

## CHART 1

### Standard 1: Child Development and Learning in Context

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Each chart corresponds to a standard in NAEYC's [professional standards and competencies](#). These standards reflect consistency with the guidelines in the statement on developmentally appropriate practice and in *Developmentally Appropriate Practices in Early Childhood Programs*, fourth edition. Each chart offers sample readings from NAEYC's foundational documents and *DAP* as well as additional resources, activities, assignments, and reflections that faculty can incorporate into courses across their higher education programs.

Readings	Activities/Assignments	Thought/Reflection Questions
<p><b>Essential Readings</b></p> <p><i>DAP</i>, 4th ed., book chapters:</p> <p>Chapter 1: "Intentional Teaching: Complex Decision Making and the Core Considerations" (pages 9–22)</p> <p>Chapter 2: "The Principles in Practice: Understanding Child Development and Learning in Context"</p> <p>NAEYC's Foundational Documents:</p> <ul style="list-style-type: none"> <li>"Advancing Equity in Early Childhood Education" (pages 13–15)</li> <li>"Professional Standards and Competencies for Early Childhood Educators" (pages 11–13)</li> <li>"Developmentally Appropriate Practice (DAP)" (pages 8–13)</li> <li>"Code of Ethical Conduct and Statement of Commitment" (pages 2–3)</li> </ul> <p><b>Vignettes</b></p> <p><i>DAP</i>, 4th ed., Chapter 2: "The Principles in Practice: Understanding Child Development and Learning in Context"</p> <ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17</li> </ul>	<p><b>1. Adapt any of the vignettes in Chapter 2 to create an assignment.</b> Here's an example with vignette 2.8.</p> <p><b>Purpose</b></p> <p>Discover opportunities for integrating experiences and specific content areas</p> <p><b>Directions</b></p> <ul style="list-style-type: none"> <li>Ask students to read the vignette, which shares how Ms. Mallon took the children for a walk in their urban neighborhood to look at buildings as part of a planned learning experience. The walk presented an opportunity to explore different math concepts.</li> <li>Ask students to imagine that they are Ms. Mallon and have the opportunity to take a group of children for a walk. Ask them to specify how many different age-appropriate math concepts they could explore with the children on that walk using naturally occurring materials. Ask students to specify. Hint: Based on the age of the children in Ms. Mallon's class, your state early learning guidelines or other developmental resources might be good to refer to.</li> </ul> <p><b>2. Teaching to enhance each child's development and learning</b></p>	<p><b>From Chapter 2</b></p> <p><b>Thought Questions</b></p> <ul style="list-style-type: none"> <li>What do you know about how young children develop and learn?</li> <li>Why are supportive relationships and environments so important to children's development and learning?</li> </ul> <p><b>Reflection Questions</b></p> <ul style="list-style-type: none"> <li>Why are strong relationships so important to ensuring that children are provided with the best learning opportunities, especially when experiencing emotional challenges?</li> <li>How can educators integrate multiple domains of development into a learning experience?</li> <li>While recognizing the importance of focusing on all aspects of children's learning, many programs and schools have a particular emphasis, such as bilingualism or art. How are all the domains addressed in this approach?</li> <li>How do you define <i>play</i>? How is play incorporated in your program or classroom or in one you have observed? What do play opportunities look like at different ages and grade levels?</li> </ul>

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<p><b>Additional NAEYC Readings and Resources</b></p> <ul style="list-style-type: none"> <li>• “Beyond Pinning: Choosing Developmentally Appropriate STEM Activities for Preschoolers” <a href="https://naeyc.org/resources/pubs/tyc/winter2021/beyond-pinning-stem">NAEYC.org/resources/pubs/tyc/winter2021/beyond-pinning-stem</a>   TYC article</li> <li>• “Conversations that Matter: Talking with Children About Big World Issues” <a href="https://naeyc.org/resources/pubs/tyc/oct2020/conversations-that-matter">NAEYC.org/resources/pubs/tyc/oct2020/conversations-that-matter</a>   TYC article</li> <li>• “Fostering Content Knowledge: Meaningful Integration in the Primary Grades” <a href="https://naeyc.org/resources/pubs/yc/sept2020">NAEYC.org/resources/pubs/yc/sept2020</a>   YC theme issue</li> <li>• “From Good Guidance to Trauma-Informed Care: Meeting All Children’s Behavioral Support Needs” <a href="https://naeyc.org/resources/pubs/yc/jul2020/good-guidance-trauma-informed-care">NAEYC.org/resources/pubs/yc/jul2020/good-guidance-trauma-informed-care</a>   YC article</li> <li>• “‘Is There a Chick in There?’ Kindergartners’ Changing Thoughts on Life in an Egg” <a href="https://naeyc.org/resources/pubs/yc/mar2018/kindergartners-changing-thoughts-life-egg">NAEYC.org/resources/pubs/yc/mar2018/kindergartners-changing-thoughts-life-egg</a>   YC article</li> <li>• “A Jungle Gym for Snails: Joyful Learning in the Kindergarten Classroom” <a href="https://naeyc.org/resources/blog/joyful-learning-kindergarten-classroom">NAEYC.org/resources/blog/joyful-learning-kindergarten-classroom</a>   Blog</li> <li>• “Now Read This! Books that Promote Race, Identity, Agency, and Voice” <a href="https://naeyc.org/resources/pubs/tyc/winter2021/now-read-this">NAEYC.org/resources/pubs/tyc/winter2021/now-read-this</a>   TYC article</li> <li>• Rocking and Rolling <a href="https://naeyc.org/search/rocking%20and%20rolling">NAEYC.org/search/rocking%20and%20rolling</a>   A regular column in YC</li> </ul>	<p><b>Purpose</b></p> <p>Discover how to foster development and learning for each child across all domains and subject areas</p> <p><b>Directions</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the semester, ask students to write a brief paper that describes how they will, as a future early childhood educator, foster development and learning for each child. Provide topics to be addressed in the paper, drawing from the actions listed on pages 21–23 of the DAP position statement (e.g., make learning experiences meaningful, accessible, and responsive; implement a comprehensive curriculum; scaffold learning).</li> <li>• Throughout the semester, ask students to update their paper, adding details that they have read and learned from their coursework; the DAP book; and other resources about play, scaffolding, and individualizing.</li> <li>• At the end of the semester, ask students to submit an updated version of the paper that includes references to show the sources from which they drew their ideas. Ask that they also provide examples of how they would support individual learners of different abilities, languages, cultures, races, and so forth. Note: Because of the emphasis on citing sources, this assignment could also be a good way for students to learn how to use APA-style references.</li> </ul> <p><b>3. The core considerations of DAP: Part 1</b></p> <p><b>Purpose</b></p> <p>Practice recognizing the core considerations (commonality, individuality, and context) that are essential to making decisions that reflect DAP</p>	<ul style="list-style-type: none"> <li>• What information would you share with families and other adults if they say, “There is too much playing and not enough learning”? How would you describe how and what children learn as they play?</li> <li>• What are the important differences between waves of development and predictable patterns (i.e., stages)? What are some ways teachers can effectively support children as they experience waves of development?</li> <li>• How do you help children make meaning of their world or things they see? For example, how would you help children not assume that only girls should play in the kitchen area or boys should be good in math and are less interested in reading?</li> <li>• How can you support children as observers of their environment and foster their curiosity? What kinds of questions might you ask to connect children’s home experiences to science or other content areas?</li> <li>• How do educators ensure that the learning environment is affirmative to children and respectful of children’s identities and interests?</li> <li>• What is your understanding of the term <i>agency</i>? How can all children be allowed to have more agency and autonomy in the classroom?</li> <li>• How can educators make connections between home and school to foster deeper conversations and a sense of belonging?</li> <li>• How can educators facilitate children’s learning in their zone of proximal development?</li> </ul>

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<ul style="list-style-type: none"> <li>• “Social &amp; Emotional Development: For Our Youngest Learners &amp; Beyond” <a href="https://naeyc.org/resources/pubs/yc/spring2021">NAEYC.org/resources/pubs/yc/spring2021</a>   YC theme issue</li> <li>• “Supporting Anxious Children in the Preschool Classroom” <a href="https://naeyc.org/resources/pubs/tyc/oct2020/supporting-anxious-children">NAEYC.org/resources/pubs/tyc/oct2020/supporting-anxious-children</a>   TYC article</li> <li>• “There’s a Story in My Picture! Connecting Art, Literacy, and Drama Through Storytelling in a Kindergarten Classroom” <a href="https://naeyc.org/resources/pubs/yc/mar2018/connecting-art-literacy-and-drama-storytelling">NAEYC.org/resources/pubs/yc/mar2018/connecting-art-literacy-and-drama-storytelling</a>   YC article</li> <li>• “Viewpoint: Finding Joy in Kindergarten Mathematics” <a href="https://naeyc.org/resources/pubs/yc/nov2018/viewpoint-finding-joy-kindergarten-mathematics">NAEYC.org/resources/pubs/yc/nov2018/viewpoint-finding-joy-kindergarten-mathematics</a>   YC article</li> </ul>	<p><b>Directions</b></p> <ul style="list-style-type: none"> <li>• Select several vignettes from the DAP book chapters or another source. Be sure that each provides information about a child and their family/community.</li> <li>• From among the vignettes, select pairs of children who are the same age (e.g., two 4-year-olds).</li> <li>• Ask students to review the Core Considerations to Inform Decision Making (page 6 of the DAP position statement).</li> <li>• Assign a pair to each student. Ask each student to identify the factors that contribute to each child’s individuality and context. Ask students to use an evidence source, such as state early learning guidelines or standards, to identify milestones that might be expected for children that age in the areas of social and emotional development and science.</li> </ul> <p><b>4. The core considerations of DAP: Part 2</b></p> <p><b>Purpose</b></p> <p>Practice integrating and applying the core considerations (commonality, individuality, and context) that are essential to making decisions that reflect DAP</p> <p><b>Directions</b></p> <ul style="list-style-type: none"> <li>• Based on the information gathered in Part 1 of this activity, ask students to design a small group activity for their pair of children. The activity should take into consideration the interests of the children and provide opportunities to support both math and social and emotional development. Ask students to specifically identify considerations for how the individual learning needs of each child will be supported.</li> </ul>	<ul style="list-style-type: none"> <li>• How can teachers monitor whether or not they are providing equitable opportunities for all children to show their skills, especially in nondominant and nontraditional ways?</li> <li>• What do you see as the challenges with technology and interactive media for you and for children? How can the use of technology and interactive media promote children’s learning and development? How can its use promote teacher–child relationships in your classroom?</li> </ul>

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	<p><b>5. Deconstructing finger plays</b></p> <p><b>Purpose</b></p> <p>Discover the concepts and domains in which development is being supported when using finger plays</p> <p><b>Directions</b></p> <ul style="list-style-type: none"><li>• Using “Itsy Bitsy Spider” as an example, take students through the following sequence:<ul style="list-style-type: none"><li>• Ask students to join you in performing “Itsy Bitsy Spider” (singing and gesturing).</li><li>• Ask students to identify all the concepts and domains that are addressed in that finger play (e.g., up/down, size, vocabulary, fine motor).</li><li>• Ask students to identify ways in which the finger play could be extended to learn more (e.g., where does rain go?).</li><li>• Ask students to identify ways in which the finger play could be adapted for children with different learning needs (e.g., new to the classroom and unfamiliar with the finger play, a dual language learner).</li></ul></li><li>• Ask each student to select a new finger play (e.g., “Wheels on the Bus”) and complete the sequence above independently (i.e., identify all the concepts and so forth).</li></ul>	