

# Presentation Slide Deck Information

This presentation is for reference and note-taking purposes for participants of the DAP ECHO Series #1 in Fall 2022.

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**azaeyc**

Arizona Association for the  
Education of Young Children



# Developmentally Appropriate Practices (DAP) ECHO Session #3

*Presented by the AZ Early Childhood Professional Development  
Collaborative*

September 27, 2022

Welcome! Please mute your microphone,  
turn on your video if you'd prefer, remove any  
distractions. **We will start soon!**



# Welcome! We are glad you're here.

Please type this information into the CHAT box:

- Your first and last name
- Your ROLE in your organization
- Your county

*This Project ECHO event is supported by federal coronavirus relief funds awarded to the State of Arizona and allocated by the Arizona House Democratic Caucus to Arizona AEYC as the lead agency.*



*If you have any technology problems, please type a message in the chat box.*



# Confidentiality and Participation

- Please be careful **not** to share any **personal identifying information** with the group.
- We encourage you to turn your video on, especially during small groups.
- Volunteer to present your homework case at least once.
- We are not recording these sessions.





# Disclosures

- **Acknowledgement:** This Project ECHO event is supported by federal coronavirus relief funds awarded to the State of Arizona and allocated by the Arizona House Democratic Caucus to AzAEYC.
- **Disclosure:** Hub team members disclose their employment agency or consultation role in the upcoming Hub Team slide.
- **Financial:** All eligible hub team members, presenters, and facilitators are compensated for their labor.
- **Non-financial:** No relevant non-financial relationships exist.
- **Continuing education:** Participants will receive a certificate with 1.5 professional development hours per virtual session plus 1 hour per on-site job-embedded collaborative planning meeting.



3 minutes



## Agenda

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- Homework presentations
- Small/large group discussions
- Didactic presentation
- Small group discussions/planning
- Large group reflections
- Homework review
- Wrap up and session evaluation



# Introductions

## ALL TEACH, ALL LEARN

We have some new colleagues!

Tell us your name and

The role/ages of children you work with

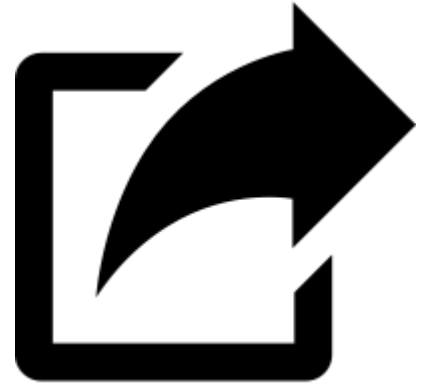
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## Announcements

We encourage you to volunteer as a homework case presenter.

It's a great way to share your insight and reflections! You will fill out a form with a few questions about what went well and what was a challenge with your homework. You'll also hear ideas from your colleagues and the hub team.







5 minutes

## Homework Presentations

1. Read Chapter 1 pages 5-16 “Intentional Teaching: Complex Decision Making and the Core Considerations”. Spend some time reviewing the definition of an intentional teacher at the bottom of page 11.
2. Respond to the “Thought Questions” on page 5.

**Presenter:** Sailine

## **Homework - Small Group Discussions**

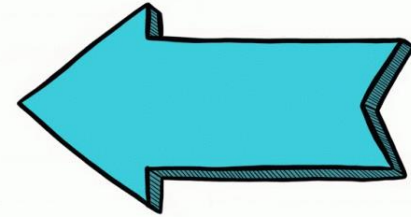
3. Bring 2-3 photos of children that represent joyful learning among a small group of children. Pay particularly close attention to capture the materials the children were using.

**Determine a speaker for the group who will share your ideas back in the main Zoom room.**

**Tell us what happened in the photos.**

**Why did you choose those photos to represent the 3 core considerations (commonality, individuality, context)?**

# Large Group Discussion



- What did you discuss about joyful learning across all the photos?
- How do the photos represent the 3 considerations (commonality, individuality, context)?
- Groups and Hub Team members discuss



## Personal identifying information (PII)

### Common slip ups:

**Names:** Please do not refer to a persons *first/middle/last name* or use any *initials*, etc.

**Locations:** Please do not identify a providers *county, city or town*.

**Dates:** Please do not use any dates (like *birthdates*) that are linked to a person. Instead please use *only* the person's *age*.

**School/Caregiver:** Please do not identify a person's *school or caregiver* name or location.

**Other Common Identifiers:** Please do not identify a person's *family* members, *friends, co-workers, numbers, e-mails*, etc.

## Confidentiality

To protect privacy, please only display or discuss information that DOES NOT identify a person and that CANNOT BE LINKED to a person.

If you accidentally slip up, a team member will gently remind you.



# Community Agreements

1. Be present as fully as possible (Center for Courage & Renewal, 2021)
2. Speak from the “I”
3. Speak your truth in ways that respect other people’s truth  
(Center for Courage & Renewal, 2021)
4. Take risks and act with humility
5. Suspend judgment in order to remain open and curious
6. “We will find and work from our ‘growing edge’” (Jordan & Madison, 2021)
7. Be accountable for impact



# Considering commonality, individuality, and context through a lens of equity: Case studies

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Didactic Presenter:

Dr. Evandra Catherine

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# The 3 Core Considerations for DAP

- Commonality p. 12
- Individuality p. 13
- Context p. 13

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## **Intentional Teachers (p. 11)**

**Intentional teachers** are prepared to challenge their own and other's biases that sustain systemic inequities and they are attuned to the importance of culturally relevant and individually responsive curriculum and teaching practices.



# INDIVIDUALITY

The characteristics and experiences unique to each child, within the context of their family and community, that have implications for how best to support their development and learning.

# Considering Individuality & Equity

Black children are assumed to be older than they are, less innocent, or more aggressive

Gender stereotypes are reinforced by complimenting a girl for how pretty she looks or assuming that if a boy is misbehaving, it's because he's a boy.

Variations in family structures are not considered and all children are asked about their mom and dad.

A child with a disability is not included in an activity because the supports are not available.

Let's reflect! Are characteristics associated with the dominant culture favored? Are differences treated as a simple variations or deficits?

# COMMONALITY

Current research and understanding of processes of child development and learning that apply to all children, including the understanding that all development and learning occur within specific social, cultural, linguistic, and historical contexts.

# Case Study: Considering Commonality & Equity (p. 20)

Ms. Fabray is very familiar with the important tradition of oral storytelling in many communities because it is a valued part of her own Black culture at home and in church. Although she enjoys listening to the children's stories during group times, she has often discouraged them or cut them short in the past. Instead, she has focused on teaching literacy skills in the linear way she was taught in primary school and that her district curriculum prescribes

With new insight from the *study about the connection between children's storytelling and literacy skills*, however, she begins to encourage oral storytelling whenever possible AND starts to see from a new perspective the ways some of the Black children tell stories. *Research such as that on Black children's oral storytelling and its connection to literacy skills promotes equity and success by recognizing and supporting the oral language skills of Black children as strengths, rather than judging them as less competent for their communication style.*

# CONTEXT

Everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole.

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**Case Studies:  
Considering Context & Equity**

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# Decisions About Practice in Context

## Case Study: Visit to a Mixed-Age Preschool Class (p. 17)

Three-year-old Ella is one of the youngest children in Mr. Franklin's class of 3-through 5-year-olds. She loves to build with blocks, but almost everyday, some of the older boys race to the block area and leave little space for anyone else. When Ella tries to enter, they tell her she can't because she's a baby and a girl. One day, she throws blocks in frustration, hurting several children. While Mr. Franklin has had many conversations with the group about all forms of bias, including gender bias, he knows he must do more. For a few days Mr. Franklin sits with Ella in the block area, building with her and supporting her as she problem solves. He makes a note to invite the mother of another child in his class to talk to the children about her work as an architect- a profession typically seen as one more common for men.

# Decisions About Practice in Context

## Case Study: Visit to a Mixed-Age Preschool Class (p. 17 continued)

As part of his planning, Mr. Franklin also reevaluates his setup for the block area and decides to make it more inclusive. *He has observed that many of the girls cluster around the art area, and he decides to add paper, tape, and writing materials within the block area.* Over time, the boys and girls find ways to play together in the block area. Both the boys and girls, including Ella, create buildings with the blocks and enjoy making signs for the buildings and adding fun designs to the walls. The block area ceases to be a space dominated by boys.



## **Case Study for Small Group Breakouts: Scaffolding an Infant's Physical Skills (p. 15)**

Shayla, 11 months old, lets go of the cart she is pushing and stands alone. Her teacher, Mr. Peters, sitting nearby, says, "Hi, Shayla!" He reaches his hand toward her, and she takes one step, then another, then falls down. Shayla's eyes open wide, and Mr. Peters says, "Boom, you fell down, but you're okay. Do you want to try again?" Shayla reaches up her arms and Mr. Peters helps her stand up. He holds her hands while she steadies herself, then gives her two small toys to hold so that she balances on her own. He says, "Okay, Shayla, can you walk to me?" Holding tightly to the two toys, she takes three steps and reaches Mr. Peters right before she falls down. You did it!" Mr. Peters exclaims.



# Questions/Reflections

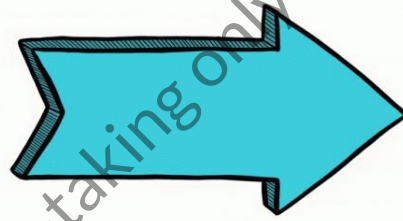
**In the chat box, please share...**

What are you thinking about commonality, individuality, and context? What is most important to remember?

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# Small Group Reflections



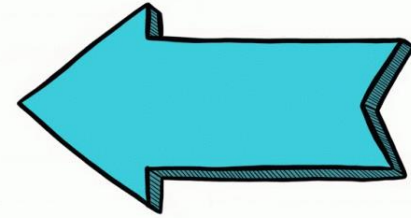
8 minutes

In your small group...

- Groups are organized as they were last session.
- Reflect on case study 1.8 on page 15.
  - What did you notice about developmentally appropriate practices?
  - What captured your attention and your heart?
  - What questions or challenges came up?
- Record your notes on JamBoard.

# Small Group Reflections

4 minutes



- What in the case study represented commonality, individuality, or context?
- Has your thinking changed or been reinforced? Why?
- Group and hub team discuss

# Homework

1. Read case study 1.12 on p. 17. Highlight or note what you notice about context, commonality, and individuality.
2. Read Chapter 1 pp. 18-23. Respond to the Reflection Questions on p. 23
3. Prepare 2-3 photos of children in your early learning environment that represent joyful learning among a small group of children. *Pay particularly close attention to capture the materials the children were using.* You'll bring these to your first on-site collaborative planning session.



# ECHO Post Session Surveys

- All Participants are invited to complete surveys at end of each session.
- Your participation in completing the post-session surveys is voluntary and anonymous.
- The results will be used for program improvement. Aggregated survey results may be used for publication, reports, and dissemination of program outcomes.
- A link to the survey will be put in the chat box at the end of each session (7 total) and emailed the next day

# Wrap Up and Evaluation



5 minutes

- Reminder: Volunteer to present a homework case! **Email Karie.**
- Please complete the **session evaluation** linked in the CHAT
- Reminder: the survey scale starts with “strongly agree” and goes up to “strongly agree” (left to right).

**Date:** September 27, 2022

**Topic:** Considering Commonality, Individuality and Context through a Lens of Equity

strongly disagree

disagree

agree

strongly agree

**1. Today's topic was useful to me.**

\* must provide value

Thanks for attending! See you next month!

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