Instructor: Dr. Tina Smith-Bonahue

Introduction

Developmentally appropriate practice (DAP) means meeting children where they are and the varying teaching strategies to help them reach challenging and achievable goals. DAP includes considerations for age appropriateness, individual appropriateness, and the appropriateness to the social and cultural contexts of the children’s lives. A master teacher of early childhood education is one who is able to create classroom experiences that are developmentally appropriate for all learners while incorporating required standards and curriculum elements.

In this course, students will begin with an overview of child development. This creates an important foundation. Students must be able understand why, in the context of child development, a teaching practice is developmentally appropriate or not. Students must also be able to recognize variation in development within a classroom. Later course material will demonstrate how to create practice that is developmentally appropriate, why this is important, and they ways in which children benefit. The course will conclude with a discussion of standards and policy and how these relate to DAP.

This course provides a foundation for all courses that follow. The courses that will follow immediately, Assessment in Early Childhood Education, will link especially closely to this one. This course continue the emphasis on cultural awareness from both Culturally Appropriate Classroom Management and Families in Early Childhood Education.

Course Objectives:

1) **Identify the unique characteristics and needs of young children and use this knowledge to support child learning.**
   a. Students will learn to identify age level characteristics and needs through course readings and discussion.
   b. Students will learn to identify individual and cultural needs through provided video and discussion.
   c. Students will apply this knowledge of child characteristics to a curriculum plan.

2) **Recognize the multiple influences on development and learning and use these to support learning.**
   a. Students will learn about multiple influences on development in learning in course readings and discussion.
b. Students will practice recognizing influences on development by watching course videos and commenting in video response assignments.

3) **Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments.**

   a. Students will learn about creating such environments in course readings and discussion.

   b. Students will see examples of these environments in provided video.

   c. Students will see large-scale learning environments in community observations.

   d. Students will incorporate knowledge of environments in a curriculum plan.

4) **Apply knowledge of child development as well as early learning standards and other resources when designing, implementing, and evaluating curricula.**

   a. Students will learn about incorporating learning standards in course readings and discussion.

   b. Students will see the application of learning standards in provided video.

   c. Students will see the application of learning standards in museum/community setting observations.

   d. Students will apply knowledge of learning standards in the creation of a curriculum plan.

5) **Analyze your own practice and the ways that it promotes positive outcomes for each child.**

   a. Students will evaluate their own practice in the context of course readings and provided video.

   b. Students will discuss changes to practice as part of a curriculum plan and identify positive outcomes for target children.

6) **Create lessons that meet required state standards, are age level appropriate, individually appropriate, and culturally appropriate.**

   a. Students will create a curriculum plan that meets these requirements.

**Ice Breaker Activity**

The first required assignment is for students to introduce themselves by writing a short biography and uploading a photograph of themselves. You can answer the questions below as guidelines. Please also respond to two different other students by sharing any similarities or asking/answering questions. This way students will get to know each other.

Please answer the questions below:

- State your name and where you are currently residing and working.
- Offer any information about yourself family etc. (e.g., “I have 3 children, Alex, age 7, Chase, 5, and Lily, 2)
• Current role in early childhood education (including the grade you level you teach or would like to teach)
• In your opinion, what is the most important issue in early childhood education today?
• What specifically do you hope to learn in this course (e.g. “I hope to learn how to introduce numeracy to my pre-school students using developmentally appropriate strategies”).

Course structure

1) Module 1 Child Development and Intentional Teaching

   Introduction: Developmentally appropriate practice (DAP) is a term that you often hear when talking about young children. It’s an important term to understand, but what does it mean? How would you explain developmentally appropriate practice to the parents in your program? Key tenant of DAP is aligning intentional teaching with the development of the child. Intentional teaching involves planning—having a goal and a means to accomplish it. Intentional teaching can also be serendipitous—taking advantage of unexpected opportunities. That means teachers must not only be child development experts in general, they must also understand the specific knowledge and skills appropriate for children to master in content areas such as literacy and mathematics, social and emotional development, physical development, and the creative arts.

   Start with the NAEYC position statement and the first chapter in the textbook. These will start to set the foundation for the rest of the course. While reading think about what makes a lesson or teaching approach developmentally appropriate.

   Part of developmentally appropriate teaching, even in primary grades, is understanding how children develop from birth. The article “A Changing Picture: Children at 3, 4, and 5” provides a lot of information about developmental milestones and ways in which adults can help them along. Read these closely, even if you do not teach prekindergarten or kindergarten. You need to know how the children in your class have grown. Also remember that these are broad guidelines. Some of your primary grade children may still be working on some of these milestones. The articles that are provided about neuroscience and policy and the book chapter “Rethinking Early Schooling” all demonstrate the importance of the relationship between and among development and practice and policy.

   Watch the videos throughout all modules and examine how the teacher’s guide children to expand their learning. It is important for a teacher to provide experience for children that are developmentally appropriate. It is also important that a teacher be intentional in their practice.

Module 1 Objectives:

• Read the two textbook chapters on DAP that correspond to the grade level that you are currently teaching (4 & 5 for Pre-K, 6 & 7 for Kindergarten, 8 & 9 for Grades 1-3).
• Identify age level characteristics and needs through course readings and discussion.
• Understand the relation between child development and teaching practice and early childhood policies.
• Identify characteristics of intentional teaching. Think about how you can make your teaching strategies developmentally appropriate? How can you make instruction intentional?

Textbook:

NAEYC Position Statement p.1
Chapter 1: To Be an Excellent Teacher
From text (own age level only):
Chapter 4: Developmentally Appropriate Practice in the Preschool Years
Chapter 5: Examples to consider
Chapter 6: Developmentally Appropriate Practice in the Kindergarten Year
Chapter 7: Examples to Consider
Chapter 8: Developmentally Appropriate Practice in the Primary Grades
Chapter 9: Examples to Consider

Articles:


Chapters:

Video:
Intentionality
3 parts of DAP
Animal Train
Pre-K choosing board

Assignments
1) Quick write 1
2) Reading discussion forum
3) Video discussion forum

2) Module 2, Language, Literacy, and Social and Emotional Development
Introduction: In this module, we will begin discussing language development and literacy and social-emotional development. The development of early language is typically a function of hearing spoken language in the environment. Literacy, the ability to read and write, often develops during the early childhood years. Social-emotional development in early childhood refers to the skills necessary to foster secure attachment with adults, regulate emotions and behavior, develop a healthy sense of self, and develop healthy relationships with others. Start this module by reading the two book chapters—“Development of self, relationships, and socioemotional competence” and “Social context of language and literacy development.” These will give you much of your foundation information in language, literacy, and social development. Some of these articles are focused on instruction for children younger than those you currently teach. That does not mean that there is nothing in the articles for you. Remember that seven and eight-year-olds are still quite young. How does understanding how children learn to speak and read in prekindergarten and kindergarten influence how you might teach in second or third grade?

Module 2 Objectives:

• Identify ways to teach literacy and language development using developmentally appropriate practices.
• Understand the relation between social-emotional development during early childhood and early learning.
• Identify strategies that may foster appropriate social-emotional development in your classroom.
Articles:


Chapters:


Videos:

Infant Talk with Drums

Toddler Lunch

Pre-K giving up computer

Reading work shop in Kindergarten : https://www.teachingchannel.org/videos/kindergarten-reading-workshop-ousd. )

Assignments

1) Quick write 2
2) Reading discussion
3) Video discussion forum
4) Visit a children’s museum, science museum, playground, library, or other community setting where children play or learn.

3) Module 3, Cognitive and Motor Development

Introduction: This module will cognitive and motor development via teaching Math and STEM/STEAM concepts. Cognitive development refers to the process of growth and change in intellectual/mental abilities such as thinking, reasoning and understanding. It includes the acquisition and consolidation of knowledge. Motor development refers to changes in children’s
ability to control their body’s movements. STEM (Science, Technology, Engineering, and Math) or now referred to as STEAM (Science, Technology, Engineering, Arts and Math) refers to an educational approach which integrates more than one of these disciplines and can help develop critical thinking skills.

In this module there are articles that focus on cognitive development in young children without an explicit focus on mathematics. Think about how does children’s work in scientific exploration and in creative play relate to their development in math? How about their development in literacy? There articles about how to incorporate teaching math concepts during the infant and toddler years. How can teaching mathematical concepts during the infant-toddler years relate to acquiring concepts during the preschool through grade school years? Lastly, we touch upon motor development and play spaces. Think back to the first module and what you learned about motor development in young children. Why is it important to integrate motor development in prekindergarten, kindergarten, and early elementary grades? How does this relate to other skills?

**Module 3 objectives:**
- Identify ways to teach mathematical concepts using developmentally appropriate strategies.
- Learn basic STEM/STEAM concepts in early childhood and develop strategies for teaching STEM/STEAM concepts in the early childhood classroom.
- Identify ways gross motor development activities relate to other early childhood skills.

**Articles:**


**Chapters:**

Video:

Pre-k measurement by making Play dough:  [https://www.teachingchannel.org/videos/pre-k-math-lesson-measurement](https://www.teachingchannel.org/videos/pre-k-math-lesson-measurement)

Kindergarten smells inventory

Grade 1 Dot-talk:  [https://www.teachingchannel.org/videos/addition-math-lesson-ousd](https://www.teachingchannel.org/videos/addition-math-lesson-ousd)

2nd and 3rd Grade Dichotomous Key

Exploring STEM Concepts in the Early Childhood Classroom  [https://www.youtube.com/watch?v=HglYz0h2n2E](https://www.youtube.com/watch?v=HglYz0h2n2E)

Assignments

1) Quick write 3
2) Reading discussion forum
3) Video discussion forum
4) Community setting observation
5) Submit topic for approval

4) Module 4, Working Within Standards and Policy

Introduction: In this final module, we are tying some things together and taking a hard look at standards. Standards outline what students need to know, understand, and be able to do as defined by particular state, government, or organization. Start with “Standards: At the Heart of Educational Equity”. This article makes an excellent case for why we have standards for early education. “Advocating for Policies to Improve Practice” recognizes the importance of standards, but notes that early childhood educators need to take a more active role in policies relating to early education. There are two articles (“Got Standards? Don’t Give Up on Engaged Learning!” and “Yeah, But’s That Keep Teachers from Embracing an Active Curriculum”) that demonstrate how developmentally appropriate practice can be part of an existing standards-based curriculum. Read through these very carefully and think about how this will apply to your curriculum plan. Finally, included is another NAEYC position statement, this one is on Common Core. There is also a video in this module on Common Core, but it has a different take than this paper. Remember this when you watch the video later.

Module 4 Objectives:
• Learn and understand importance of learning standards
• Identify how to incorporate learning standards in the early childhood classroom curriculum.
• Apply knowledge of learning standards in the creation of a curriculum plan.

Articles:

Videos:
Common Core State Standards for Elementary

Assignments
1) Quick write 4
2) Reading discussion forum
3) Video discussion forum
4) Curriculum Plan

Course Assignments
1) Reading Response Forum
We will be using respond/connect roles. For each response forum one person is a ‘First responder’ and one person is a ‘Connector’. There will be questions to guide your discussion. You will have reading response forums only on the odd course weeks.

First Responder: Because we will be having fewer discussions for this course, each student will be a first responder only once. The first responder should write a post that in 350-450 words maximum
(1) responds to the question, (2) references key points in the reading that guide your response, (3) references how this relates to your teaching, relations with parents, relations with children, etc. Writing should be clear and cited appropriately in APA. You are required to use in-text citations but do not need to use bibliographic references at the end of your post.

**Evaluation for the First Responder** requires that:
- The post be on time (by the first Thursday in your assigned module)
- be 350-450 words and no longer,
- Explicitly linked to both course readings and teaching practice,
- Cited correctly
- Responses should be well thought-out and show active engagement with course material.

**Connector:** The connector should read all of the first responder entries and respond to at least two in 250-350 total by (1) elaborating on the first responder’s answer with additional references from course readings and/or teaching practice or by (2) posing an alternative answer to the question, again with references to course readings and/or teaching practice. APA style is encouraged for the connector but not mandated. Make sure that your connections to both the first responder and to course readings are explicit.

**Evaluation for Connector** requires that:
- The posts be on time (by the first Sunday of the module),
- be 250-350 words total,
- be explicitly linked to the first responder as well as course readings and/or teaching practice,
- Responses should be well-thought-out and show active engagement with the discussion.

This assignment is worth 60 points, 20% of your course grade.

**2) Video Response Forum**
Videos illustrating topics and skills discussed in the readings will be part of each module. On even course weeks, you will be required to respond to the video forum. You will all respond to discussion threads for each video. All students should watch all videos included in the module and then respond to at least 2 video threads. Individual posts should be between 150 and 250 words. Post should draw from course readings were appropriate. Cite where necessary in APA style. Be clear about which video on which you are commenting.

Evaluation for Video Response Forum requires that
- The posts be on time (by the second Sunday of the module)
- Be explicitly linked to the video as well as course readings and/or teaching practice
• Posts be cited correctly.
• Responses should be well-though out and show active engagement with the discussion.

This assignment is worth 60 points, 20% of your course grade.

3) Quick Writes

Assignment: At the end of each module (about every 2 weeks), students will compete a few questions about the content of the module and how they would integrate the content into their teaching and use of developmentally appropriate practice. The content of your response will have no bearing on your course grade. The completion of each journal entry is worth 3 points. There will be an additional 5 points for completing all four quick writes.

This assignment is worth 15 points, 5% of your total course grade.

Quick write questions:

1) What do you think most important issue/idea in this module?
2) What questions do you still have?
3) What is one thing you would try in your teaching practice or interaction with families based on readings and activities in this module?

4) Museum or community setting Observation

Assignment: Many of your course readings have advocated for hands-on experiences for young children. These experiences allow children to experiment and manipulate materials. Children are able to draw on multiple skills while seeing the application of knowledge. Some settings such as museums create hands-on experiences similar to what might be done in a classroom on a larger scale. For example, when visiting a museum, children may have the opportunity to work with water, building toys, or dramatic props as they would in an early childhood classroom.

This assignment requires a trip to either a Children’s Museum, science museum, or other community setting (i.e., library, playground).

Prior to the trip, students should review information about the museum or setting on the individual museum’s website or other appropriate website. During the trip, students should select an exhibit to observe for a full half hour using the observation protocol. Students should consider what is happening in the setting, meaning write down what children are doing, and what they may be learning from their activities. Be careful not to make judgments about what children are doing or how they are feeling while doing the protocol.

Students will use their collected observational data to write a brief research paper. The paper should include some of the data from the observation (what was the setting, what was happening). Students should then consider how they could incorporate similar activities into their classrooms. Students must discuss necessary environmental and pedagogical elements necessary for implementation.
Students must then discuss why these activities would be developmentally appropriate and how they would address grade level state standards. This discussion should be supported by course readings.

The final paper should be 4-6 pages in length, double spaced, in 10 or 12 point font. APA citations are required.

5) Curriculum Plan
Students will be required to create two week curriculum plan demonstrating application of developmentally appropriate practice. The plan should show how activities may incorporate multiple disciplines and required standards.

The plan should also demonstrate how a classroom project, exploration, or theme can be woven throughout classroom activities and academic disciplines. Topics should be something of interest to the students and open multiple disciplines. For example, a topic for exploration may be baseball (perhaps focusing on the Florida Marlins), the beach, dinosaurs, music, building and houses, etc. Think about what the children are interested in and/or something that they may encounter on a regular basis. Skills and test prep should not be topics. Handwriting, counting, FCAT/SAT prep, etc. are not topics for children to explore. You will need to submit your topic for your class exploration/project to me via email by midnight (INSERT DATE) on for approval.

An important consideration: while you are designing a two week plan to demonstrate your understanding of material learned in this course, you should write your plan as if the project will be continuing after the two-week period. Thus, your project should not be introduced and concluded in the two week period.

Your curriculum plan should include:

a) A 3-4 page paper outlining your project. State your topic, why it is relevant to your students, and how it is developmentally appropriate for the age level that you teach, how it can be individualized, and how it is culturally relevant. Your paper should also identify benchmarks in reading/language arts, mathematics, science, and social studies (citing both state and Common Core standards explicitly) that your project will explicitly address. Please note how your project will be introduced to the children. Minimum of four standards must be listed.

b) A two week calendar showing (briefly) when and how your project should be addressed on a daily basis. The project may not appear in every discipline every day, but should be addressed at some point in the day.

c) Four lesson plans. These plans should be for scheduled instructional periods (2 language arts/ literacy, 2 STEM/STEAM/ Math). However, lesson plans should incorporate multiple disciplines. Lesson plans should ideally demonstrate intentional teaching and some child-guided learning. Lesson plans should be developmentally appropriate for the age level that you teach, have opportunities for individualization, and be culturally relevant. Lesson plans must also include state and Common Core standards.

Materials

Course Textbooks

***With accompanying CD***

**Articles (Available online)**


**Selected Chapters**

**Grading procedures and policies**

**Grading:**

*Assignments*

- Quality forum response and reflection: 60 points
- Video Response: 60 points
- Quick Writes: 15 points
- Museum or community setting observation: 75 points
- Curriculum Plan: 90 points
- Total: 300 points

*Scale*

- A = 94 or above
- A- = 90-93
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
D- = 60-62
E = 59 or below

Course Policies

This, like any online course, requires active participation. All students are expected to devote time to course readings and discussion. Both quality and quantity of discussion posts will be noted and factored into a participation grade.

Because this course is imbedded in classroom teaching, discussion of children and parents in the students’ classrooms is expected, and at times requires. However it is important that you maintain the anonymity of children and families at all times.

Written assignments should be submitted in Microsoft Word and must include the student’s name and the file name. Student’s first initial and full last name should be in the file name. This is a graduate class, thus all papers should be edited for spelling, grammar, and clarity.

APA writing format is required. Purdue University has a very good online style guide. It can be found at http://owl.english.purdue.edu/owl/resource/560/01/.

Students are expected to maintain the pacing of the class. In some cases, this may require students to think ahead to future modules. All assignments are expected to be done and submitted to instructor on the date due. Work turned in after the due date will not be accepted. If there are extenuating circumstances that prohibit work being submitted on time, please contact the instructor before the work is due. The instructor will help you to decide on a course of action regarding the assignment. The instructor may not agree that an extension is acceptable.

Student Conduct Code

As a result of completing registration at the University of Florida every student has agreed to the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”
Please note that plagiarism from the internet, from any published or unpublished manuscript, or from any current or former student’s work will be considered a violation of the UF Academic Honesty policy. This includes plagiarizing a sentence or a portion of a sentence from another published work. If you are not certain of the definition of plagiarism, please speak with your instructor. Failure to comply with the academic honesty guidelines 6C1-4.017, F.A.C. is a violation of the University of Florida Student Conduct Code and may result in expulsion or any lesser sanction. In this class be especially careful that you do not plagiarize. Written work submitted for a grade may be submitted to screening by anti-plagiarism software (at the discretion of the instructor).

Acceptable Use Policy

Please read the University of Florida Acceptable Use Policy that can be found at http://www.it.ufl.edu/policies/aupolicy.html. You are expected to abide by this policy.