

DEVELOPMENTALLY APPROPRIATE PRACTICES

Developmentally Appropriate Practices (DAP) is an approach to teaching young children based on research of how young children develop and learn and also what is known about effective early education. The framework is designed to promote young children’s optimal learning and development. DAP involves teachers meeting young children where they are developmentally, both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.

Developmentally Appropriate Practices Include:	Developmentally Appropriate Practices DO NOT Include:
<ul style="list-style-type: none"> • Learning centers / Free Choice centers 	<ul style="list-style-type: none"> • Timed rotation / Teacher selected
<ul style="list-style-type: none"> • Concrete learning experiences with real items 	<ul style="list-style-type: none"> • Workbooks or ditto sheets
<ul style="list-style-type: none"> • Balance of student-initiated and teacher directed activities in instructional day 	<ul style="list-style-type: none"> • Teacher-directed activities are more than 35% of the instructional day
<ul style="list-style-type: none"> • Actively engaged learners 	<ul style="list-style-type: none"> • Passive quiet learners
<ul style="list-style-type: none"> • Language and talking are encouraged daily 	<ul style="list-style-type: none"> • Classrooms are quiet most of the day
<ul style="list-style-type: none"> • Cozy inviting environments 	<ul style="list-style-type: none"> • Sterile cold environments
<ul style="list-style-type: none"> • Daily outdoor gross motor time / Adults are interacting with the children to facilitate learning 	<ul style="list-style-type: none"> • Recess / Adults are <u>On Duty</u>
<ul style="list-style-type: none"> • Individual creative art expressions 	<ul style="list-style-type: none"> • Patterned art / Art projects are uniform (all look the same)
<ul style="list-style-type: none"> • Language / Literacy rich activities that encourage phonological awareness 	<ul style="list-style-type: none"> • Alphabet letters taught through rote drill or Letter of the Week
<ul style="list-style-type: none"> • Hands-on math activities 	<ul style="list-style-type: none"> • Rote drill of numbers, shapes, colors, etc.
<ul style="list-style-type: none"> • Use of variety of materials that are changed frequently to meet the needs and interests of the children 	<ul style="list-style-type: none"> • Same materials and equipment used daily throughout the school year
<ul style="list-style-type: none"> • Adult-Child Interactions encourage learning through open-ended questions, extending conversations, reasoning, etc. 	<ul style="list-style-type: none"> • Adult-Child Interactions are minimal, unpleasant, non-responsive, inappropriate, or only to control behavior
<ul style="list-style-type: none"> • Use of TV, videos, and computers are related to classroom events, appropriate, limited to short periods of time and adult interaction occurs 	<ul style="list-style-type: none"> • TV, Videos, and computers are not related to classroom events, used inappropriately, no alternative activities are used, and no adult interaction occurs
<ul style="list-style-type: none"> • Teacher uses a variety of strategies and meaningful activities to develop skills and concepts 	<ul style="list-style-type: none"> • Teacher uses direct instruction to teach and isolates the skills and concepts
<ul style="list-style-type: none"> • Assessment is ongoing / Portfolios are used that include anecdotal records, work samples, photographs, etc. 	<ul style="list-style-type: none"> • Isolated testing / worksheets

Wonder Years Child Development Center’s use Developmentally Appropriate Practices as the basis of our educational program.