

# Developmentally Appropriate Practice and Intentionality

Developmentally  
Appropriate  
Practice



## Big Ideas

### Section 1: Introduction

#### Intentionality in teaching

- Planning the program
- Making decisions in the moment

#### Intentionality in all facets of the teacher's role

- Community of learners
- Curriculum
- Assessment
- Families
- Teaching

### Section 2: Curriculum, Teaching, and Assessment

#### Planned curriculum

- Knowledge and skills to be acquired
- Experiences through which learning takes place
- Developmental progression

#### Assessment

- Looking at children's progress toward curriculum goals
- Adapting the environment, materials, daily routines

#### Social and cultural contexts in which children live

### Section 3: Teaching Strategies in Early Childhood Programs

#### Teaching strategies

- Using a wide range of strategies
- Choosing strategies that best fit the learning situation and purpose of the experience

### Section 3: Teaching Strategies in Early Childhood Programs (Continued)

#### Examples of strategies

- Scaffolding
- Acknowledging
- Encouraging and giving feedback
- Modeling
- Demonstrating
- Creating or adding challenge
- Asking questions
- Providing a cue or hint
- Providing information
- Giving directions

### Section 4: Intentionality and Different Learning Formats

#### Learning formats

- Large groups
- Small groups
- Learning centers
- Routines

#### Considerations for selecting formats

### Section 5: Adaptations in Being Intentional with Different Age Groups

#### Planning for work with each age group

- Infants and toddlers
- Preschoolers
- Kindergartners
- Children in the primary grades