

What to Look for in a Developmentally Appropriate Classroom

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Outcomes for Today

- What are the key features in a developmentally appropriate preschool and kindergarten classroom?
- How does playful learning impact positive intellectual and academic outcomes for children?
- How are Developmentally Appropriate Practices evident in the Danielson Framework?

Preschool Fade-out Effect is Not Inevitable

- **Meeting Children Where They Are**
 - Teachers need to know the skills children bring to their classroom.
 - Includes home language, English language, culture, family, interests
- **Helping Children Reach Challenging and Achievable goals**
 - Training and time for teachers to adjust instruction for children of varying levels
- **Vertical Articulation**
 - Alignment of curriculum, assessment, instructional practices
 - Teachers need to know what children learned in previous grade and in what context
- **Investment in and continuity in parent engagement**

Researchers Recommend...

- Alignment of standards, assessments within, across grades
- Formative assessments that are linked to standards
- A database following children PK through elementary school
- A clear instructional framework that guides practices and decisions at the school level
- Continuity in the relative emphasis on social-emotional development and academic skills
- Continuity in curriculum
- Coordinated professional development
- The same coach working with teachers across PK-3
- Opportunities for teacher collaboration across PK-3

B-3 Strategies

B-3 Continuity Project

World Economic Forum

Top 10 skills

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating with Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Service Orientation	8. Judgment and Decision Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity

Source: Future of Jobs Report, World Economic Forum

Problem-solving, Creativity, Emotional Intelligence

Developmental Domain: SED – Social and Emotional Development
SED 5: Symbolic and Sociodramatic Play
 Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Engages in pretend-play sequences	Engages in pretend play with others around a shared idea	Engages in roles in pretend-play sequences with others	Engages in pretend-play sequences with others by organizing and negotiating roles or roles around a shared elaborated idea	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line
Organizing Shared elaborated idea Consider ideas, interests, preferences of others			Negotiating Adjust		

Executive Function Skills Build Into the Early Adult Years

Tests measuring different forms of executive function skills indicate that they begin to develop shortly after birth, **with the ages 3 to 6 a window of opportunity for dramatic growth in these skills.** Development continues throughout adolescence and early adulthood.
[Center on the Developing Child, Harvard University](#)

Play Develops Executive Function

Children

- Develop rules to guide their actions in playing roles.
- Hold complex ideas in mind
- Shape their actions to follow these rules, inhibiting impulses or actions that don't fit the "role."
- Learn to play cooperatively and often regulate each other's behavior—an important step in developing self-regulation.

Harvard University Center on the Developing Child

Play-based Learning

Play and learning are not dichotomous. Young children learn and make sense of the world in a different way than older children do. They need to manipulate materials, engage with their peers, engage all of their senses, and work through their thoughts and feelings.

Nancy Carlsson-Paige, *Defending the Early Years*

Playful Experiences are Learning Experiences

Most play involves exploration, which is an act of investigation.

= NGS STANDARDS

Play is a gateway to a state of flow.

= ENGAGEMENT

Evidence exists that play is a tutorial for coping with real life challenges.

= SOCIAL EMOTIONAL

Children from Poverty and from Racially Underrepresented Groups:

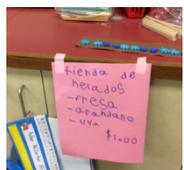
- Have lower quality playgrounds
- Have less time in the schedule for recess
- Have more structured instruction and less playful learning in school from an early age

Jarrett & Waite-Stupiansky, 2009

Guided Play

- Maintains the joyful child-directed aspects of free play
- Adds an additional focus on learning goals through light adult scaffolding

Skolnick et al. 2016



Social-Emotional

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

Language

Infusing vocabulary instruction in guided play fosters word learning for preschoolers, especially those from disadvantaged backgrounds.

(Hassinger-das, 2017).

Math

Guided play is effective for fostering spatial skills—important in and of themselves and also tied to later mathematics success

(Hassinger-das, 2017)



Component	Possible Activities	Time in min.	Sample Half-day K Schedule
Arrival	Sign in, Reading, Table work,	15	
Class Meeting	Community building, Message, Oral language (vocabulary, phonological awareness), Read aloud/Shared Reading	20	
Centers	Small Guided Groups: Reading/Math/Writing/Oral Language Independent Centers: Literacy, Math, Play, Individual Modeled/Interactive Writing	60 includes clean up and snack	
Sharing and Reflection	Oral language, creations at centers, SEL, ESL	20	
Gross Motor	Outside or in gym	25	
Dismissal	Reflection, community building	10	
Total Time		150	

FULL-DAY KINDERGARTEN SAMPLE SCHEDULE				Sample Full-day K Schedule
Minutes	Activity	Description	Type of Instruction	
5-10 mins.	Arrival	Question of the day; answer question in pocket chart	Individual, Small groups	
15-20 mins.	Morning Meeting	Building Community Morning Message: scaffolded writing Calendar: days of the week, daily schedule	Whole group	
10-15 mins.	Shared Reading	Focus is on large text to read together	Whole	
60 mins.	Literacy Centers	Small group/Guided reading: Focus is book in hand, literacy skill building 5-6 centers: rotate over several days	Small	
5 mins.	Reflection	Reflect on center activities May do a read aloud, Snack	Whole	
10-15 mins.	Shared or Modeled Writing	Scaffolded writing Writing mini lesson	Whole	
20-25 mins.	Independent/ Guided Writing	Students write independently/teacher conferencing Guided writing in small groups	Individual Small	
5 mins.	Reflection	Reflect on writing, sharing writing, Pair/share May do a read-aloud	Whole	
60 mins.	Lunch/Recess			
10 mins.	Independent Reading	Personal book trays	Individual	
15-20 mins.	Math Mini lesson	Routines (i.e. counting), fluency Math mini lesson	Whole	
45 mins.	ESL/Science/Social Studies	Mini lesson Inquiry learning	Whole Small	
50 mins.	Choice Centers	Plan, do, reflect Learning plans	Independent Small	
5-10 mins.	Wrap up/Dismissal			

Key Features in an Ideal Classroom (NAEYC, Release #12)



- Children work on projects and have time to play and explore for long periods of time.
- Children have time to play outside every day, weather permitting.
- Teacher works with individuals, small group, and whole group at times. There is a balance of activities.
- Curriculum is adapted to the needs of the students.
- Children and their parents look forward to school.

Connections to Danielson FFT



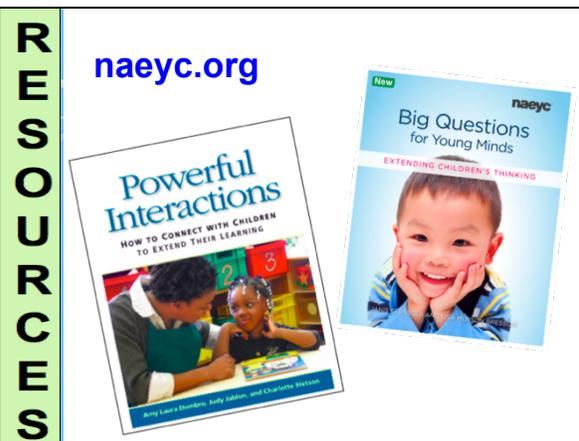
A Distinguished Teacher is

- AVAILABLE** to scaffold learning and behavior
- Learns and cares about students' interests and lives outside of the classroom (1b, 2a, 3a)
- Models and facilitates respectful interactions and support between peers (2c)
- Seizes on a teachable moment (3e)
- Extends student vocabularies (3a)
- Uses a variety of questions (3b)
- Challenges students to explain their thinking (3c)

Powerful Interactions

A teacher's moment-to-moment actions and interactions with children are the most powerful determinant of learning outcomes and development. Curriculum is very important, but what the teacher does is paramount.

DAP, 3rd Edition, p. xiii



Connections to Danielson FFT



A Distinguished Teacher

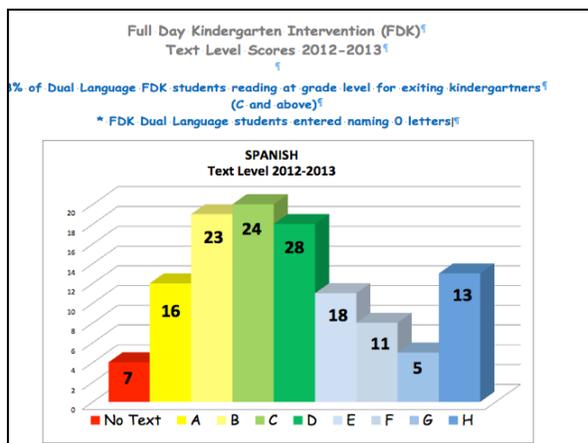
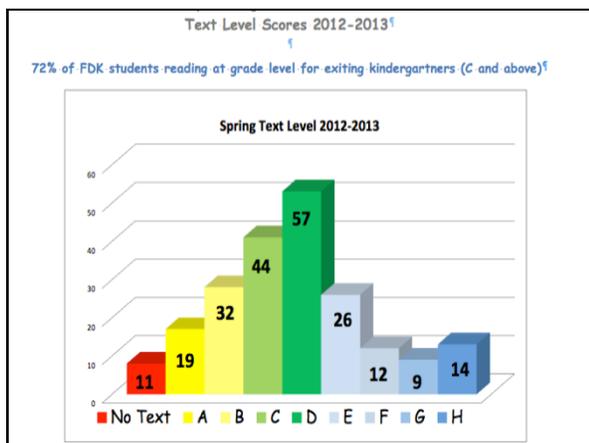
- Plans for assessment as part of the instructional process (1f)
- Fully integrates formative assessment throughout instruction (3d)
- Creates opportunities for students to self assess and monitor their own progress (3d)

Why Observational Assessment

When the teacher is available to children, interactions and observations occur.

Through observation, the teacher makes intentional decisions about how to interact in that teachable moment:

- Listen and watch
- Expand
- Model
- Collect evidence (note, photo, video, audio, work sample, checklist, etc.)
- Encourage peer-to-peer learning, etc.



isbe.net

EARLY CHILDHOOD

- Prevention Initiative
- Preschool For All (PFA)
- Kindergarten
- Early Childhood Special Education (ECSE)

EARLY CHILDHOOD KINDERGARTEN

Welcome to the Kindergarten webpage at ISBE! This is where you will find the most up-to-date information and resources for developmentally appropriate implementation of Kindergarten programs. On this page you will find the Learning standards, information for transitioning students to and from Kindergarten, and links to many other resources and websites including the Kindergarten Individual Development Survey (KIDS) webpage.

- Kindergarten Individual Development Survey (KIDS)
- PreKindergarten to Kindergarten Transition
- Learning Standards
- Additional Resources
- Kindergarten Experts
 - Kathy Barclay- Literacy
 - Sallye Barnes- Calendar Time
 - Lilian Gonschaw Katz- Learning Goals
 - Gaye Gronlund- Rigorous Academics
 - Judy Harris Hahn- Implementing Learning Standards
 - Samuel J. Mealeo- Accountability
 - Melan P. Theisen- Phonological Awareness

naeyc.org

RESOURCES

Research on Play-based Kindergarten

Children in play-based kindergartens have a double advantage over those who are denied play: they end up equally good or better at reading and other intellectual skills, and they are more likely to become well-adjusted healthy people.



Crisis in the Kindergarten: Why Children Need to Play in School, 2009

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