

Presentation Slide Deck Information

This presentation is for reference and note-taking purposes for participants of the DAP ECHO Series #2 in Spring 2023.

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azaeyc

Arizona Association for the
Education of Young Children



Developmentally Appropriate Practices (DAP) ECHO (*Series 2*)

Presented by the AZ Early Childhood Professional
Development Collaborative

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.



Dr. Eric Bucher (he, him, his)
Chief Executive Officer
Arizona AEYC



@EZBucher



@EZBucher



Eric Bucher

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.



Welcome!

Please type this information into the CHAT box:

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



*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 will record the didactic portion of today's session.



Disclosures

- **Disclosure:** Hub team members disclose their employment agency or consultation role in the upcoming Hub Team slides.
- **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 8 total hours per job-embedded collaborative planning meeting.



3 minutes



Agenda

- Overview of the DAP ECHO series
- What is Project ECHO?
- Didactic presentation
- Small group discussion and planning
- Large group discussion
- Homework overview
- Wrap up/session evaluation



Project Goals

- To expand a model of PD where educators are compensated for their time.
- To build job-embedded opportunities through which educators have reflective, guided opportunities to study their own work with children to strengthen connections and create culturally-responsive, equity-focused early learning environments

www.azaeyc.org/dap-echo



About this Series

- Seven (7) ECHO Session Dates
 - January 19, 2023 - May 4, 2023 (Thursdays) 4-5:30 p.m.
- Each ECHO Session Includes :
 - Case/Homework Presentation by at least 1 participant
 - Short didactic presentation
 - Facilitated Small group breakout session (s)
 - Homework assignment
 - Post Session Survey
- Four (4) Job-embedded onsite facilitated collaborative meetings



Your Participation

- 14.5 hours of professional development credit
- 4 hours of individualized coaching and job-embedded pedagogy
- 1 copy of the DAP book
- Up to \$300 stipend for paid training time
- 1 Entry Level 1-year NAEYC membership
- \$150 in classroom materials/supplies (*extra \$200 for participating in the research study*)
- Bi-monthly access to expert trainers and facilitators



Registration & Pre-Post Training Surveys

All participants:

- Register to participate
- Complete the Pre and Post Training Surveys as indicated in the registration agreement

(Your name on these surveys will be replaced with a participant number)



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 after each session



ECHO Research Study

Purpose: To determine if the ECHO professional development training model increases early childhood educator' knowledge and ability to facilitate skill development in young children.

Your decision to participate in this study is completely **voluntary**, yet we recognize that your participation will require effort outside of your normal work day. If you complete the research activities, you will receive:

- Gift card for **\$39** for upgraded NAEYC membership
- An **additional \$200** in classroom supplies/materials if you participate in the research study (a **total of \$350 worth** of classroom supplies/materials)



ECHO Research Study

If you decide to participate in the research study you will complete the following activities:

- Prior to training:
 - Sign the consent form
 - Complete one pre-test questionnaire
- Attend ECHO sessions held over Zoom
- Complete one post-test questionnaire about the content of the training sessions and your implementation of practices
- If you choose to participate in the study you may discontinue participation at any time

Meet Your Project ECHO Team



Shelley Gray, PhD, CCC-SLP, BCS-CL

Professor of Speech and Hearing Science, Barrett Honors Faculty, ASU College of Health Solutions

Karie Taylor, M.Ed.

Project Coordinator, Arizona Early Childhood Professional Development Collaborative
ASU College of Health Solutions



Meet Your Hub Team



Dr. Eric Bucher

Chief Executive Officer, Arizona AEYC

Assistant Research Professor, ASU Children's Equity Project

Dr. Evandra Catherine

Assistant Professor, Early Childhood/Special Education,

ASU Mary Lou Fulton Teachers College

Deputy Director, ASU Children's Equity Project



Meet Your Hub Team



Christie Colunga
Early Childhood Faculty
Paradise Valley Community College

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Darcy Heath, M.Ed.
Early Childhood Equity Consultant



Meet Your Hub Team



Camille Lachar-Lofaro, M.A.
Adjunct Faculty, Central Arizona College
Treasurer, Arizona AEYC

Stefany Paredes
Early Childhood Educator
Southern Arizona



Meet Your Hub Team



Ginger Sandweg

Senior Director of Early Learning
First Things First

Tina Sykes, M.Ed.

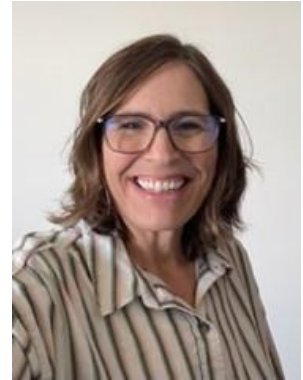
Early Childhood Equity Consultant



Meet Your Hub Team

Angela Zilch

Assistant Director, Professional Development and
Training, Southwest Human Development





What is
Project ECHO?

Extension for Community Healthcare Outcomes

Project ECHO's mission is to democratize knowledge and amplify capacity to get best practice care for people all over the world

Move knowledge, not people

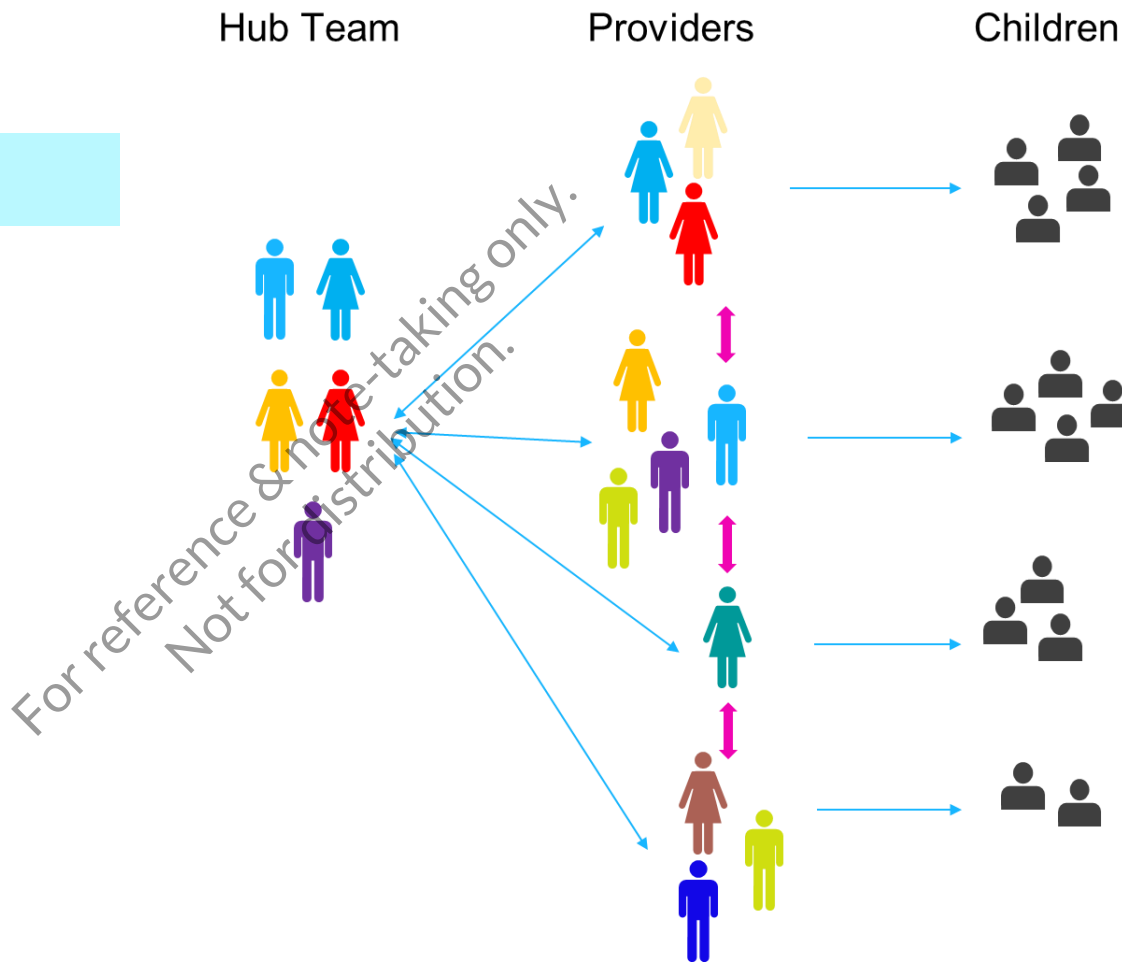
All teach, all learn



Project ECHO Model

*Move knowledge,
not people*

All teach, all learn





Anatomy of an ECHO Session

Homework
Presentation

Large Group
Discussion

Didactic

Small Group
Breakout
Sessions
(Break out
and whole
group)

Homework
Assignment



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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.



Announcements

We encourage you to volunteer as a **homework case presenter** at least once during the series.

It's a great way to share your insight/ reflections and get feedback! You'll have the opportunity to present at the beginning of the session and also hear ideas from your colleagues and the hub team.





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

We will record today’s didactic. Your video and name will not be included.



Defining What We Mean When We Say Developmentally Appropriate Practices (DAP)

Session #1 | January 19, 2023

Didactic Presenter:

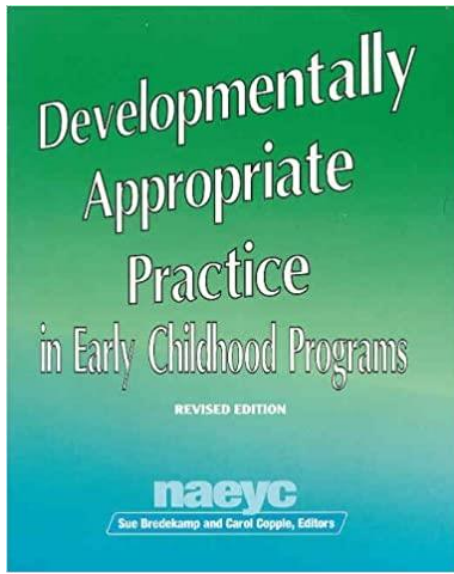
Eric Bucher, Ed.D. with contributions
from Darcy Heath, M.Ed.



What do you notice about the children and educators in these photos? How does it relate to what you think about when you hear “developmentally appropriate practice”?



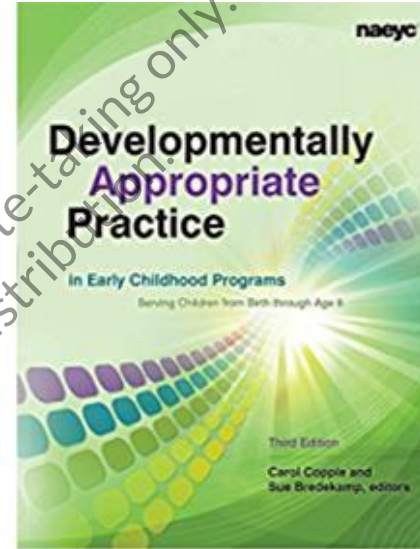
DAP through the Years



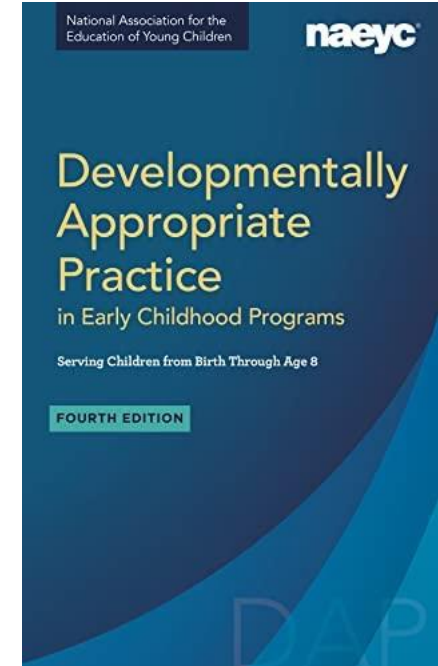
1987



1997



2009



2022

www.naeyc.org/DAP

Key revisions from the 2020 DAP Position Statement:

- Shift from “best practice” to dynamic, creative practices
- Move from *either/or* thinking to *both/and* thinking
- Recognize that development cannot be separated from a child’s social and cultural context.
- There are greater variations in development than previously considered.
- Difference is not “deficit” - there is no one “right” way to consider development. Children have “assets” and strengths.

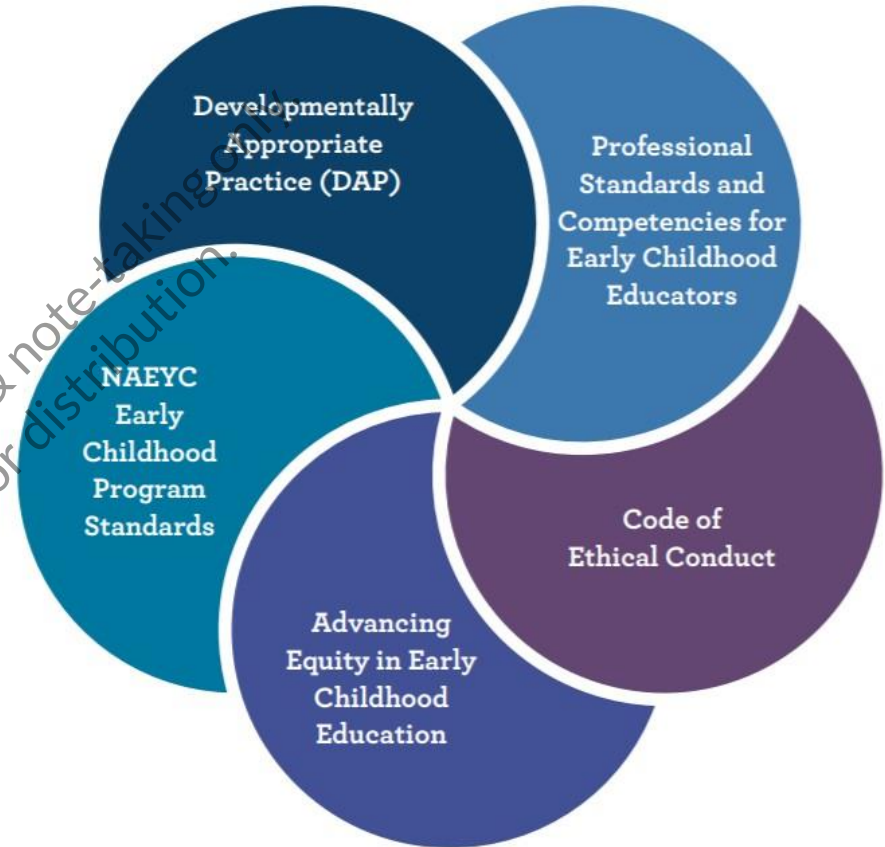
Developmentally Appropriate Practice

National Association for the Education of Young Children

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

The DAP position statement is 1 of 5 foundational documents developed by NAEYC in collaboration with the early childhood profession to advance high-quality early learning for all young children.

NAEYC's Foundational Documents



NAEYC defines DAP as...

“The methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.”

“Framework of principles and guidelines to support a teacher’s intentional decision making for practice.”





Our Understanding of DAP...

- Continues to evolve based on research, understanding, and critiques and feedback from the field
- Is possible with experience in child development, deep knowledge of each child's strengths, thoughtful consideration and reflection
- Lifts up children's, educators', and administrators' social and cultural contexts as learners



- Recognizes children as unique individuals and as **members of families and communities**
- Builds on community strengths
- Helps us design and implement learning environments to **help all children achieve their full potential** across all domains of development and across all content areas

Culturally, linguistically, and contextually responsive for each child.

NAEYC, 2022





What are you taking away?

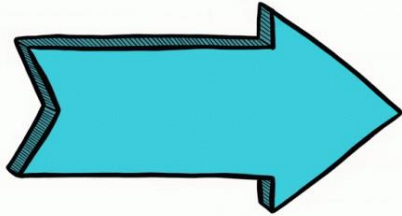
In the chat box, please share one key concept or shift in thinking that you are taking away from this session.

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Small Group Reflections

WE DO



5 minutes

In your small group...

- Groups are organized randomly.
- Reflect on the content we discussed in this session.

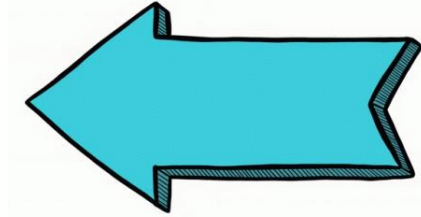
What are you thinking about DAP now?

What captured your attention and your heart?

Small Group Reflections

YOU DO

5 minutes



- Type any anticipated perspectives, challenges, or concerns in the CHAT or raise your hand to share
- Group and hub team discuss



10 minutes

Homework

1. Read the DAP position statement (www.naeyc.org/dap). Highlight or write down any important points that stood out to you. Be prepared to share *why*.
2. Reflect on and identify 2-3 items that represent, "What is my community context?" Consider, what do you see when you go outside the program door? Bring those items (or a photo) next month.

Wrap Up and Evaluation



5 minutes

- DAP books/NAEYC membership
- Reminder: Volunteer to present homework case!
Email Karie.
- Please complete the **session evaluation** linked in the CHAT

Thanks for attending! See you next session!