

**Kindergarten Individual Development Survey**  
Every Illinois Child Ready for Kindergarten

# Supporting and Evaluating Developmentally Appropriate Practices

Administrator Academy  
Michelle Escapa – KIDS Coordinator  
Lindsay Bohm--  
Regional KIDS Coach

# Meet Your Presenters:

- Michelle Escapa – KIDS Coordinator
- Lindsay Bohm – Regional KIDS Coach

# Intended Outcomes

- Overview Developmentally Appropriate Practice (DAP): principles and guidelines
- Examine child development across all domains of learning
- Share research on DAP and student outcomes
- Provide resources for supporting and evaluating DAP in kindergarten
- Create program goals for moving forward with supporting collaboration and alignment of early childhood

# Who's in the Room?



What do the Kindergarten classrooms in my building(s):

✓ Look like

✓ Sound like

✓ Feel like

# Overview of Developmentally Appropriate Practice

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



# 2 DAP Foundational Principles

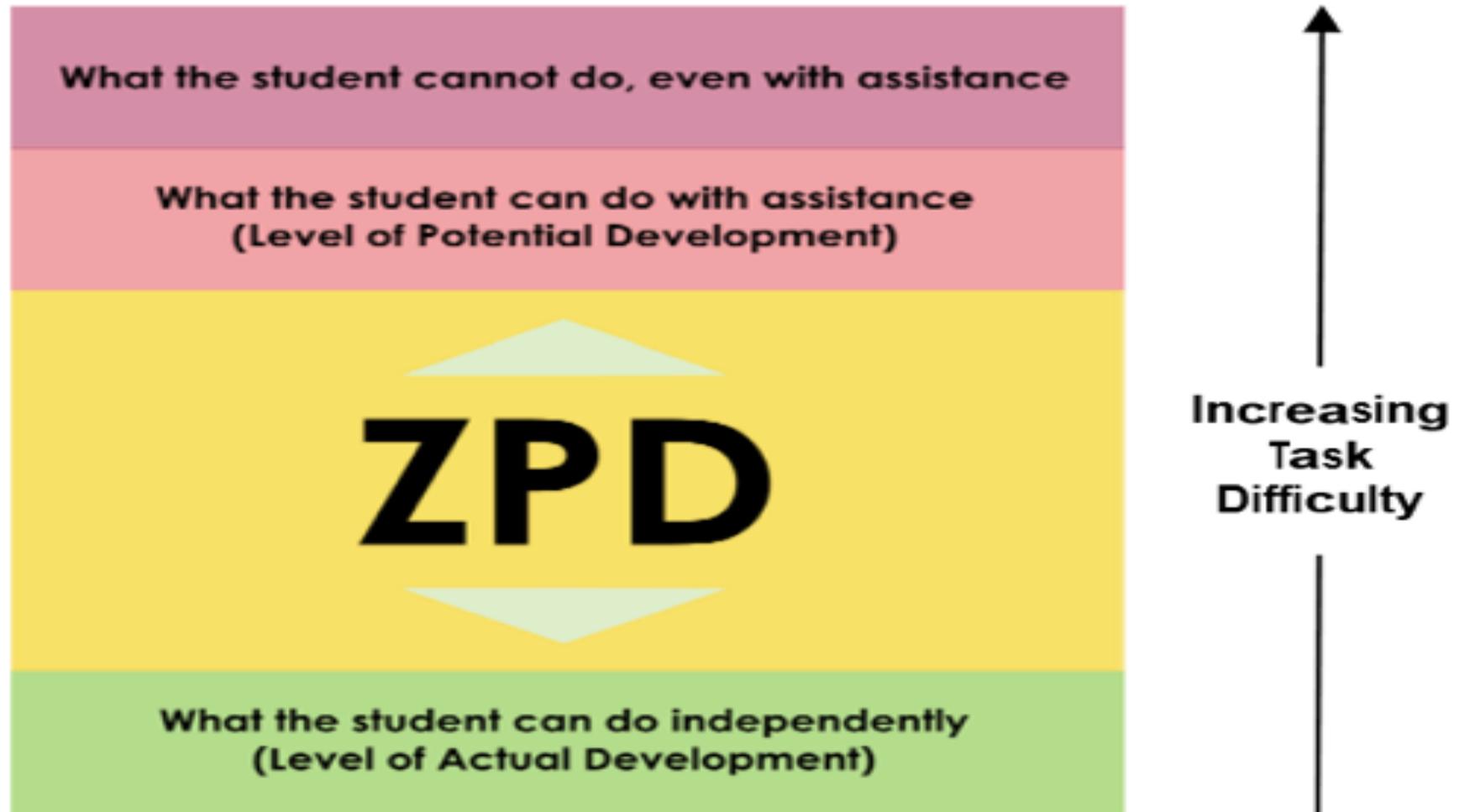
## Meeting Children Where They Are

- ▶ 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

# Zone of Proximal Development



# 3 CORE CONSIDERATIONS

- ◆ Knowing about child development and learning
- ◆ Knowing what is individually appropriate
- ◆ Knowing what is culturally important



# 3 Core Considerations in Action

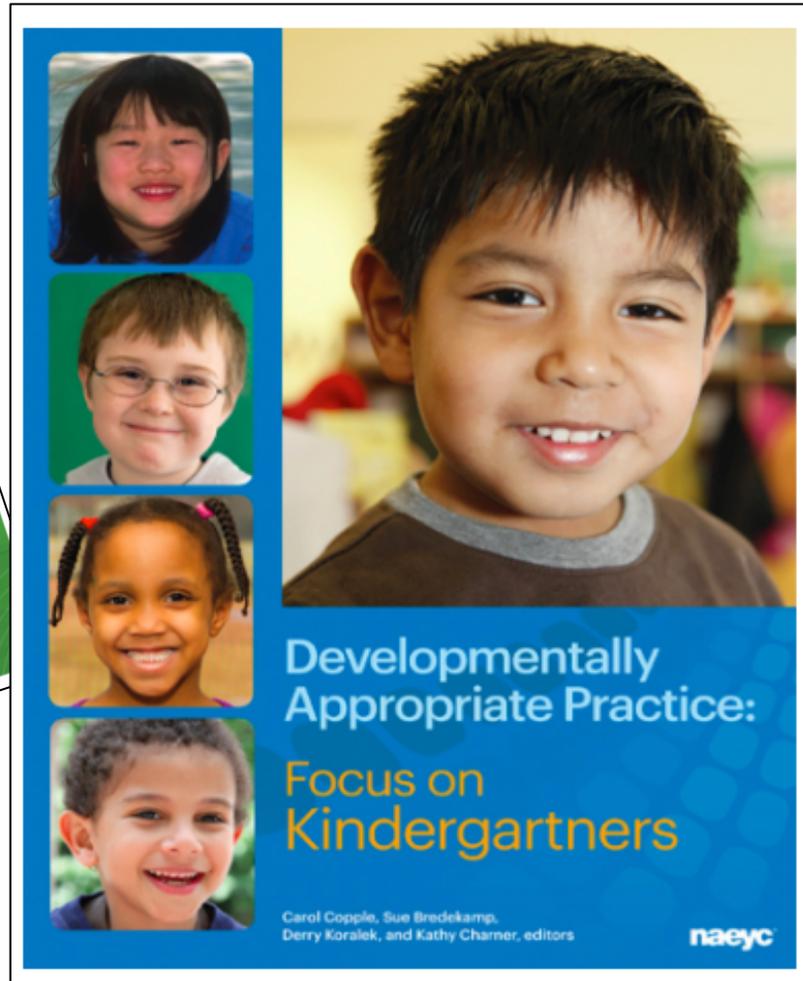
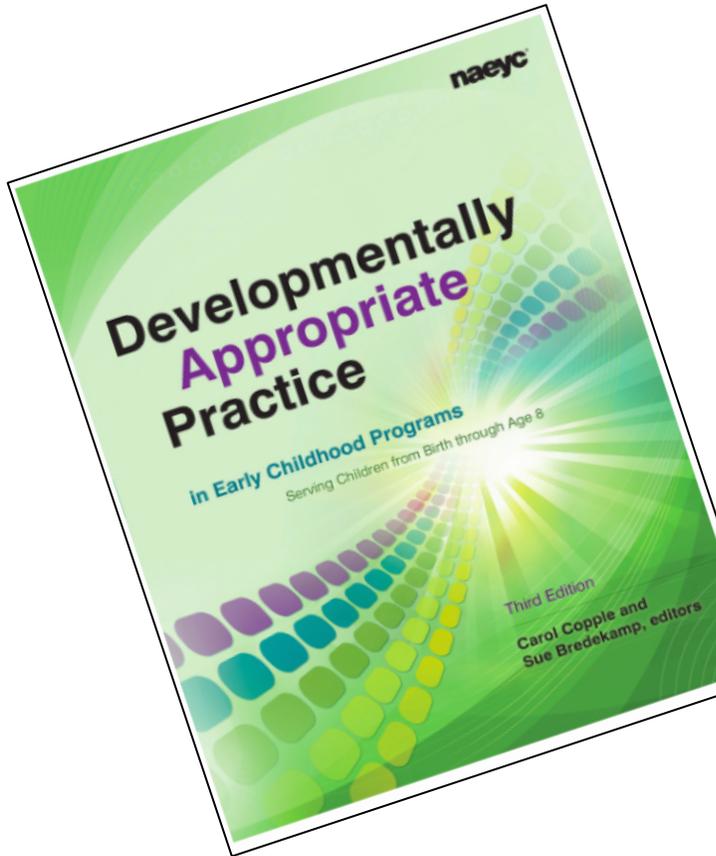
- ◆ Teacher – Child interactions
- ◆ Using a variety of instructional strategies
- ◆ Using a variety of learning contexts
- ◆ Individualizing and Differentiating for all learners
- ◆ Approaches to content teaching and learning



# Five 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

# NAEYC.ORG





## DAP Link to KIDS

- KIDS is a tool to assist teachers in documenting children's growth and development
- KIDS is an observational assessment, the recommended best practice for birth to age 8
- KIDS is a formative assessment that brings the focus on the child to the teaching process

# 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** National Association for the Education of Young Children

## 10 Effective DAP<sup>®</sup> Teaching Strategies

An effective teacher chooses a strategy to fit a particular situation. Consider what the children already know, what they can do, and the learning goals for the specific situation. By remaining flexible and observant, we can determine the most effective strategy. Often, if one strategy doesn't work, another will.

- 01 ACKNOWLEDGE** what children do or say. Let children know what we have noticed, through comments or by sitting nearby and listening.
  - Tip: Respond to what you see.
  - Tip: You don't always need to talk to it.
- 02 ENCOURAGE** persistence and effort rather than just praising and evaluating what the child has done.
  - Tip: Praise the process of learning, not the product.
  - Tip: Encourage children to try again.
- 03 GIVE SPECIFIC FEEDBACK** rather than general comments.
  - Tip: Be specific about what you see.
  - Tip: Use "I" statements to describe what you see.
- 04 MODEL** activities, ways of approaching problems, and behaviors toward others, show children rather than just tell them.
  - Tip: Show children how to do something.
  - Tip: Use your own actions to show children how to do something.
- 05 DEMONSTRATE** the correct way to do something. The quality involves a procedure that needs to be done in a certain way.
  - Tip: Show children how to do something.
  - Tip: Use your own actions to show children how to do something.
- 06 CREATE OR ADD CHALLENGE** so that a task gives a bit beyond what the children can already do. For example, they cut a collection of chips, count them together and then put a few children from many on left after they see you removing some of the chips. The children count the remaining chips to help cover up with the answer. To add a challenge, you could take the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To **REDUCE CHALLENGE**, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips.
  - Tip: Give children a task that is just beyond what they can do.
  - Tip: Give children a task that is just beyond what they can do.
- 07 ASK QUESTIONS** that provoke children's thinking.
  - Tip: Ask questions that provoke children's thinking.
  - Tip: Ask questions that provoke children's thinking.
- 08 GIVE ASSISTANCE** such as a cue or hint to help children work at the edge of their current competence.
  - Tip: Give children a cue or hint to help them work at the edge of their current competence.
  - Tip: Give children a cue or hint to help them work at the edge of their current competence.
- 09 PROVIDE INFORMATION** directly giving children facts, instructions, and other information.
  - Tip: Give children information directly.
  - Tip: Give children information directly.
- 10 GIVE DIRECTIONS** to children's actions or behavior.
  - Tip: Give children directions to their actions or behavior.
  - Tip: Give children directions to their actions or behavior.

To learn more about DAP, visit <http://www.naeyc.org/DAP>

# Powerful Interactions

HOW TO CONNECT WITH CHILDREN  
TO EXTEND THEIR LEARNING



Amy Laura Dombro, Judy Jablon, and Charlotte Stetson

- ▶ **Be Present**
  - Listen, observe
  
- ▶ **Connect**
  - To their idea, their interest
  
- ▶ **Extend**
  - Add one more thing: prop, role, scenario, language, writing, open-ended question, etc.

# Article – DAP and Standards???

Framing the Issues - everyone read pages 1-6

Group 1 – Is the Content of Standards appropriate for young children? Page 6-8

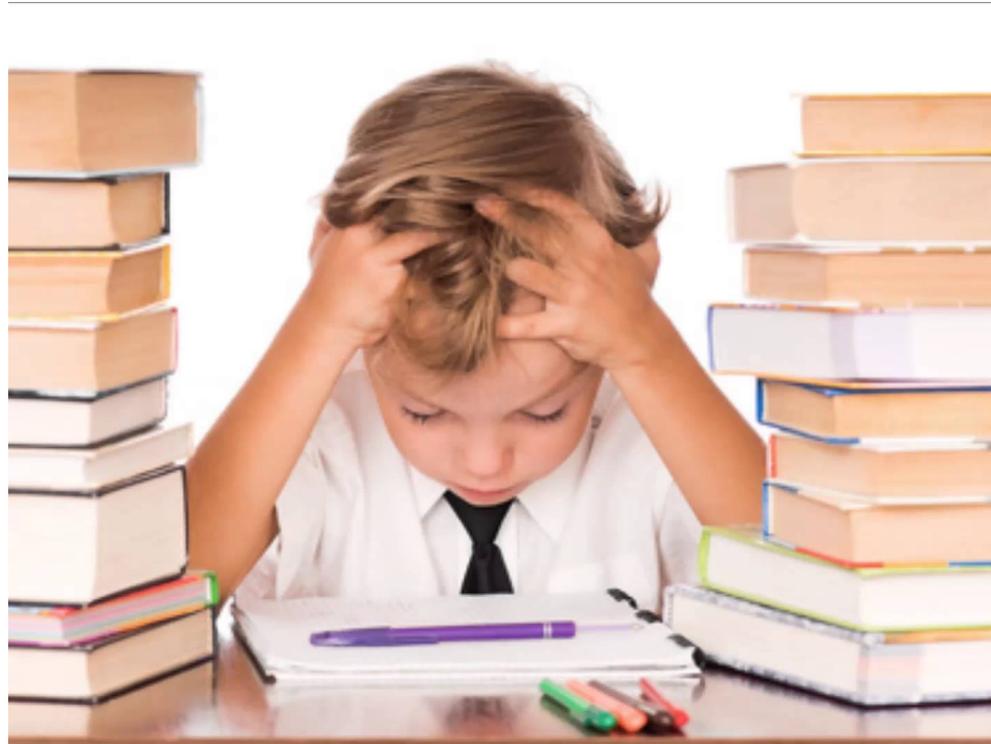
Group 2 – Will Standards change how I teach? Page 8-9

Group 3 – Inappropriate use of assessments? Page 9-10

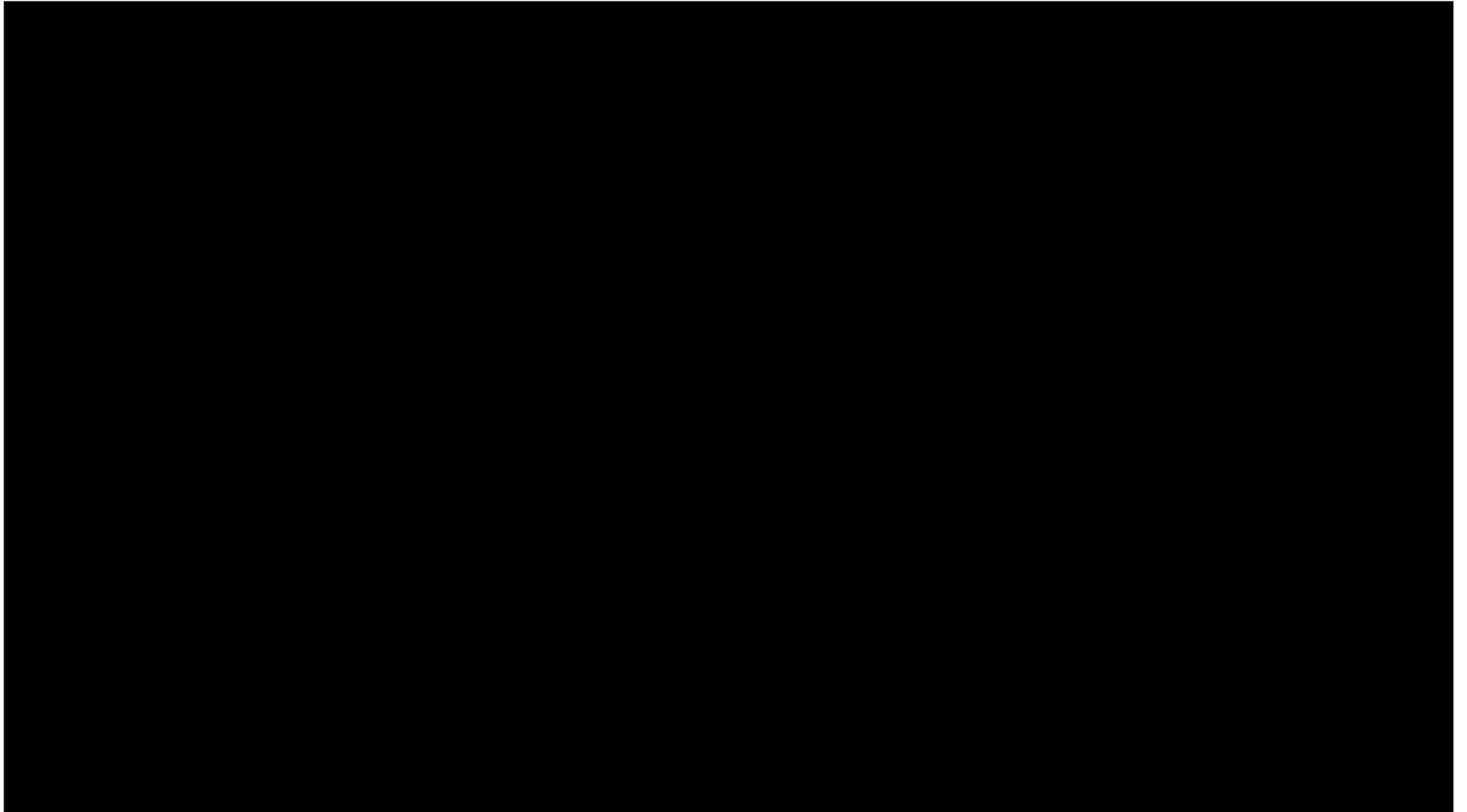
# What Benefits Do Standards Provide?

- ❖ Reasonable expectations for children from birth through 12<sup>th</sup> grade
- ❖ A common language for recognizing developmental milestones and trajectories
- ❖ Ability to communicate across programs and around the state

# But what about the demands of the curriculum??



# Standards vs. curriculum



# What is a standard?

- **Learning standards** are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.
- Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method (although this is a source of ongoing confusion and debate).
- The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program.
- In education, **learning objectives** are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period.

# Self-Assessment on Kindergarten Illinois Learning Standards

- ✓ Handout in folder

# Illinois Learning Standards



KINDERGARTEN

## Illinois Learning Standards

CONDENSED LIST OF STANDARDS FOR ENGLISH LANGUAGE ARTS,  
FINE ARTS, MATHEMATICS, SCIENCE, PHYSICAL  
DEVELOPMENT/HEALTH, SOCIAL/EMOTIONAL LEARNING, AND  
SOCIAL SCIENCE

Compiled by ISBE Content Specialists

1. Read at least 25 common high-frequency words by sight
  - False (RF.K.2)
2. Read fluently at a level C or higher
  - False (RF.K.4)
3. Write a letter or letters for most consonant and short-vowel sounds (phonemes)
  - True (L.K.2.c)
4. Print many upper- and lowercase letters
  - True (L.K.1a)
5. Write to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
  - False (W.K.2)

- 6. Recognize and accurately label emotions and how they are linked to behavior
  - True (1A.1a)
- 7. Solve addition and subtraction word problems & add and subtract within 10
  - False (K.OA.2)
- 8. Fluently add and subtract within 5
  - True (K.OA.5)
- 9. Describe the ways that people are similar and different
  - True (2B.1a)
- 10. Identify the main topic and retell key details of a text
  - False (RI.K.2)

# Planning Curriculum

Standards

Big Ideas/Key Concepts

Assessment

Learning Activities

Materials and Resources