

Below, you will find a chapter outline of the Fourth Edition of NAEYC's *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth Through Age 8* to help you navigate the new edition of DAP. It can be used as a quick reference when seeking specific information, or as a preview before you read the book in its entirety. In each chapter you will find the following to guide your reading and create discussion opportunities:

- Learning Goals
- Thought Questions
- Vignettes to Illustrate DAP in action
- Reflection Questions
- Connections to additional resources and appendices

History and Context (pp. 2-4)

Although this is a new addition of Developmentally Appropriate Practice(DAP), it is not something new to our profession. In fact, DAP is the foundation of the early childhood profession. The first edition of Developmentally Appropriate Practice was created in the 80's in response to a massive amount of women entering the workforce and, in turn, their need for childcare. It was also in response to academic push down from upper levels of education. The National Association for the Education of Young Children (NAEYC) created DAP to make sure that educators in early childhood programs were seeking children's strengths and keeping play at the center of learning. Developmentally Appropriate Practice is not about what's "right" or "wrong" in our profession, it's about making sure that educators are doing the critical work of discovering the important things about children.

Chapter 1 Intentional Teaching: Complex Decision Making and the Core Considerations (pp. 5-24) *In this chapter you will find the Core Considerations of Developmentally Appropriate Practice listed and described. It allows you to take steps back and get a whole picture of the child. You will notice that one of the new aspects of DAP is an equity lens. Equity is discussed frequently in this edition and was taken into careful consideration in all aspects of DAP. It introduces educators to "both/and" thinking. This chapter is the "what" and "how" of Developmentally Appropriate Practice.*

Chapter 2 The Principles in Practice: Understanding Child Development and Learning in Context (pp. 25-46)

The DAP Principles are introduced in this chapter as well as their research and evidence base. It discusses each principle in detail along with several examples and integrates how child development and relationships impact children's learning.

Chapter 3 Context Matters: Reframing Teaching in Early Childhood Education (pp. 47-61)

Chapter three dives deeply into how the teacher, school, child, and family create context for teaching and learning. This chapter encourages educators to use what they know about the children they teach, and what those children know, to inform their teaching.

Chapter 4 Teaching Content in Early Childhood Education (pp. 63-80)

Teaching content in a developmentally appropriate manner takes time and careful consideration from educators. In order to integrate multiple content areas throughout a learning experience teachers need to carefully review, study, and reflect upon what they know about the children they teach. In this chapter, there is discussion on how this can be done and the research behind the effectiveness of integrating multiple teaching methods in the education of young children.

Chapter 5 The Power of Playful Learning in the Early Childhood Setting (pp. 81-107)

This chapter is packed full of helpful research and resources on play. It describes play as the “glue” of teaching content. Play holds everything together! Chapter 5 includes the spectrum of play, discusses the 6 C’s of playful learning and essential skills that accompany them as well as the 6 Pillars of Learning. This chapter helps us understand that playful learning is active learning, and active learning is developmentally appropriate and equitable.

Chapter 6 Creating a Caring, Equitable Community of Learners (pp. 111-144)

Making sure that each and every child who is in your classroom feels welcome, honored, and valued creates an equitable environment for learning. This chapter includes a holdable approach to equity conversations in the classroom and discusses how relationships and environments work together to create a caring community of learners. Chapter 6 also includes information about social emotional development, Trauma Informed Practice, and meeting children’s basic needs.

Chapter 7 Engaging in Reciprocal Partnerships with Families and Fostering Community Connections (pp. 145-158)

Chapter 7 helps us understand the great value in partnering with families in their young children’s care and education. It includes research based information on why partnering with families is so critical and how it improves outcomes for children.

Chapter 8 Observing, Documenting, and Assessing Children’s Development and Learning (pp. 159-180)

Observing, documenting and assessing can be done in a variety of ways with a multitude of purposes. In this chapter, the different types and purposes of assessment are broken down and described. It also talks about credible assessment and the importance of gathering information with families first.

Chapter 9 Teaching to Enhance Each Child’s Development and Learning (pp. 181-214)

In this chapter intentional, inclusive, and individualized teaching is brought to our attention. It discusses different learning formats (like small and large groups) and the variety of ways that

educators can enhance learning. Chapter 9 also discusses scaffolding and supporting ALL children using strategies like Universal Design for Learning.

Chapter 10 Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals (pp. 215-252)

Curriculum comes in all sorts of shapes and sizes. Some educators are required to use a specific curriculum, while others get to choose and create their own. According to DAP, curriculum includes goals, outcomes, play and learning experiences, materials, interactions, and the environment. Curriculum is the “what” and “how” of teaching. DAP reminds us that curriculum should reflect the children in your program as well as help them explore and discover new ideas.

Chapter 11 Demonstrating Professionalism as an Early Childhood Educator (pp. 253-269)

Chapter 11 is a series of interviews conducted with leaders in the early childhood field who work in a variety of settings and have had diverse experiences. It discusses their professional career in early childhood and how they use the NAEYC Code of Ethical Conduct and DAP in practice.

See the Code of Ethical Conduct on NAEYC's website here:

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

Appendices & Glossary (pp. 270-319)

In the final section of this book there are useful appendices full of rich examples and further information that are connected to and referenced in the previous chapters of the book. There is also a helpful glossary of terms.

- *Appendix A- Developmentally Appropriate Practice in Action: Educator Snapshots and Reflections*
- *Appendix B- Digging Deeper into Knowledge*
- *Appendix C- Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty*
- *Appendix D- Creating and Implementing Developmentally Appropriate Practice: A Guide for Public School Audiences*
- *Appendix E- Developmentally Appropriate Practice in the Early Learning Setting: Tips and Resources for Early Childhood Educators*