New Resources for Incorporating DAP in Early Childhood Higher Education Programs

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Foundational NAEYC Documents

Advancing Equity in Early Childhood Education
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf
- Advancing Equity Landing Pad https://www.naeyc.org/resources/position-statements/equity

Professional Standards and Competencies for Early Childhood Educators
https://www.naeyc.org/resources/position-statements/professional-standards-competencies

Examples of Faculty Resources in the DAP Position Statement
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

Core Considerations to Inform Decision-Making (pages 6-7)
- Infant-toddler personas https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Infant-Toddler%20Personas.pdf
- Preschool personas
  https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Preschool%20Personas.pdf
- K-3 personas https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/k-3%20Personas.pdf
- Michigan personas https://eotta.ccresa.org/Resources.php?id=4095&Resources=1

Principles of Child Development and Learning (pages 8-13)
  o Connect to Chapter 2 in the DAP Book

Recommendations for Higher Education and Adult Development (page 31)

Examples of Faculty Resources in the DAP Book
- **Chapters have Learning Goals, Thought Questions, Reflection Prompts/Questions, and Vignettes**
  o List of all vignettes by chapter on pages *v-vii*
- **The Power of Playful Learning in the Early Childhood Setting (Chapter 5)**
- **Creating a Caring, Equitable Community of Learners (Chapter 6)**
- **Chapter Charts:** New emphasis and new connections between chapter content and teaching practices for all ages and for each age group (e.g., infant and toddler, PreK/K, primary)
- **Appendices**

Examples of Online Faculty Resources for the 4th Edition of DAP
https://www.naeyc.org/resources/developmentally-appropriate-practice/get-faculty-resources

To access the faculty resources to accompany DAP, go to https://www.naeyc.org/resources/developmentally-appropriate-practice/get-faculty-resources
- Appendix C: Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty
- Faculty Charts 1-6: Tables with Resources for Coursework and Field Experiences
  o Essential readings, vignettes, NAEYC readings and resources, activities and assignments, thought and reflection questions
- Video overview of faculty DAP resources https://www.youtube.com/watch?v=bKVRtLUFxRk

Opportunities to Incorporate DAP in a Specific Course

Course/ Content	DAP Sources	Online	Additional Resources	Sample Activity/Assignment
Introduction to Early Childhood Education (EDU 119)	Position statement All chapters	Pull examples from any chart	• The Danger of a Single Story **https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story** • The Myth of Average **https://www.youtube.com/watch?v=4eBmyttcfU4** (e.g., what was it like to have a family member who learned differently? what can students learn about individual differences and the importance of teachers who can individualize?) • Play Promotes Development **https://eclkc.ohs.acf.hhs.gov/curriculum/article/play-promotes-early-development-its-time-play** • Diversity: Contrasting Perspectives **http://www.learningseed.com/catalog/diversity-contrasting-perspectives**	**Consider organizing the intro/foundations course around the foundational frameworks** (e.g., inclusion position, equity position, DAP position, professional standards and competencies, Code of Ethics). Use powerful TED talks and videos to emphasize each point, like *The Danger of a Single Story* and *The Myth of Average*. **Make connections personal and engaging** To introduce students the many ways in which families, customs, and routines vary in families, show all or part of the video *Diversity: Contrasting Perspectives.* Ask students to find a quote in each of the six Guidelines of DAP that underscores the importance of a child's context (i.e., family, community). Use a discussion board for each student to share the quote that they find the most compelling and how that quote would be meaningful to an early childhood educator. **Make connections with personas** Ask students to create personas (individual children with unique families, interests, cultures, languages, values, abilities, and assets) as a mechanism for helping them to learn about the three core considerations of DAP: commonality, context, and individuality. Use the personas to explore how each child is/isn't in sync with state/national frameworks for child development and learning, how to engage and collaborate with each child and their family/community, and how to support each child as an individual learner.

Course/ Content	DAP Book	Online	Additional Resources	Sample Activity/Assignment
Child, Family, and Community (EDU 131)	Chapter 7	Chart 2	• Building Partnerships with Families https://eclkc.ohs.acf.hhs.gov/family-engagement/article/building-partnerships-families-series • Building Reciprocal Relationships with Communities https://www.naeyc.org/resources/pubs/tyc/summer2021/reciprocal-relationships-communities • CONNECT Module 3: Communication for Collaboration (available in Spanish) https://connectmodules.dec-sped.org/connect-modules/learners/module-3/ • CONNECT Module 4: Family-Professional Partnerships (available in Spanish) https://connectmodules.dec-sped.org/connect-modules/learners/module-4/ • Family and Community Resources https://wke.lt/w/s/fBhFCz • Family Engagement https://www.youtube.com/watch?v=1zILvq4YpyM • Family Engagement: From the Early Years to the Early Grades http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf • Family Engagement Resources https://s35729.pcdn.co/wp-content/uploads/2021/04/Family-Engagement-Resources.pdf • Funds of Knowledge https://modules.nceln.fpg.unc.edu/sites/modules.nceln.fpg.unc.edu/files/foundations/handouts/Mod%204%20Funds%20of%20knowledge.pdf • Listening to Black Parents https://ssir.org/articles/entry/listening_to_black_parents • Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness-through-effective-family • RP Module 5: Family https://rpm.fpg.unc.edu/module-5-family • Time Well Spent: Home Learning Activities and Gains in Children's Academic Skills in the Prekindergarten Year https://earlylearningnetwork.unl.edu/wp-content/uploads/2020/06/Time-Well-Spent-APA-2020-MDRC.pdf	**Use personas to individualize** Throughout the course, select different personas for students to consider in a discussion forum. For each persona: 1) ask students to identify specific practices that they might use to engage and build a respectful, reciprocal relationship with that family. Ask students to back their answers up with citations from DAP, the equity position, their text, etc. 2) Ask students to identify community resources that might be of interest or assistance to the family. **Benefits of family engagement** – 1) At the beginning of the course, ask students to do a quick write on the benefits of effective family engagement. 2) Ask students to watch a short engaging video (like **TAPP: Teachers and Parents as Partners**), then discuss how they might apply the ideas in the video to engaging families who are diverse in culture, language, values, and resources. 3) At the end of the course, ask students to update their document on the benefits of effective family engagement, including references from DAP and other course materials.

Course/ Content	DAP Sources	Online	Additional Resources	Sample Activity/Assignment
Child Development (EDU 144, 145)	Chapter 2 Chapter 8	Chart 1	• Diversity: Contrasting Perspectives http://www.learningseed.com/catalog/diversity-contrasting-perspectives • The Effect of Poverty on Child Development/Educational Outcomes https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1002&context=psycd_fac • I-LABS Modules (e.g., The Importance of Early Interactions) https://modules.ilabs.uw.edu/learning-modules/ • Moving Upstream: Confronting Racism to Open Up Children's Potential https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2021/05/HCDC_RacismBrief_FINAL3.pdf • Playful Development Resources https://scriptnc.fpg.unc.edu/natural-resources-playful-development • Positioning Young Black Boys for Educational Success https://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf • Resources for Supporting Young Children with Multiples Languages and Dialects https://scriptnc.fpg.unc.edu/natural-resources-resources-supporting-young-children-multiple-languages-and-dialects • Resources for Supporting Children Who Are Prenatally Exposed https://scriptnc.fpg.unc.edu/natural-resources-support-children-who-are-prenatally-exposed • Resources for Supporting Children Who Have Experienced Trauma https://scriptnc.fpg.unc.edu/natural-resources-trauma-responsive-care-young-children • Resources for Supporting Quality Inclusion https://scriptnc.fpg.unc.edu/natural-resources-free-resources-supporting-quality-inclusion • Resources for Supporting Young Black Children https://scriptnc.fpg.unc.edu/natural-resources-evidence-based-resources-supporting-young-black-children • Resources to Support Universal Design for Learning https://scriptnc.fpg.unc.edu/natural-resources-free-resources-support-udl • The Science of Early Childhood Development https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/ • This Child, Each Child Will Grow and Learn https://cycsuite.org/m/189	**For any activity/assignment you currently have for a child development course, consider:** • How might you use a persona to add contextual and individual considerations? • AND, how might you also add consideration of how to engage that child's family? **Individualizing** What do the Principles of Child Development and Learning look like in an infant/toddler setting? a preschool setting? an early elementary setting? what would you want a family to see when they visit? What would you do to make this possible?

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Course/ Content	DAP Sources	Online	Additional Resources	Sample Activity/Assignment
Child Guidance (EDU 146)	Chapters 6, 7, 8, 9, 10	Charts 4, 5	• Book Nooks **http://csefel.vanderbilt.edu/resources/strategies.html#booknook** • Developing Young Children's Self-Regulation Through Everyday Experiences **https://www.hawaii.edu/childrenscenter/wp-content/uploads/2014/01/Self-Regulation_Florez_OnlineJuly2011.pdf** • Evidence-Based Teaching Practices That Support Social Emotional Development **https://vimeo.com/180313975** (preschool) **https://vimeo.com/180297918** (toddler) • Family Routine Guide **https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf** • Pyramid Model Equity Coaching Guide **https://challengingbehavior.cbcs.usf.edu/docs/Equity-Coaching-Guide.pdf** • Sense of Identity and Belonging: Teaching Practices for Infants, Toddlers, and Preschoolers **https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/sense-identity-belonging-know** **https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/sense-identity-belonging-do** • Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children **http://challengingbehavior.cbcs.usf.edu/docs/TeachingPyramid_yc_article_7_2003.pdf** • What Works Briefs **http://csefel.vanderbilt.edu/resources/what_works.html** • Who am I? Developing a Sense of Self and Belonging **https://www.zerotothree.org/resources/2648-who-am-i-developing-a-sense-of-self-and-belonging#downloads**	**Developmentally, culturally, and linguistically appropriate teaching practices** Ask students to become familiar with a the persona of a child who is a dual language learner (e.g., Ramon). Ask students to respond to the following questions, citing evidence-based practices, as if they were Ramon's teacher. 1. Describe how you would learn about Ramon so you are able to develop a positive, caring, and supportive relationship with him and his family. Focusing specifically on his emotional and social development, describe the steps you would take toward building those relationships. 2. Describe the teaching skills and strategies you would use to support Ramon. For example, how would you individualize to support Ramon's progress in both English and Spanish? And how would you engage Ramon's family in supporting his learning and development? List the sources you drew from in coming up with your answers, including at least one new evidence source that you located and used. 3. Describe the DAPs you would use in creating the physical and social environment to support Ramon. Describe the developmentally appropriate practices you would use to provide social and emotional support and positive guidance for Ramon. List the sources you drew from in your answers, including at least one new evidence source that you located and used.

Course/ Content	DAP Sources	Online	Additional Resources	Sample Activity/Assignment
Observation and Assessment in Early Childhood Education (EDU 162)	Chapter 8	Chart 3	• Authentic Assessment Modules **https://ceed.umn.edu/ authentic-assessment-learning-modules-english/** • Authentic Assessment in Early Intervention **http://universalonlinepartceicurriculum.pbworks.com/w/page/123 567288/Authentic%20Assessment%20in%20Early%20Intervention** • Clearing Your View: Staying Objective in Observation **https://eclkc.ohs.acf.hhs.gov/video/clearing-your-view-staying-objective-observation** & **https://eclkc.ohs.acf.hhs.gov/sites/default/ files/pdf/no-search/clearing-your-view-staying-objective-infosheet.pdf** • Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions? **https://medicine.yale.edu/childstudy/ zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brie f_final_9_26_276766_5379_v1.pdf** • Family Engagement: Jessica Solano **https://www.youtube.com/watch?v=1zILvq4YpyM** • Progress Monitoring Resources **https://scriptnc.fpg.unc.edu/ natural-resources-progress-monitoring** • RP Module 7: Assessment **https://rpm.fpg.unc.edu/module-7-assessment** • Results Matter Video Library: Clips for Practicing Observation, Documentation, and Assessment **http://www.cde.state.co.us/ resultsmatter/RMVideoSeries_PracticingObservation2** • The World of Children **https://vimeo.com/464053347** • Using Data to Inform Teaching **https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching**	**Objective observation and documentation** – To support students in developing a lens that incorporates cultural and individual differences, provide opportunities for practice and support the use of objective statements throughout this course. Resources (details to the left) for building that capacity include **Clearing Your View: Staying Objective in Observation** and **The World of Children**. **Progress monitoring/Ongoing assessment** – Ask students to watch **Family Engagement: Jessica Solano** and to notice how Ms. Solano and her student use data from ongoing assessment to share information with the family. Discuss ways in which ongoing assessment may be accomplished in ways that are both authentic and individually responsive. **What could it look like?** Imagine that you are the teacher in a class of diverse preschoolers. Image as well that you have just introduced a set of shelves that are filled with brand new unit blocks. What are different ways that you might learn about the play of the children with this new resource to monitor progress in language, social emotional development, and motor development.

Course/ Content	DAP Book	Online	Additional Resources	Sample Activity/Assignment
Language and Literacy EDU 280	Chapter 1 Chapter 3 Chapter 6 Chapter 9	Chart 4 Chart 5	• Book Nooks **http://csefel.vanderbilt.edu/resources/strategies. html#booknook** • CONNECT Module 6: Dialogic Reading **https://connectmodules.dec-sped.org/connect-modules/learners/module-6/** • General Adaptations for Storybook Conversations **https://stemie.fpg.unc.edu/dialogic-reading-general-adaptations** • A How-To Guide for Adaptations to Storybooks **https://stemie.fpg.unc.edu/how-guide-adaptations-storybooks** • ILABS modules (Language Development: Learning the Sounds of Language, Language Development: From Listening to Speaking, Bilingual Language Development, and Foundations of Literacy) **https://modules.ilabs.uw.edu/learning-modules** • SCRIPT-NC webinar Early Literacy for All **https://scriptnc.fpg.unc.edu/script-nc-webinar-early-literacy-all** • SCRIPT-NC webinar Using Children's Books to Support Diversity, Identity, and Inclusion **https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-using-childrens-books-support-identity-equity-and-inclusion** • STEMIE Storybook Conversations (STEM+ literacy+ individualization) **https://stemie.fpg.unc.edu/resources?f%5B0%5D =field_resources_for_families%3A100** • What Did You Say? **https://www.youtube.com/ watch?v=MWMgyiEFDCA**	**What does it feel like? –** Ask students to watch **What Did You Say**? and to discuss what it would feel like to be a child starting off in a classroom in a different language. Ask students to identify 5 or more practices they would use to support new DLLs, drawing on DAP, other evidence sources, other **Teaching at the Beginning videos**, and other course materials. **Use Book Nooks** The Book Nook resources provide an excellent model for how to use children's books to impact all components of DAP. Ask students to partner with a child (or use a persona) and to select a book that connects with that child's family or community. Ask a student to select a book for that child and develop a Book Nook through which that story may be used to support learning and development. **Use the STEMIE Storybook Conversations as a model** Introduce learners to one of the Storybook Conversations, like *The Grouchy Ladybug*. Explore the ways in which the STEMIE resources can examine a children's book in terms of commonality, context, and individuality. Review the Bookmark with Prompts for this storybook. Consider the ways in which it both engages/supports family engagement and individualization for children with diverse capabilities. Also consider the ways in which this example connects language/literacy with STEM concepts. Ask students to create a bookmark for a new book that 1) connects with the language, culture, race, or identity of a family; and 2) makes connections between language, literacy, STEM. and other domains of development and learning.

Opportunities to Incorporate DAP Concepts Across Courses

Course/ Content	DAP Sources	Online	Additional Resources	Sample Activity/Assignment
Guideline 1: Creating a Caring, Equitable Community of Learners	Position statement Chapter 6	Pull examples from any chart	**Creating Educational Spaces Full of Joy and Justice** **Why Pronouncing Students' Names Correctly is So Important**	• Ask students to listen to the podcast by National Teacher of the Year Juliana Urtubey (**Creating Educational Spaces Full of Joy and Justice**) as she reflects on the importance of valuing all parts of a child's identity, then identify themes from her talk that are consistent with Guideline 1. Ask students to share what they think about using the term "linguistically gifted" instead of dual language learner. • To address the importance of pronouncing and spelling the child's name in accordance with the child's and family's preferences (Guideline 1 A1, consider using an article like **Why Pronouncing Students' Names Correctly is So Important** and/or children's books like *Your Name is a Song* or *The Name Jar* to discuss the importance of names. Consider asking students if they know the story of how they got their name.
Profession-alism	Chapter 11	Chart 6	• Building Bridges: How to Share Research about Children and Youth with Policymakers **https://www.childtrends.org/publications/building-bridges-share-research-children-youth-policymakers** • EC Advocacy Toolkit **https://www.theounce.org/wp-content/uploads/2017/03/EarlyChildhoodAdvocacyToolkit.pdf** • Effective Communication About the Early Years **https://www.zerotothree.org/resources/series/effective-communication-about-the-early-years** • Framing Early Childhood Development: Recommendations for Professionals and Advocates **https://www.zerotothree.org/resources/485-framing-early-childhood-development-recommendations-for-professionals-and-advocates** • How a Bill Becomes a Law **https://trahan.house.gov/kids/how-a-bill-becomes-a-law.htm**	**Dilemmas of daily practice** Ask students to write down dilemmas they observe during their practicum. The dilemma may involve an exchange between a teacher and a family, inequitable treatment of a child, some-thing one child said to another, or a situation that was confounding. Ask students to submit at least one dilemma each week. Use the dilemmas to structure conversations among the students by unpacking each of the dilemmas. For example, in the case of an uncomfortable exchange between a teacher and a family, ask students to articulate the views of each of both parties. In coming to understand possible approaches to resolving each dilemma, ask students to draw upon their knowledge of DAP and other evidence-based frameworks. **Roundtable talk** – Students bring examples from their workplaces that are dilemmas with co-workers, children, families, or administration. Group problem solves, drawing on evidence sources like DAP.