

CHART 4

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

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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>Essential Readings</p> <p><i>DAP</i>, 4th ed., book chapters:</p> <p>Chapter 1: "Intentional Teaching: Complex Decision Making and the Core Considerations"</p> <p>Chapter 3: "Context Matters: Reframing Teaching in Early Childhood Education"</p> <p>Chapter 6: "Creating a Caring, Equitable Community of Learners"</p> <p>Chapter 9: "Teaching to Enhance Each Child's Development and Learning"</p> <p>NAEYC's Foundational Documents:</p> <ul style="list-style-type: none"> "Advancing Equity in Early Childhood Education" (pages 7-8) "Professional Standards and Competencies for Early Childhood Educators" (pages 17-19) Developmentally Appropriate Practice (DAP)" (pages 21-24) "Code of Ethical Conduct and Statement of Commitment" (pages 2-4) <p>Vignettes</p> <p><i>DAP</i>, 4th ed., Chapter 1: "Intentional Teaching: Complex Decision Making and the Core Considerations"</p> <ul style="list-style-type: none"> 1. 1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15 	<p>1. Adapt any of the vignettes in Chapter 1 to create an assignment. Here's an example with vignette 1.2.</p> <p>Purpose</p> <p>Prepare students to thoughtfully select and use books that provide both "mirrors" and "windows" for each child</p> <p>Directions</p> <ul style="list-style-type: none"> Rudine Sims Bishop, Marian Wright Edelman, and others have underscored the importance of children both seeing their lives reflected in the images and stories they encounter (mirrors) and glimpsing and learning about the lives of others (windows). In Chapter 1, vignette 1.2 offers some insights this topic. Ask students to read Chapter 1 before beginning this assignment. Ask students to imagine that they are teaching kindergarten in a classroom in which there are students with the following contextual dimensions: <ul style="list-style-type: none"> Several children for whom Spanish is their home language Several Black children One child with Down syndrome and one with attention deficit disorder (ADD) One child who is adopted One child who is in foster care 	<p>From Chapter 1</p> <p>Thought Questions</p> <ul style="list-style-type: none"> When you hear the words <i>developmentally appropriate practice</i>, what do you think? What would you expect to see in developmentally appropriate classrooms serving various age groups (infants, toddlers, preschoolers, kindergartners, and primary grade children)? Think of different children you have interacted with previously, whether as an educator, as a volunteer, or in your family. What similarities did the children share, and how were they different? How are their experiences alike or different from your experiences as a child or parent? How have you adapted your interactions with different children? Think about the social, cultural, and linguistic contexts in which you grew up. Consider how your background and experiences may have enabled or created barriers to your success in school. How have those contexts influenced your beliefs about teaching and learning or childrearing practices? <p>Reflection Questions</p> <ul style="list-style-type: none"> What are ways in which a monolingual, English-speaking educator can engage with DLLs to support their development in both English and their home languages?

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<p>DAP, 4th ed., Chapter 3: “Context Matters: Reframing Teaching in Early Childhood Education”</p> <ul style="list-style-type: none"> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 <p>DAP, 4th ed., Chapter 6: “Creating a Caring, Equitable Community of Learners”</p> <ul style="list-style-type: none"> 6.1, 6.2, 6.3, 6.4, 6.5 <p>DAP, 4th ed., Chapter 9: “Teaching to Enhance Each Child’s Development and Learning”</p> <ul style="list-style-type: none"> 9.1, 9.2, 9.3 <p>Additional NAEYC Readings and Resources</p> <ul style="list-style-type: none"> “10 Effective DAP Teaching Strategies” NAEYC.org/resources/topics/dap/10-effective-dap-teaching-strategies Article “Connecting Culture and Play: Practical Strategies for Educators” NAEYC.org/resources/pubs/tyc/feb2019/connecting-culture-play TYC article “Conversations with Children! Asking Questions That Stretch Children’s Thinking” NAEYC.org/resources/pubs/tyc/feb2019/asking-questions-stretch-children%27s-thinking TYC article Dual Language Learners NAEYC.org/resources/topics/dual-language-learners Resource collection “Explaining Developmentally Appropriate Practice to Families” NAEYC.org/resources/pubs/tyc/dec2015/explaining-developmentally-appropriate-practice TYC article 	<ul style="list-style-type: none"> One child who has a family member who is incarcerated Ask students to select one of the bullets above and to focus on identifying books that would provide both mirrors and windows for those children. As part of the assignment, ask students to identify both the books and the way they would use the books in large and small group activities to promote positive awareness and build self-esteem for the members of the group they have selected. <p>2. Adapt any of the vignettes in Chapter 3 to create an assignment. Here’s an example with vignette 3.2.</p> <p>Purpose</p> <p>Use known words and concepts to support a child who is a dual language learner (DLL) across domains</p> <p>Directions</p> <ul style="list-style-type: none"> Ask students to read vignette 3.2. They will discover how Alonso’s teacher, Ms. Blessing, is planning to use his knowledge of <i>The Three Little Pigs</i> to support his literacy development. Ask students to make an inventory of vocabulary and concepts in <i>The Three Little Pigs</i>. With that inventory in hand, ask students to identify activities through which the items in that inventory might be used to support at least two other domains of development. For example, how might the three kinds of building material (straw, wood, bricks) be the basis for some scientific experiments about what weighs more and what weighs less? Students should include information about the materials they would use in the activities and how they would promote opportunities to both build Alonso’s English and support his home language. 	<ul style="list-style-type: none"> How can group instruction be adapted to meet the needs of individual children? What can educators learn by engaging more directly with families? How would you describe the complexity of decision making as educators balance the core considerations? What are some ways educators have balanced these complexities in the examples you’ve read about in Chapter 1? Why is advancing equity essential to DAP? Can you describe examples in which you or another educator you observed used the core considerations to advance equity? How about a time when failure to use the core considerations effectively helped perpetuate racism or other forms of bias? <p>From Chapter 3</p> <p>Thought Questions</p> <ul style="list-style-type: none"> How is context defined and discussed in the 2020 position statement on DAP? As you read this chapter, think about your own context, the context of the program in which you work (or have observed), and those of the children and families in the program. How are these contexts the same or different from those you are reading about? How might any of the differences in context affect your decision making? As you think about your own role in early childhood education, how do you differentiate between your own context and that of the program or educational setting in which you work (or one you have observed)?

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<ul style="list-style-type: none"> • “From Circle Time to Small Groups: Meeting Children’s Needs” NAEYC.org/resources/pubs/tyc/apr2020/circle-time-small-groups TYC article • “Instead of Discipline, Use Guidance” NAEYC.org/resources/pubs/tyc/feb2020/using-guidance-not-discipline TYC article • “Look, Listen, Learn. Where Does the Rain Go? Considering the Teacher’s Role in Children’s Discoveries” NAEYC.org/resources/pubs/tyc/aug2018/considering-teachers-role-childrens-discoveries TYC article • “Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices” NAEYC.org/resources/pubs/yc/mar2016/moving-beyond-anti-bias-activities TYC article • “Quality Includes Removing Bias from Early Childhood Education Environments” NAEYC.org/resources/pubs/yc/summer2021/removing-bias TYC article • “Timing Is Everything: Understanding the Importance of Timing, Length, and Sequence of Activities” NAEYC.org/resources/pubs/tyc/feb2018/timing-everything-understanding-importance-timing-length-and-sequence TYC article • “What About the Children? Teachers Cultivating and Nurturing the Voice and Agency of Young Children” NAEYC.org/resources/pubs/yc/summer2021/what-about-the-children TYC Article 	<p>Note: When using this assignment, make sure that students have basic information about supporting young DLLs to ensure that they are building on evidence-based practices (e.g., NAEYC.org/resources/topics/dual-language-learners).</p> <p>3. Adapt any of the vignettes in Chapter 6 to create an assignment. Here’s an example of with vignette 6.1.</p> <p>Purpose</p> <p>Develop a repertoire of developmentally appropriate practices for fostering teacher–child relationships</p> <p>Directions</p> <ul style="list-style-type: none"> • Ask students to read vignette 6.1. • Discuss the first two questions following the vignette as a group: (1) Why do you think Ms. Sanders sent Mateo to time-out rather than determine what had happened? and (2) What implications could the teacher’s response have on Mateo’s future behavior in the classroom? • Pair students up. Ask them to practice other ways in which they might respond to the situation presented in the vignette. Instruct them to take turns: first one student would practice a response to Mateo, then they would switch roles so that each gets an opportunity to practice. <p>4. Adapt any of the chart materials in Chapter 9 to create an assignment. Here’s an example of how to use the For All Ages chart in Chapter 9.</p> <p>Purpose</p> <p>Build a repertoire of developmentally appropriate practices</p>	<p>Reflection Questions</p> <ul style="list-style-type: none"> • Is the concept of funds of knowledge new to you or something you are familiar with? Consider ways funds of knowledge could be more significantly integrated in your own teaching or in the learning experiences you observe others teaching. What are ways educators could find out about the funds of knowledge of different families and children? • What are some reasons teachers might avoid discussions of race or other differences? Why are they important topics for educators to be able to navigate? Have you ever heard children discuss skin color or differences they notice? Did you have the knowledge or tools to have a follow-up discussion with the children? If not, how can you acquire what you need? <p>From Chapter 6</p> <p>Thought Questions</p> <ul style="list-style-type: none"> • How do your race, ethnicity, gender, socioeconomic status, and ability shape and guide your perceptions, attitudes, beliefs, and practices about the children, families, and communities that you serve? • What do children see, hear, feel, and experience when they enter your classroom environment (for example, books, instructional materials, photographs)? How does this convey to them that they are welcomed and that all aspects of their identities (for example, race, ethnicity, language, class, gender, ability) are visibly present and honored? Who is being left out and how? If you are not currently teaching, think of a classroom you have observed.

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	<p>Directions</p> <ul style="list-style-type: none">• Locate the For All Ages chart in Chapter 9, beginning on page 189.• Provide students with basic demographics for one child for the assignment: age (infant/toddler, preschool, early elementary), setting (public, private, Head Start), and so on.• Based on the demographics of the child, ask students to design evidence-based activities that reflect developmentally appropriate practices listed in the first two generic sections of the chart: Languages, cultures, and funds of knowledge; and Meaningful, accessible, and responsive experiences.• Ask students to identify a specific activity they could implement to address each example of DAP. The student could create a chart like the following: <table><tr><th>Examples of DAP/ Languages, Cultures, & Funds of Knowledge</th><th>Example of an Activity that Would Support This</th></tr><tr><td>Educators acknowledge and value sociocultural diversity and support the individual identities of children. They build on these strengths to foster active agency in decision.</td><td>Students write here</td></tr></table>	Examples of DAP/ Languages, Cultures, & Funds of Knowledge	Example of an Activity that Would Support This	Educators acknowledge and value sociocultural diversity and support the individual identities of children. They build on these strengths to foster active agency in decision.	Students write here	<ul style="list-style-type: none">• What are some ways educators build a positive, supportive relationship with each and every child? How does this change with the age of the child? <p>Reflection Questions</p> <ul style="list-style-type: none">• What misconceptions do many educators have about children and families, in particular children and families of color? How do these misconceptions impact your own teaching and learning?• Are there authentic and varied representations of identities of children in your classroom in books and other materials? If so, what are these and how are they used to engage children, their families, and their communities? If not, why not?• How can teachers create caring classrooms where children are welcomed and engaged rather than watched and monitored?• How do schools/classrooms expand or limit children’s opportunities to learn? What can you do to ensure children have equal access and opportunities to learn?• What are ways teachers can foster positive relationships between peers? <p>From Chapter 9</p> <p>Thought Questions</p> <ul style="list-style-type: none">• How does the lens of DAP help you develop a greater understanding of children’s strengths and develop more complex skills to individualize teaching to ensure the greatest engagement and success for each child?
Examples of DAP/ Languages, Cultures, & Funds of Knowledge	Example of an Activity that Would Support This					
Educators acknowledge and value sociocultural diversity and support the individual identities of children. They build on these strengths to foster active agency in decision.	Students write here					

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	<p>5. Philosophy of education</p> <p>Purpose</p> <p>Develop a personal statement about education that reflects integration of these NAEYC foundational documents: “DAP,” “Advancing Equity in Early Childhood Education,” “Professional Standards and Competencies for Early Childhood Educators,” and “Code of Ethical Conduct and Statement of Commitment.”</p> <p>Directions</p> <ul style="list-style-type: none"> At the beginning of the semester, ask students to write and submit a short (2–3 page) paper that describes their philosophy of education. Identify issues you would like them to address (e.g., family engagement; children who are diverse in culture, language, race, ethnicity, and ability) in the paper. Ask students to read the NAEYC positions on DAP and advancing equity. Then, ask them to review their paper and make and submit a list with two columns: (1) one that identifies the topics on which their philosophy paper accurately and explicitly reflects the NAEYC positions and (2) one that lists topics from the NAEYC position statements that were not addressed. Ask students to revise their papers and resubmit them. Near the end of the semester, ask students to update their philosophy papers once more to reflect any additional insights they have gained. 	<ul style="list-style-type: none"> What teaching strategies do you already have in your toolbox for creating meaningful and relevant opportunities for joyful learning? <p>Reflection Questions</p> <ul style="list-style-type: none"> How can educators meet the needs of the whole group while individualizing strategies to make learning meaningful, relevant, and appropriately challenging for each child? What specific teaching strategies can educators use to incorporate children’s language, culture, funds of knowledge, and personal experiences and to invite exploration of new ideas, places, events, and people? What teaching strategies do you want to add to your toolbox? If you currently teach, what positive changes do you want to make to your approaches to teaching and interactions that will benefit the specific children you teach?