

TRAINING PROPOSAL PLANNING TEMPLATE

1. Training Title: The Essentials of Developmentally Appropriate Practice

2. Training Description: Developmentally Appropriate Practices (DAP) what is it and why should we follow it? This training will define DAP and identify essential components to implementing DAP in the early childhood program. Knowing and living DAP is an important contributor to preparing children for school success. Participants will gain skills, strategies, and techniques to implementing developmentally appropriate practices.

3. Core of Knowledge Content Area(s) & Hours: 1.5 Child Development 1.5 Curriculum ___ Health, Safety & Nutrition
 ___ Special Needs ___ Professionalism ___ Community

4. Bibliography/References and Resources (A minimum of three (3) current and valid sources):

Copple, C. (2016). Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6. Washington, DC: National Association for the Education of Young Children.

Bredenkamp, S., and Copple, C. (2010). Developmentally Appropriate Practice in Early Childhood Programs. Washington, DC: National Association for the Education of Young Children.

Kostelnik, M.J. (2012). Myths Associated with Developmentally Appropriate Programs. *Young Children*, 47(4): 17-23.

NAEYC. (2011). Looking at the Basics of Developmentally Appropriate Practice. DVD.

Stephen, K. (2008). Appropriate Practices in Early Childhood Settings. *Child Care Exchange*, May/June.

Vander Witt, J.L. and Monroe, V. (2008). Successfully Moving Toward Developmentally Appropriate Practice: It Takes Time and Effort? *Young Children*, 53(4):17-24.

5. Training Objectives (Please number each objective, and include competency identifier):

As a result of this training, participants will be able to:

1. Define developmentally appropriate practice. CE.2-N.a
2. Identify three essential components or principles of developmentally appropriate practice. CE.2-I.c
3. Demonstrate an understanding of key aspects of good teaching. P.2.E-N
4. Explore misconceptions about developmentally appropriate practice.
5. Illustrate ways to apply the essentials of developmentally appropriate practice to their teaching practices. CE.2-N.b

*Indicate Special Needs (SN) and Cultural Sensitivity (CS) where addressed

OBJECTIVE (List number from above)	*SN *CS	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>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.</p> <p>Group will define DAP.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Newsprint: “DAP is. “ • Markers • Tape
OBJ 2	*SN *CS	45 minutes	<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>Exercise:</p> <p>Small Group: Divide participants in three-four groups. Each group will select 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 Attributed

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OBJ 2	*SN *CS	30 Minutes	experiential learning. Examples of Child Traits and Attributes: <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 	Small Group: participants will consider the practices they identified further. Asking the following questions: <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? Large Group: facilitate a summary discussion of the experience, focusing on how much information and understanding the group’s questioning created.	2. Three Questions Resource: Developmentally Appropriate Practices in Early Childhood Programs Materials: Newsprint Markers
OBJ 2 & 3		45 minutes	DVD: Looking at the Basics of Developmentally Appropriate Practice	View a segment of the DVD (15 minutes) 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.	Materials: Newsprint Markers

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OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
OBJ 4			<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>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>Handouts</p> <ol style="list-style-type: none"> 3. Applying the Essentials of DAP (Sample) 4. Applying the Essentials of DAP (Practice)
OBJ 5	*SN *CS	15 Minutes	<p>Wrap Up</p> <p>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 how to implement DAP in their teaching practices.</p>	<p>Materials</p> <p>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>	

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		15 Minutes	Assessment Evaluation	Each participant will be given a written assessment and will be expected to achieve 80% to receive training certificate. Have participants complete the evaluation form. Collect	Materials Learning Assessment Materials Participant Evaluation Form

Assessment: