

Presentation Slide Deck Information

This presentation is for reference and note-taking purposes for participants of the DAP ECHO Series #3 in 2023.

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azaeyc

Arizona Association for the
Education of Young Children



Developmentally Appropriate Practices (DAP) ECHO

Session #1 | Series #3

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.*

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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
 - June 12 through December 11 (2nd Monday) 6-7:30 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 (*valued at \$30*)
- \$150 in classroom materials/supplies (*extra \$200 for participating in the research study*)
- Bi-monthly access to expert trainers and facilitators



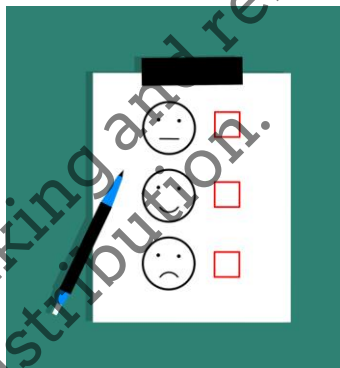
DAP ECHO Surveys and Questionnaires

All Participants

Pre-training survey - prior to start of ECHO series

Post-training survey - at the end of the ECHO series

Post Session Surveys - end of **each** session



Research Participants

Consent to Participate in Research

Pretest - prior to start of ECHO series

Posttest- end of the ECHO series



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

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Project ECHO Model

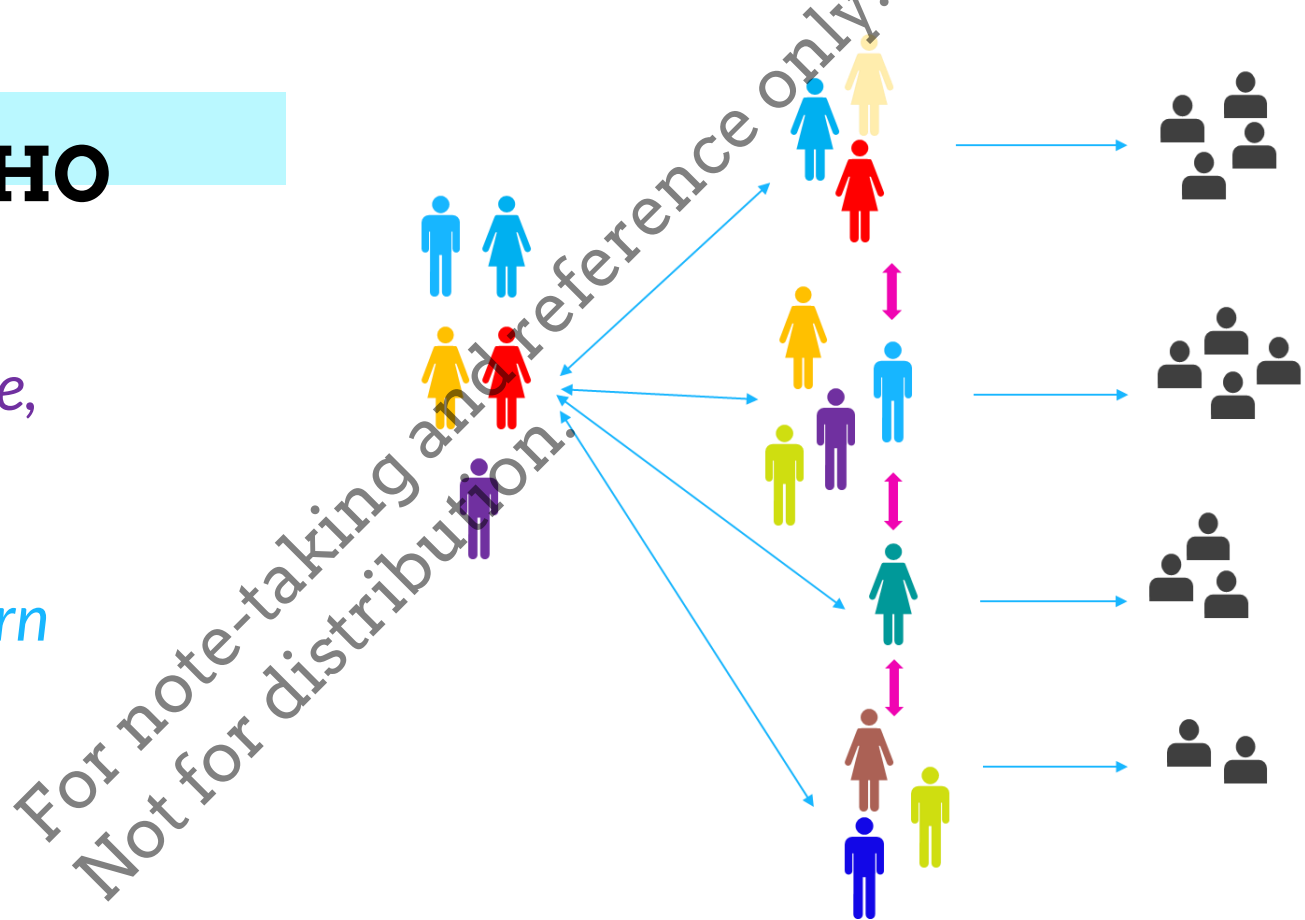
*Move knowledge,
not people*

All teach, all learn

Hub Team

Providers

Children





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.

Meet the AZ Early Childhood PD Collaborative Action Team

Eric Bucher, EdD

Executive Director
Arizona Association for the Education of
Young Children



Björg LeSueur M. Ed

Clinical Assistant Professor, MLFTC DIV
Ldshp and Innov/TMP
Arizona State University



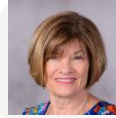
Karie Taylor, M. Ed

Early Childhood Special Education
Project Manager
Arizona State University



Shelley Gray, PhD CCC-SLP

EC PD ECHO PI
Professor of Speech & Hearing Science
Arizona State University



Shari Elkins, M. Ed

Regional Director, Graham/Greenlee Region
First Things First



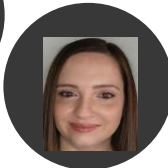
Dawn Greer, M.S., CCC-SLP

Clinical Professor of Speech and Hearing
Science, Arizona State University



Chantel Curtis, M.S.

Professional Development Coordinator
Department of Economic Security
Arizona Early Intervention Program



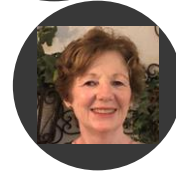
Ginger Sandweg

Senior Director, Early Learning
First Things First



Stephanie Williams, M.S., CCC-SLP

EC PD ECHO Action Team
Early Language and Literacy Coach
TELL Projects-Arizona State University.



Evandra Catherine, PhD

Assistant Professor, MLFTC
Deputy Director, Children's Equity Project
Arizona State University



Suzanne Perry

Director, 619 Preschool Coordinator
Early Childhood Special Education, Early
Childhood Unit
Arizona Department of Education



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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 (Planning) 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 (Planning) Team



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

Stefany Paredes
Early Childhood Educator
Southern Arizona



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Meet Your Hub (Planning) Team

Tina Sykes, M.Ed.
Early Childhood Equity Consultant



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Special Thanks



Christie Colunga
Early Childhood Faculty
Paradise Valley Community College

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Darcy Heath, M.Ed.
Early Childhood Equity Consultant



Special Thanks



Ginger Sandweg

Senior Director of Early Learning
First Things First

Angela Zilch
Assistant Director, Professional Development and
Training, Southwest Human Development



Introductions

We want to meet you!

Your name

Ages of children/adults you work with

One word you'd use to describe yourself

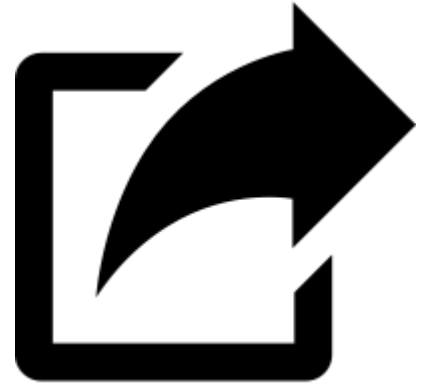
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Announcements

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.



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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)

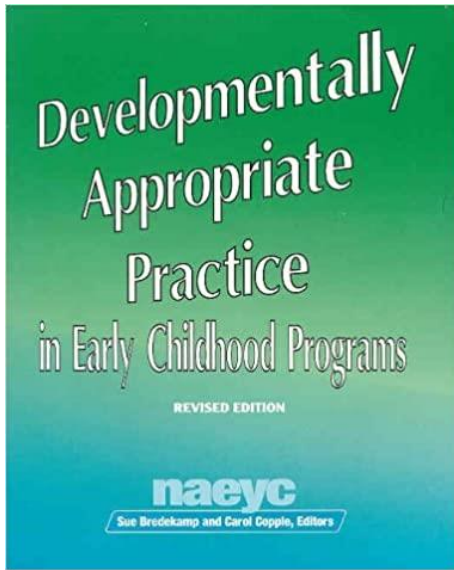
Session #1 | June 12, 2023

Didactic Presenter:

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

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DAP through the Years



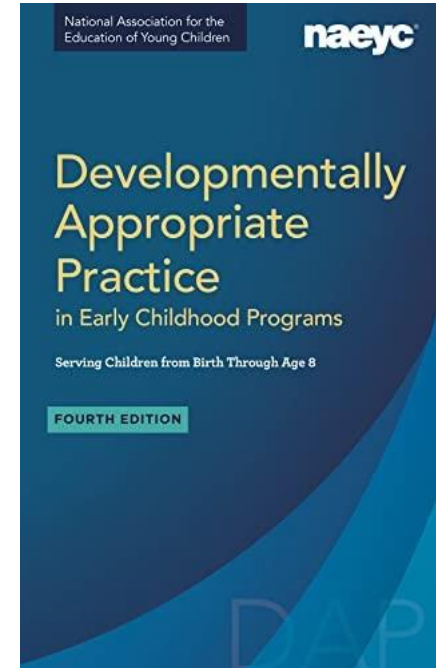
1987



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.

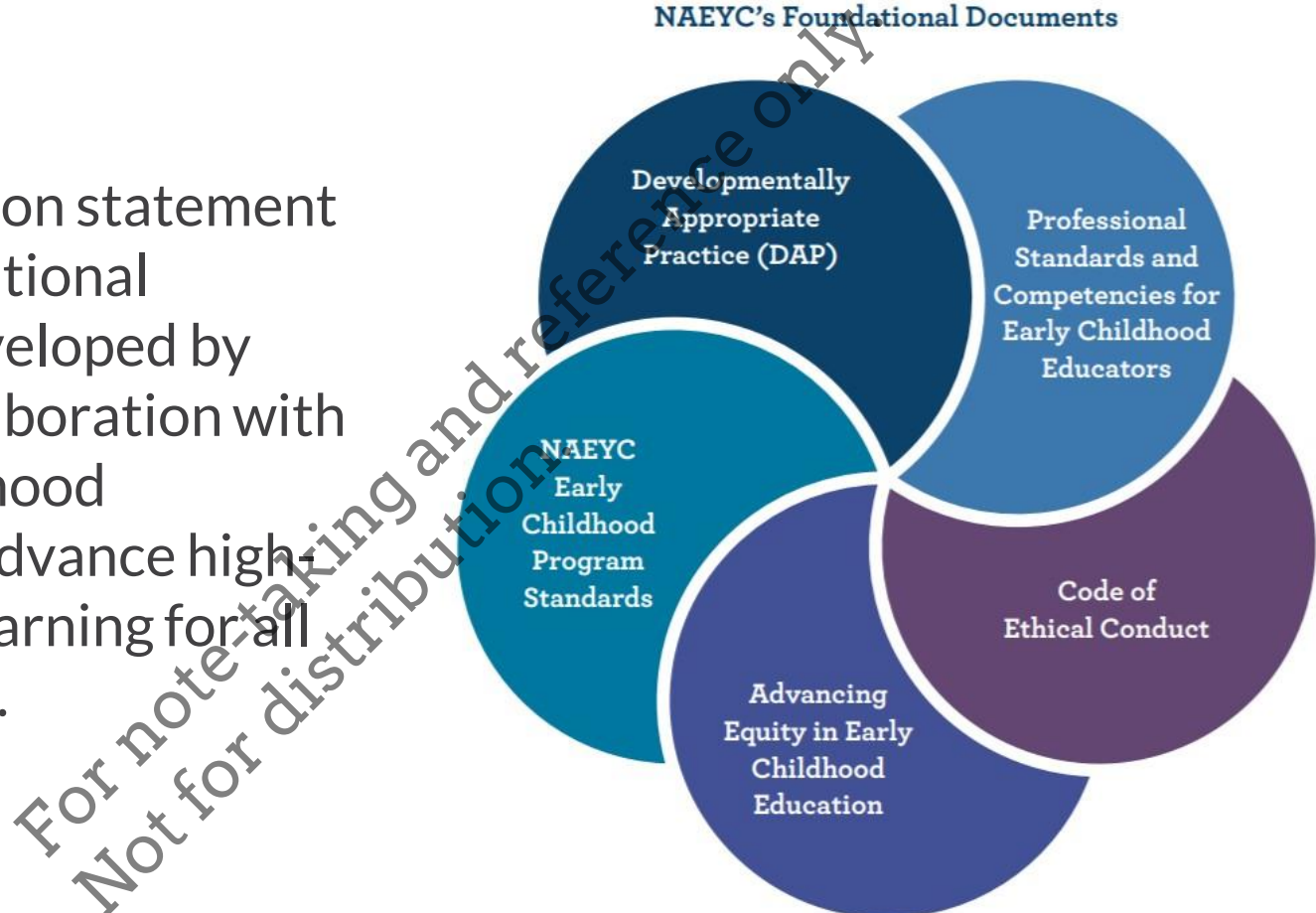
Developmentally Appropriate Practice

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.





What are you taking away?

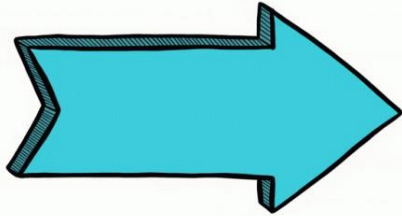
In the chat box, please share one key concept or shift in thinking that you are taking away from this session.

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Small Group Reflections

WE DO



10 minutes

In your small group...

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

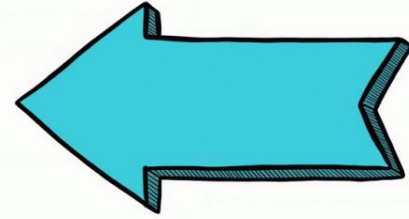
What are you thinking about DAP now?

What captured your attention and your heart?

Small Group Reflections

YOU DO

10 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.



10 minutes

Homework Demonstration



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 July 17!