

OBJECTIVE (List number from above)	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
OBJ 1	15 minutes	<p>Welcome and Introductions</p> <p>Introduction of instructor and participants.</p> <p>Review Training Objectives</p> <p>Key Idea: Early Care & Education professionals hold the keys to implementing appropriate practices to help children develop and learn.</p> <p>Developmentally Appropriate Practice (DAP):</p> <p>Give background information about DAP.</p> <p>The Essence of DAP:</p> <ol style="list-style-type: none"> 1. DAP means taking into account everything we know about how children develop and learn and matching that to the content and strategies planned for them in early care and education programs. 2. DAP means treating children as individuals, not as a cohort group. 3. DAP means treating children with respect—recognizing changing capabilities and having faith in children’s capacity to grow and learn. <p>Each child care professional possesses an array of knowledge and experience related to developmentally appropriate practices. This is derived from both formal education and</p>	<p>Introductions: Briefly introduce self, training objectives for training session, and training agenda.</p> <p>Exercise: Developmentally Appropriate Practice</p> <p>Large Group Discussion: discuss the elements of developmentally appropriate practice. Group will define DAP.</p> <p>Exercise:</p> <p>Small Group: Divide participants in three-four groups. Each group will select a reporter/recorder to complete handout 1 and share the results.</p> <ul style="list-style-type: none"> • Identify three attributes of children in their classrooms and explore the teaching practices they think will support these attributes. <p>Large Group: reporters share one trait or attribute and the related early care and education teaching practices identified by the group. Record results on flip chart</p>	<p>Materials</p> <ul style="list-style-type: none"> • Newsprint: “DAP is..” • Markers • Tape <p>Handouts</p> <p>Article: Recognizing the Essentials of Developmentally Appropriate Practice – Child Care Exchange</p> <ol style="list-style-type: none"> 1. Child Traits or Attributes
OBJ 2	45 minutes	<p>The Essence of DAP:</p> <ol style="list-style-type: none"> 1. DAP means taking into account everything we know about how children develop and learn and matching that to the content and strategies planned for them in early care and education programs. 2. DAP means treating children as individuals, not as a cohort group. 3. DAP means treating children with respect—recognizing changing capabilities and having faith in children’s capacity to grow and learn. <p>Each child care professional possesses an array of knowledge and experience related to developmentally appropriate practices. This is derived from both formal education and</p>	<p>Exercise:</p> <p>Small Group: Divide participants in three-four groups. Each group will select a reporter/recorder to complete handout 1 and share the results.</p> <ul style="list-style-type: none"> • Identify three attributes of children in their classrooms and explore the teaching practices they think will support these attributes. <p>Large Group: reporters share one trait or attribute and the related early care and education teaching practices identified by the group. Record results on flip chart</p>	<p>Handouts</p> <p>Article: Recognizing the Essentials of Developmentally Appropriate Practice – Child Care Exchange</p> <ol style="list-style-type: none"> 1. Child Traits or Attributes

OBJ 2	30 minutes	<p>experiential learning. Examples of Child Traits and Attributes:</p> <ul style="list-style-type: none"> • Active learners • Busy • Capable • Careful • Cautious • Challenging • Competent • Curious • Eager to learn • Feisty • Flexible • Hands-on learners • Happy • Inquisitive • Playful • Talkative 	<p>Small Group: participants will consider the practices they identified further. Asking the following questions:</p> <ol style="list-style-type: none"> 1. Is this practice in keeping with what I know about child development and learning? 2. Does this practice take into account children’s individual needs? 3. Does this practice demonstrate respect for children? <p>Large Group: facilitate a summary discussion of the experience, focusing on how much information and understanding the group’s questioning created.</p>	<p>2. Three Questions</p> <p>Resource: Developmentally Appropriate Practices in Early Childhood Programs (1998)</p> <p>Materials: Newsprint Markers</p>
15 MINUTE BREAK				
OBJ 2 & 3 OBJ 4	45 minutes	<p>DVD: Looking at the Basics of Developmentally Appropriate Practice</p> <p>Distribute Handout 3. Review the example to illustrate the next activity.</p> <p>Focus: To give the participants experience applying the essentials of DAP.</p>	<p>View a segment of the DVD (15 minutes)</p> <p>Discussion: Participants will discuss key components in the DVD that displayed DAP. Identify key aspects of good teaching. Discuss any misconceptions they may have about DAP. Record responses on newsprint.</p> <p>Exercise Using the video segment and previously identified attributes as a reference, participants will identify a classroom problem or issue that needs attention and develop a plan of action to correct.</p> <p>Ask for participants to share their problem/issue and plan of action to correct.</p>	<p>Materials: Newsprint Markers</p> <p>Handouts</p> <ol style="list-style-type: none"> 3. Applying the Essentials of DAP (Sample) 4. Applying the Essentials of DAP (Practice)

	15 minutes	<p>Wrap Up Early Care & Education professionals hold the keys to implementing appropriate practices to help children develop and learn.</p> <p>Child care professionals are responsible for knowing each child in their care. They must take the time to identify each child’s needs, wants, and interest and use this information to provide a well-balanced program.</p>	<p>Exercise Participants will identify DAP to use in supporting continued development</p>	<p>Materials Pre-printed index cards with trait, attribute, or classroom issue.</p>
	15 minutes	<p>Closing Summary</p>	<p>Review the purpose and content of the training. Ask participants what they learned as a result of the training and how they will be able to use what they learned. Determine if there are still areas of misunderstanding and clarify where necessary.</p>	
	15 minutes	<p>Assessment: Each participant will be given a written assessment and will be expected to achieve 80% to receive training certificate.</p>		<p>Materials Learning Assessment</p>
		<p>Evaluation</p>	<p>Have participants complete the Participant Evaluation Form. Collect</p>	<p>Materials Participant Evaluation Form</p>