



**Developmentally Appropriate Practice
ECED 4223 X20/DX1**

**Midwestern State University
Gordon T. & Ellen West College of Education
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Professor Information

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** Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

Required Reading

National Association for the Education of Young Children. (2022). Developmentally Appropriate Practice in Early Childhood Programs. (4th ed.).

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Course/Catalog Description

Developmentally appropriate practices for young children in early education programs 0-48 months.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

1. Demonstrate comprehension that developmentally appropriate practice includes what is age appropriate, culturally and linguistically appropriate and individually appropriate for each child. (NAEYC 2,4, 6)
2. Identifies and describes ways to eliminate bias and create an inclusive program that provides fair learning experiences for all children based on each child's needs, strengths and interests. (NAEYC 1,5; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings, Caring for Young Children with Disabilities or Special Needs)
3. Demonstrates knowledge of physical health and motor development of young children 0 to 48 months including general health and well-being, gross motor skills, and fine motor skills. (NAEYC 1,5, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development)
4. Demonstrates knowledge of social and emotional development of young children 0 to 48 months including trust and emotional security, self-awareness, self-regulation, and relationships with others. (NAEYC 1,5, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development)
5. Demonstrates knowledge of language and communication development of young children 0 to 48 months including listening and understanding, communication and speaking, and emergent literacy. (NAEYC 1,5, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Language and Communication Development)
6. Demonstrates knowledge of cognitive development of young children 0 to 48 months including exploration and discovery, problem solving, memory, and imitation and make believe. (NAEYC 1,5, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Cognitive Development)

7. Identifies key elements of a developmentally appropriate physical learning environment and creates developmentally appropriate schedules, routines, and transitions for early childhood programs (NAEYC 1,5)
8. Identifies and explains several authentic methods of assessment appropriate for young children, and analyzes the relationship between assessment, instruction, and developmentally appropriate practice. (NAEYC 3)

National Association for the Education of Young Children (NAEYC) Standards

Standard 1 - Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Standard 2 - Family-Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

Standard 3 - Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways

that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences

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

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Standard 5 - Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Standard 6 - Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the

families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

Culturally Appropriate Practice in Early Childhood Settings:

1. It is critical that early care and education professionals connect with the families they work with. Get to know parents, ask them what traditions and customs are important to them. Whenever possible, invite parents to share their traditions with you and the class.
2. Recognize that language plays a critical role in children's connection to their culture and community. Best practice in this area includes speaking with young children in their home language. In this way, providers support young children's connection to their culture and their language development.
3. It is important that providers honor diversity and cultural awareness as a concept and a core value of our society. Introduce stories and books to young children that actively seek to diminish stereotypes, honor pride in one's self and one's origins, and explore how it feels to be different. Play is also an important area for consideration. Young children often use play to explore cultural values, norms, and roles, so it is important that toys, books, and materials in the classroom represent all people and cultures. When observing young children play, be sensitive to the biases they are forming and try to mediate them.

Caring for Young Children with Disabilities or Special Needs:

1. It is important that providers are sensitive and responsive to the needs of all young children. Providers that care for infants, toddlers, and three-year-olds with disabilities or special needs should try to learn more about the particular need or disability, but should be careful not to make assumptions about an individual child based on his or her need or diagnosis.

2. To the greatest extent possible, providers should practice inclusion. Inclusion is being a part of what everyone else is a part of, being welcomed and embraced as someone who belongs. The National Association for the Education of Young Children breaks inclusion into three critical components: access, participation, and supports. In terms of access, programs and policymakers should ensure that all children are able to participate in a wide range of opportunities, activities, settings, and environments.
3. As providers, the most critical first step one can take in respecting children with disabilities is a willingness to do so. It is important to discuss the needs of every child with their parents; providers should work with parents to support inclusivity and to meet each child's unique needs. They can do so by taking the time to learn about children's unique needs and seek ways to support those needs. A great deal of information is available online and through important organizations like The Arc and local Early Childhood Intervention (ECI) programs, but it is the willingness to be inclusive that makes the difference.
4. Early care and education providers can be a valuable support to families in identifying various developmental delays or warning signs. A provider's knowledge and awareness related to early childhood development and to each of the children in her care are both valuable assets in the early diagnosis and prevention of developmental delays or disabilities. As a provider, it is important to bring any signs of delay or health concerns to the child's parents immediately, in consultation with a director or supervisor.

Physical Health and Motor Development

1. Young children's physical and motor development affects their cognitive and social development, readiness for school, and adult health. Therefore, good physical health and motor development is necessary for overall development. Physical development pertains to children's physical growth, while motor development refers to movements of large muscles (gross motor) and small muscles (fine motor).
2. The Physical Health and Motor Development domain is broken into three important component areas. The first component, health and well-being, refers to children's formation of healthy routines, such as eating

nutritiously, physical activity, and developing self-care habits. This component includes information on young children's healthy routines and self-care activities, as well as important knowledge about young children's development with regard to safety.

3. The second component, gross motor skills, refers to large muscle development through control of movements. This component discusses the skills young children demonstrate that tell us they are developing in this area and what caregivers can do to support that development.
4. The third component, fine motor skills, refers to small muscle development through control over movements, such as reaching, grasping, coloring, and turning pages in a book. Infants need sufficient and appropriate 23 materials to practice grasping and reaching, which are important steps towards increasing precision in fine movement.
5. Providing a safe, appropriate environment, unstructured time to experiment with materials and body movements, and planning daily activities that encourage young children to move their growing bodies and make healthy food choices all support young children's physical development and well-being.

Social and Emotional Development

1. Social and emotional development is a broad domain which encompasses many skills that form the foundation all children need in order to become healthy, happy, and successful adults. The Infant, Toddler, and ThreeYear-Old Early Learning Guidelines include four components in this domain: Trust and Emotional Security (Attachment), Self-Awareness, SelfRegulation, and Relationships with Others.
2. Early childhood is a critical developmental period when the brain is especially sensitive to caregiving experiences. Young children who receive warm, consistent, responsive care develop a sense of emotional security and confidence that allows them to be open to exploring their world, trying new activities, and forming friendships.
3. One of the most important developmental tasks of infancy is to establish basic trust and emotional security within consistent, loving relationships with one or a small number of caregivers. Through such early relationships,

infants learn that their world is safe and interesting, that someone will be attentive to their physical needs (for example, feed them when they are hungry or change their diapers when they are soiled), comfort them when they are scared or fussy, and respond to them with warmth and playfulness when they want to play and interact.

4. Self-awareness is another important component of social and emotional development. Individuals who have a clear and positive sense of identity and who can recognize and talk about their feelings are better able to form healthy relationships with others and to resist negative peer pressure.
5. Self-regulation is the ability to modulate one's own behaviors and expression of emotions as appropriate for different situations. Children use self-regulation skills when they calm themselves by sucking their thumbs, when they tolerate waiting a few minutes for their turn to use a toy, when they allow a teacher to comfort them after saying good-bye to Mommy or Daddy in the morning, when they sit and focus on a book being read to them, and when they refrain from hitting another child who has moved into their space.
6. One of the most important developmental tasks of infancy is to establish basic trust and emotional security within consistent, loving relationships with one or a small number of caregivers.
7. When addressing the four components of social and emotional development, it is important to be aware that children are socialized within their families and cultures, which may have different norms and expectations for expressing emotions and controlling behavior.

Language and Communication Development

1. The Language and Communication domain includes three components describing how young children learn to: understand language, communicate with others, and demonstrate emergent literacy skills. The development of language and communication skills begins long before children say their first word. Even very young infants are learning a great deal about their home language or other languages in their environment and caregivers can do many things to help support language development. Speaking to children about their daily routines, objects in their environments, their feelings, and

sharing books with children are all important ways to support language development.

2. The first Language and Communication component is listening and understanding. This component includes indicators related to what words mean, how to make different forms out of a root word (for example, happy, happily, unhappy), and how to put words together in sentences. It also includes indicators related to listening and responding to the communication of others.
3. The next component is communication and speaking. This is, in some ways, the other side of listening and understanding. This component includes indicators related to how young children use sounds, gestures, and words to get their needs met. It focuses on how young Language and Communication Development 50 children learn language and begin to use it.
4. Emergent literacy is the last component of the Language and Communication domain. Emergent literacy relates to the knowledge and skills associated with books and writing.

Cognitive Development

1. The Cognitive Development domain includes four components that describe how young children develop and demonstrate abilities in: exploring the world around them, solving problems, remembering and retaining information, and pretending and using their imagination. Cognitive development is often thought of as growth in children's thinking, reasoning, and understanding. Positive early experiences that support cognitive development contribute to lifelong traits, such as curiosity, persistence, and independence.
2. The first Cognitive Development component is exploration and discovery, which includes indicators of development for how young children explore their environment and demonstrate the building blocks of inquiry and curiosity through playing with cause and effect relationships and understanding patterns.
3. The next component in the Cognitive Development domain is problem solving. This component includes indicators related to young children's use of imagination and creativity in approaching problems and tasks.

4. Memory is the third component of the Cognitive Development domain, and it includes indicators related to how infants and toddlers store and use information. In this component, young children anticipate routines, remember familiar people, and use their memory to inform their daily lives.
5. Finally, imitation and make believe is the last component of the Cognitive Development domain. It includes indicators related to young children's use of their imagination and play to imitate actions and experiment with different roles and ideas.

Assessment

Students will demonstrate mastery of these standards by their participation in class, completion of class assignments, projects and assessments relating to DAP.

Grading Procedures

Grades

A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students
D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Chapter Quizzes 10%

You are expected to read chapter assignments and study for and complete each chapter quiz.

2. Continuous Learning Project 20%

Provided a list of topics from The Recommendations for Early Childhood Educators from the National Association for Early Childhood Education, be used as a self-reflection tool, students will identify an area from the list in which they feel less confident and competent. Students will then complete an independent study of that topic by identifying and learning from diverse evidence-based sources and share documentation of their independent study by summarizing the essential content, listing current, evidence-based websites that offer content on this topic,

and submit a paper summarizing what they've learned and how they will use that information to support children and families.

3. Reframing Observations and Assessments Assignment 20%

Students to watch "The World of Children: Developing Child Observation Skills" to learn about the difference between subjective and objective observations. Then students will observe a classroom video and use it to generate subjective statements about the environment, interactions, or children. You will re-watch the same clip and rewrite the statements to be more objective. Next students will complete a reframing activity to review the importance of using statements that reflect an anti-bias viewpoint as part of the assessment process.

4. Early Care Interview 20%

Students will meet virtually with a current early care educator or intervention specialist working with young children. Students will take detailed notes on the interview and ask relevant questions related to developmentally appropriate practice and working with young children. Then students will write a paper based on what they learned from the interview.

5. Developmentally Appropriate Practice Presentation 20%

Students will create a presentation on developmentally appropriate practice in early care. On the first slide, students will make a DAP mind map to explore central ideas of the topic, on the next slide, they will choose examples of DAP for all ages from Chapter 9 and will generate a chart identifying specific activities that could be implemented to address each example of DAP, and finally on the last slides students will be asked to deconstruct finger plays to discover the concepts and domains in which development is being supported.

6. Observing Family Partnership and Communication 10%

Students will observe a set of video vignettes of early care professionals and their interactions with families of young children. Then students will react to the videos and discuss the differing styles, ways of asking questions, and ways of engagement that are demonstrated.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook

- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at:

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

[Texas Core Competencies for Early Childhood Practitioners and Administrators](#)
[National Association for the Education of Young Children \(NAEYC\) Standards](#)

[Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#)

[NAEYC Advancing Equity in Early Childhood Education Position Statement](#)

Thompson, J., & Stanković-Ramirez, Z. (2021). What Early Childhood Educators Know about Developmentally Appropriate Practice. *Phi Delta Kappan*, 103(2), 20-23.
<https://doi.org/10.1177/00317217211051138>

National Association for the Education of Young Children. (2022). *Developmentally Appropriate Practice in Early Childhood Programs*. (4th ed.).

[Developmentally Appropriate Practices for Young Children: Recommendations for Teaching Practices](#)

[NAEYC Developmentally Appropriate Practice \(DAP\) Position Statement](#)

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Chapter Quizzes	3,4,5,6,7	NAEYC 1 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development NAEYC 5 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development, Language and Communication Development, Cognitive Development
Continuous Learning Project	3,4,5,6,7	NAEYC 1 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development NAEYC 5 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development, Language and Communication Development, Cognitive Development
Reframing Observations and Assessments Assignment	8	NAEYC 3
Early Care Interview	1	NAEYC 2,4, 6

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Developmentally Appropriate Practice Presentation	3,4,5,6,7	NAEYC 1 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development NAEYC 5 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development, Language and Communication Development, Cognitive Development
Observing Family Partnership and Communication	2, 8	NAEYC 1, 5, 3 Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings, Caring for Young Children with Disabilities or Special Needs NAEYC 4