

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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Arizona Association for the
Education of Young Children



Developmentally Appropriate Practices (DAP) ECHO Series #3

Session #3 | Monday, August 14, 2023

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.

We encourage you to **use your camera** during this session, internet permitting. Research shows that keeping cameras on:

- Helps develop a better community spirit
- Encourages collaborative learning
- Improves interact, discussion, and exchange of ideas
- Reduces feelings of isolation

However, if you have minor children around you, please keep your camera off



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 discussions.





3 minutes



Agenda

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

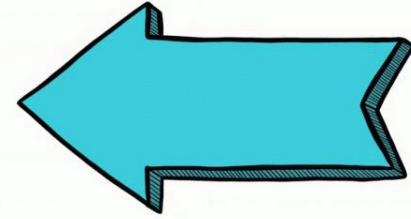
Homework - Small Group Discussions

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

Determine if you'd like to share in the full group in the main Zoom room.

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

Large Group Discussion



- Share your photo(s).
- How do the photos represent the 3 considerations (commonality, individuality, context)?
- Groups and Hub Team members discuss



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

Session #3 | August 14, 2023

Didactic Presenter: Dr. Evandra
Catherine

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 (p.20)

- Gender stereotypes are reinforced by complimenting a girl for how pretty she looks or assuming that if a boy is misbehaving or doesn't hand in homework, 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.

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.



Questions/Reflections

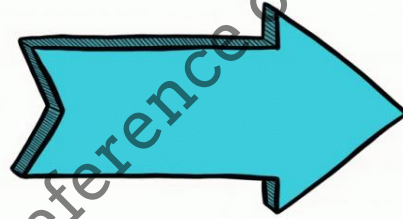
In the chat box, please share...

What are you thinking about commonality, individuality, and context?

What is most important to remember?

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Small Group Reflections



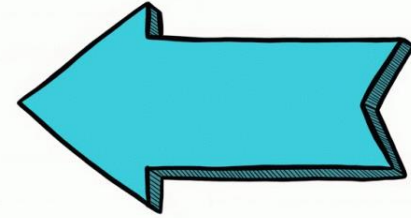
10 minutes

In your small group...

- Reflect on case studies.
 - What did you notice about developmentally appropriate practices?
 - What captured your attention and your heart?
 - What questions or challenges came up?
- Record your notes.

Small Group Reflections

8 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

In your DAP book:

1. Respond to the Thought Questions on p. 25
2. Read Chapter 2 pp. 25-46 “The Principles in Practice: Understanding Child Development and Learning in Context”. Highlight, underline, make notes around important concepts.



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

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 September 11,
2023 from 6-7:30 p.m.!

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