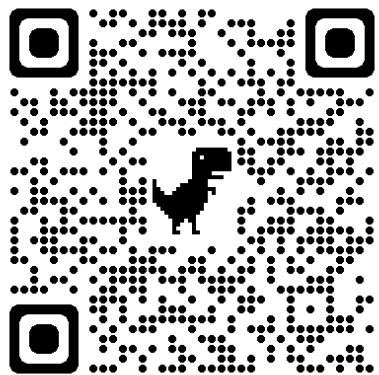
- Instead of Ages and Stages, Waves and Cycles
- Reemphasizing the diversity and uniqueness of individual





“The waves of development, the ebb and flow of growth and processing, acquisition and reconsideration, all together map a process of typical child development, and attending to these waves empowers educators of children of all ages to go with the flow.”

Stankovic-Ramirez & Thompson, 2022, 5



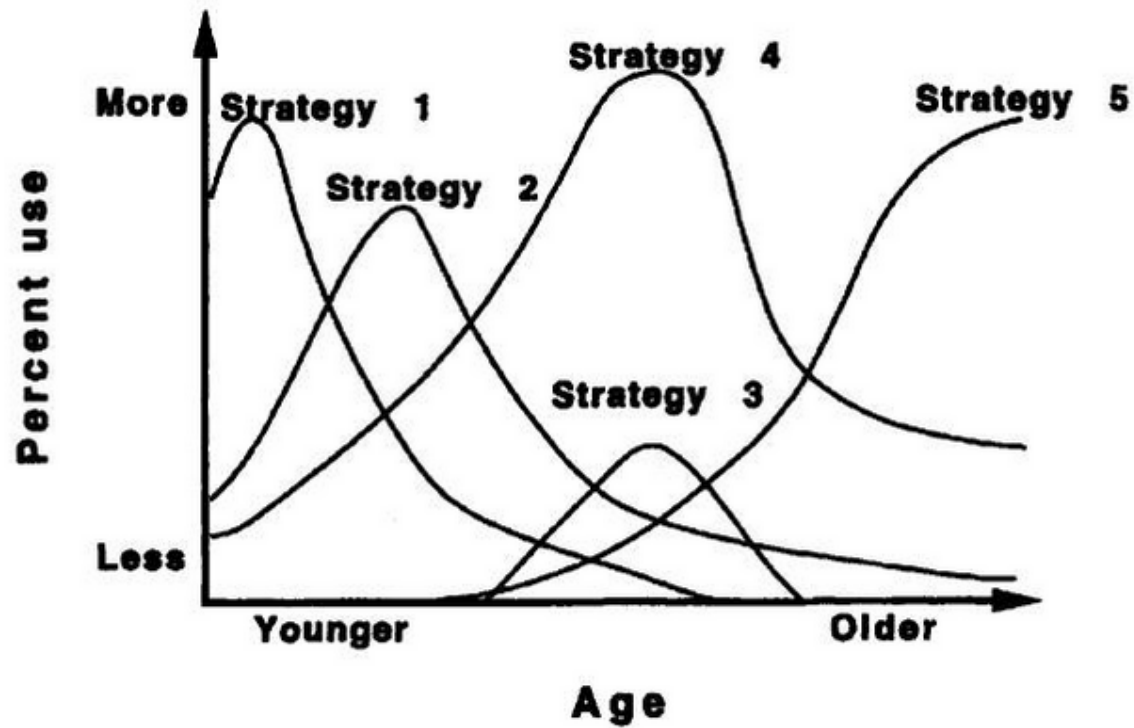
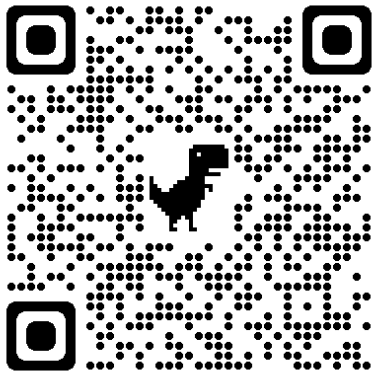
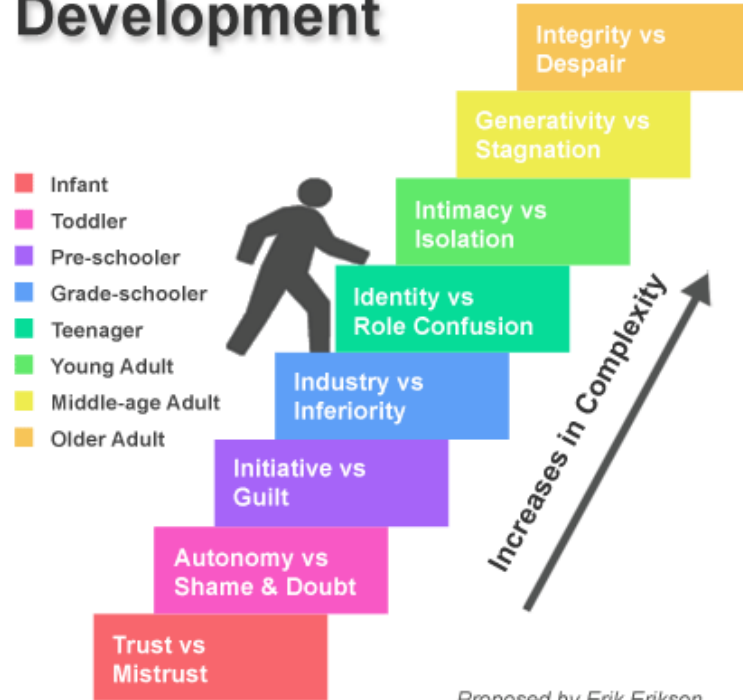


Figure 4.4. Overlapping waves depiction of cognitive development.

Robert S. Siegler (1998)
Emerging Minds: The Process of Change in Children's Thinking. Chapter 4: Trudging up the staircase or swimming with the tide.

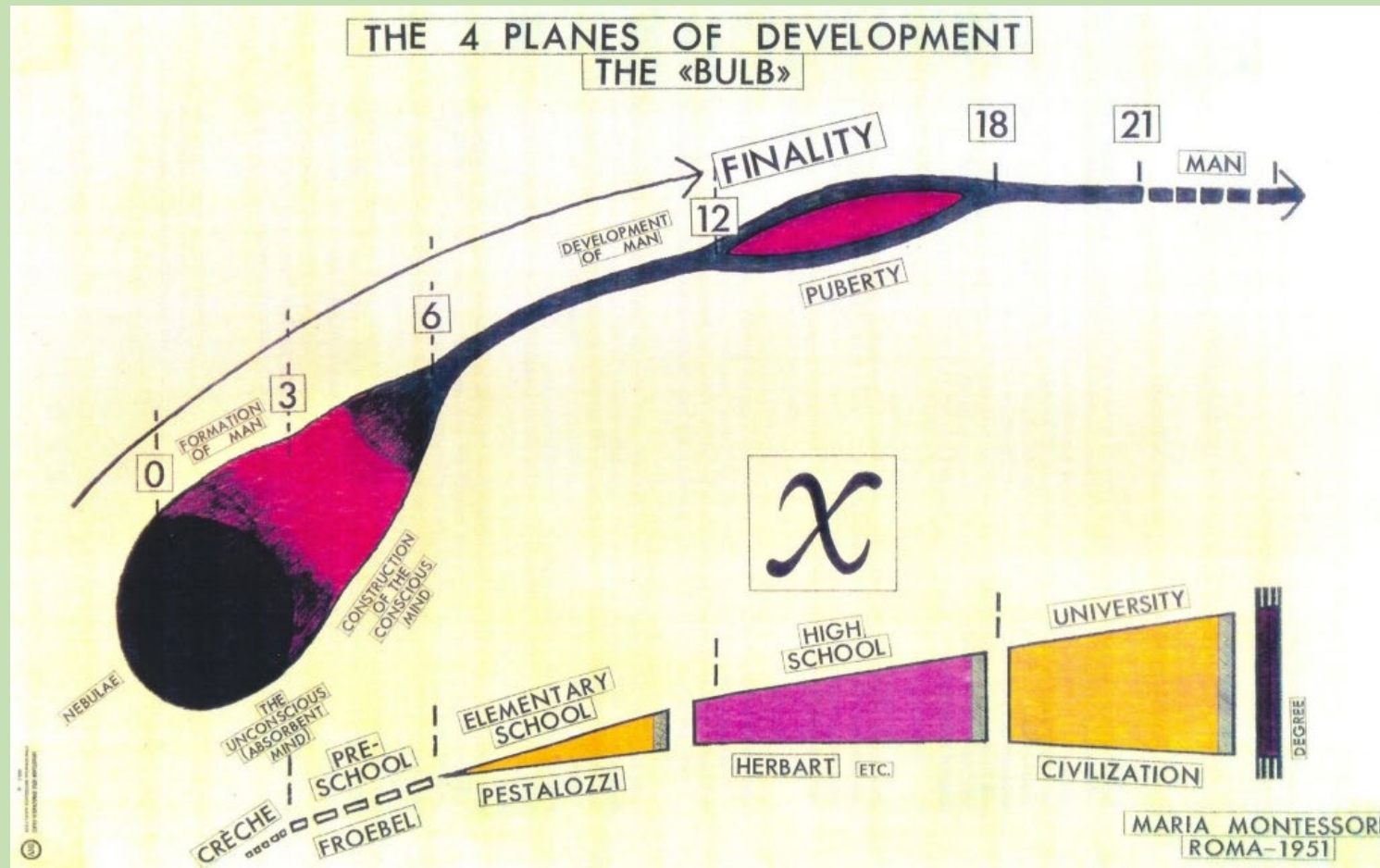


Stages of Psychosocial Development



Erik Erikson

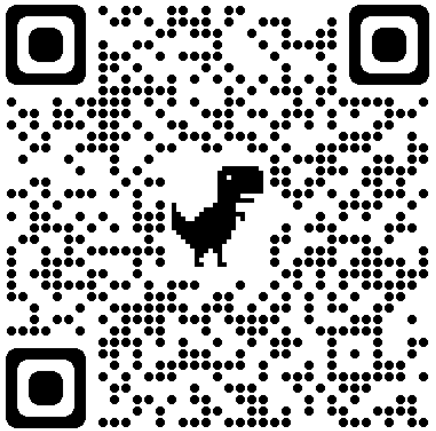
Paradigm shift



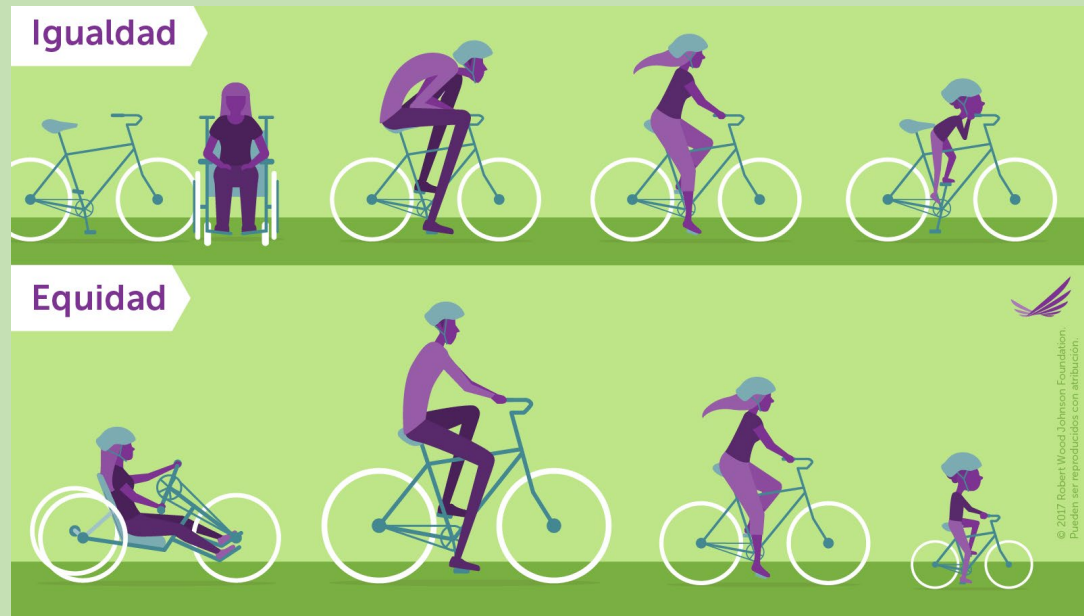
Maria Montessori



- DAP IS CAP culturally appropriate practice
- DAP is LAP linguistically appropriate practice
- DAP is AAP ability appropriate practice



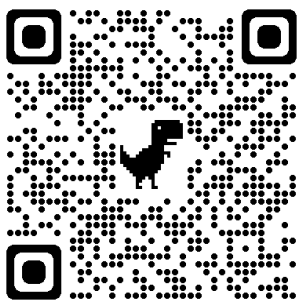
DAP is equity



Advancing Equity in Early Childhood Education

National Association for the Education of Young Children

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have



NAEYC. (2019). *Advancing equity in early childhood education*. National Association for the Education of Young Children.

#EquityInECE

naeyc[®]

National Association for the
Education of Young Children

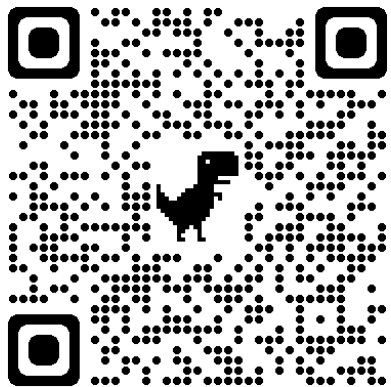
[NAEYC.org/DAP](https://naeyc.org/DAP)

Using **Developmentally**

Appropriate Practice 3RD EDITION

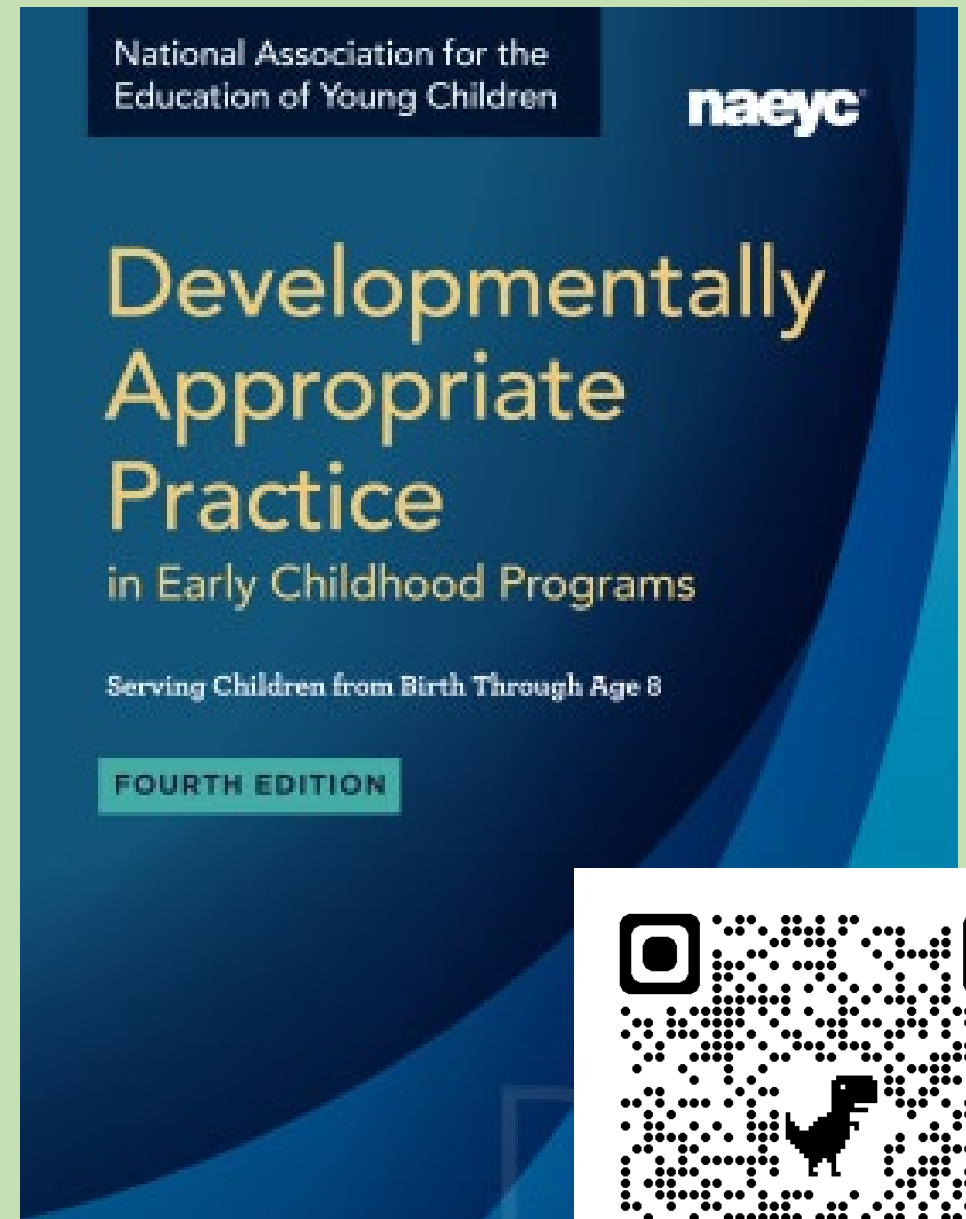
with NAEYC's **2020 DAP Position Statement**

This crosswalk aligns NAEYC's fourth edition of the DAP Position Statement with the third edition of *Developmentally Appropriate Practice*.



APPENDIX C:
Changes to the Position
Statement, Changes to
the Book: Resources and
Strategies for Faculty.
by Camille Catlett, Eva
Horn, and Florianna J.
Thompson

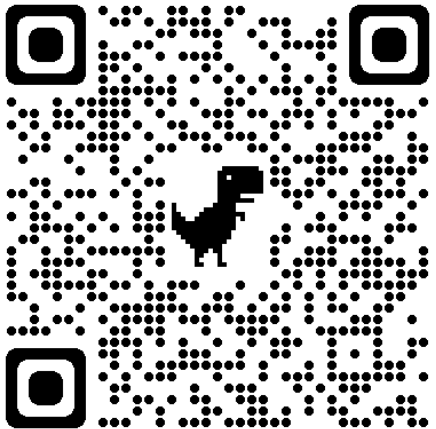
www.naeyc.org/dap



Power to the Profession: DAP & UNIFYING FRAMEWORK

**Unifying
Framework**
for the

**Early Childhood
Education Profession**



<http://powertotheprofession.org/>

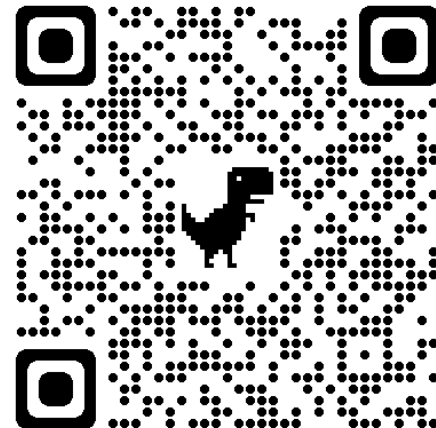
Aligning NAEYC Vision/Mission Statement with DAP

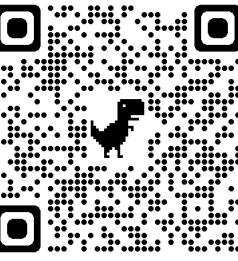
Vision Statement

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

Mission Statement

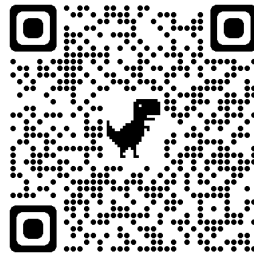
NAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.





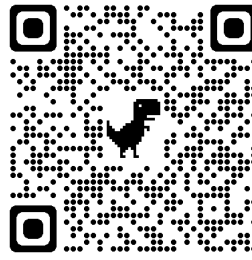
Small group discussion

1. Why is it important for educators at all levels to understand child development?



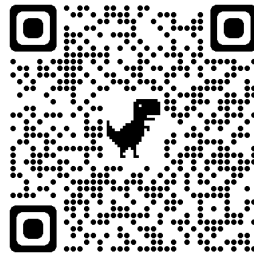
Small group discussion

2. How might thinking of development in terms of waves instead of steps change a teacher's approach to students?



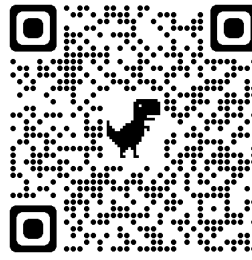
Small group discussion

3. Why is it important for teachers to keep the Three Core Considerations in mind? What are some of the challenges of balancing all three considerations?



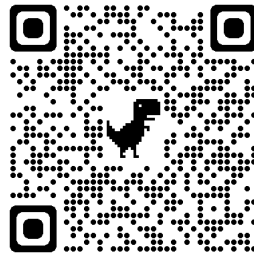
Small group discussion

4. Review the Nine Principles. Share an example of that principle in practice.



Small group discussion

5. According to the authors, DAP requires educators to “do their best to challenge their own biased assumptions and to form a more healthy and holistic view of the children in their care.” In your experience, what are some common assumptions teachers make about children that they should reconsider. Share a story of how you’ve challenged your own assumptions.



Small group discussion

1. Why is it important for educators at all levels to understand child development?
2. How might thinking of development in terms of waves and cycles instead of steps change a teacher's approach to students?
3. Why is it important for teachers to keep the Three Core Considerations in mind? What are some of the challenges of balancing all three considerations?
4. Review the Nine Principles. Share an example of that principle in practice.
5. According to the authors, DAP requires educators to “do their best to challenge their own biased assumptions and to form a more healthy and holistic view of the children in their care.” In your experience, what are some common assumptions teachers make about children that they should reconsider. Share a story of how you've challenged your own assumptions.

What early childhood educators know about developmentally appropriate practice. *Phi Delta Kappan*. 2021

Two college professors looking for ways to teach new DAP to ECE teachers

NAEYC DAP Symposium, June 2021

Dr. Sue Bredekamp

Dr. Barbara Willer

Dr. Kathy Hirsh-Pasek

and others



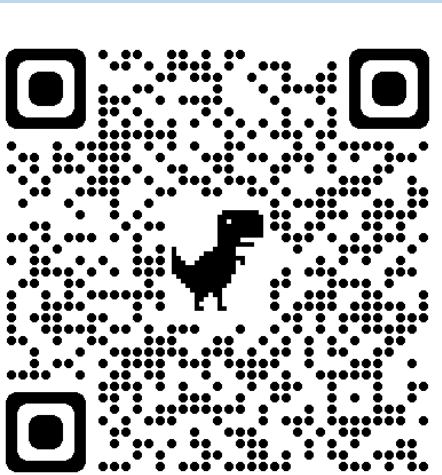
Diverse voices (authors) in DAP

Diverse children addressed through the vignettes in DAP



Three Core

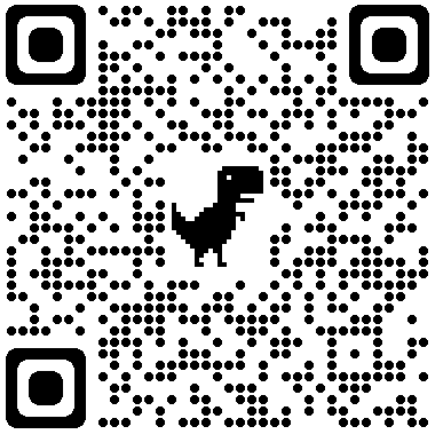
- Commonality
- Individuality
- Context



Nine Principles

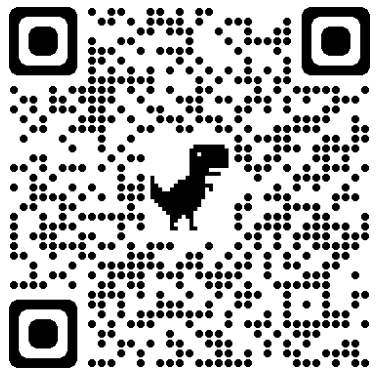
- Nature/nurtue
- Domains
- Play = joyful learning
- Culture, experience, individuality
MATTERS
- Children as active learners
- Belonging, purpose, agency =
motivation and learning
- Integrated learning across disciplines
- ZPD level just above
- Tech and media can be valuable tools

Texas Elementary Principals and Supervisors Association (2022)



Small group discussion

- Who needs to know what you know about DAP?
- What spaces and places should the new version of DAP be explored and explained?
- When are YOU going to do it?



QUESTIONS AND DISCUSSION



References

- Bredenkamp, S., & Willer, B. (2021, June 9). *Intentional decision making: The core considerations*. [Symposium session]. NAEYC DAP Symposium.
- Doucet, F., & Adair, J. (2018). Introduction: A vision for transforming early childhood research and practice for young children of immigrants and their families. *Occasional Paper Series, 2018* (39). <https://educate.bankstreet.edu/occasional-paper-series/vol2018/iss39/2>.
- Hirsh-Pasek, K. (2021). *Re-imagining education: Delivering high-quality education through playful learning*. [Symposium]. NAEYC DAP Symposium.
- Kay, A. (2017). Illustrations on the Four Planes of Development. *Blog post: Notes on Montessori, Chinese Classics and Science*. <https://notesonnn.wordpress.com/2017/05/27/illustrations-on-the-four-planes-of-development/>
- Montessori, M. (1949). *The absorbent mind*. Holt, Rhinehart, and Winston.
- NAEYC. (2019). *Advancing equity in early childhood education*. National Association for the Education of Young Children.
- NAEYC. (2020). *Developmentally appropriate practice*. National Association for the Education of Young Children.
- Power to the Profession. (2020). *Unifying framework for the early childhood education profession*. <http://powertotheprofession.org/profession-framework-03312020-web/>.
- Siegler, R.S. (1996). *Emerging minds: The process of change in children's thinking*. Oxford University Press.
- Siegler, R.S. (2005). Children Learning. *American Psychologist*. Pp. 769-778.
- Siegler, R. S. (2016). Continuity and Change in the Field of Cognitive Development and in the Perspectives of One Cognitive Developmentalist. *Child Development Perspectives*. doi: 10.1111/cdep.12173—
- Stanković-Ramirez, Z., & Thompson, J. (2018). Rethinking developmental domains to improve classroom observations. *Texas Child Care Quarterly, 42*(2), 20-27. Available online https://www.childcarequarterly.com/pdf/fall18_domains.pdf.
- Thompson, J. & Stanković-Ramirez, Z. (2021). What early childhood educators know about developmentally appropriate practice. *Phi Delta Kappan, 103*(2), pp. 20-23. <https://kappanonline.org/what-early-childhood-educators-know-about-developmentally-appropriate-practice/>.

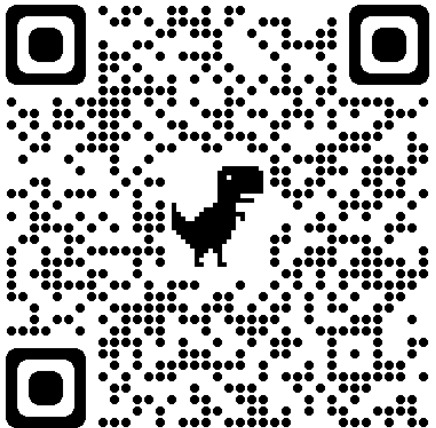


THANK YOU for attending our DAP session!



Dr. Zlata Stanković-Ramirez
zramirez@coastal.edu

Dr. Josh Thompson
josh.thompson@tamuc.edu



www.naeyc.org/dap

Resource page <http://faculty.tamuc.edu/jthompson/dap>