

*East Los Angeles
College
CD 4: Creative
Experiences for
Children II*

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Agenda

- Welcome
- Ice-breaker
- DAP
- Learning Style and Multiple Intelligence
- Domain and Curriculum Area
- Upcoming Assignments

Learning Objectives

□ Students will learn how to-

- Define what is developmentally appropriate practice
- Identify the guidelines of DAP
- Understand learning styles and multiple intelligence theory
- Identify curriculum areas and domains

Introduction of DAP

□What is DAP?

- An approach to teaching in the research on how young children develop and learn and in what is known about effective early education.
- A framework is designed to promote young children's optimal learning and development.
- DAP involves teachers meeting young children where they are, both as individuals and as part of a group; and helping each child meet challenging and achievable learning goal.

Core Consideration of DAP

- ❑ Knowing about child development and Learning
- ❑ Knowing what is individually appropriate
- ❑ Knowing what is culturally important

Guidelines of DAP

□Creating a caring community of learners

- Consistent, positive relationship with adults and other children
- Social relationship
- Protect children's health and safety
- Organized learning environment

□Teaching to Enhance Development and Learning

- Teachers respect, value, and accept children and treat them with dignity
- Be aware of their needs
- Create an intellectually engaging, responsive environment

Guidelines of DAP *(continued)*

❑Constructing Appropriate Curriculum

- Curriculum provides all areas of child's development
- Intellectually engaging and personally meaningful. Activating prior knowledge (build upon what they know)
- Support children's home language and culture
- Curriculum goals are realistic and attainable
- Technology is integrated in the classroom curriculum

Guidelines of DAP *(continued)*

□ Assessing Children's learning and development

- Assessment is ongoing, strategic and purposeful
- Assessment reflects progress toward important learning and developmental goal
- The methods of assessment are appropriate
- Assessment recognizes individual variation in styles and rate of learning

Guidelines of DAP *(continued)*

❑ Establishing Reciprocal Relationship with Families

- Mutual respect and cooperation between teachers and families
- Work in collaborating partnership with families
- Parent observe and participate and serve in decision-making roles in the program
- Teacher acknowledge parents' choices and goal for children
- Program links families with a range of resources
- Teachers and parents share their knowledge to understand children's and their development.

Developmentally Appropriate Practices

□ Developmentally Appropriate Practices and Activities are:

- Relevant to children's life experiences
- Based on the children's current knowledge and abilities
- Respectful of cultural and individual differences and learning styles
- Responsive to the interests and needs of the children
- Focused on the learning process, not the end product
- Thought provoking - stimulating and challenging the minds of young children
- Based on the philosophy that children are competent and trustworthy and can make good decisions if given the opportunity and practice.

Ask Yourself: Is it DAP?

- ☐ A teacher conducts an activity for 30 minutes with young 3-year-olds who mostly observe, listen, and watch the teacher.
- ☐ A teacher reads a picture book to a group of 4-year-olds.
- ☐ A pre-kindergarten teacher provides one hour of free-choice time during which children play with blocks, dress-up, and use table toys and other typical early childhood materials.

Example: Visual Arts (DAP or Not)

□ How “Creative” is Your Creative Art?

- Is there a “right” way or a “wrong” way?
- Or is it open-ended
- Do all the pieces look basically alike?
- Or is every child’s piece original and unique
- Does it require a great deal of teacher preparation or assistance?
- Or can the child work independently ?
- Does the activity emphasize the end product?

Visual Arts (DAP or Not)- continued

- Or the process and experience?
- Does the child need to follow a predetermined outline?
- Or can the child express his/her own ideas and feelings?
- Is the experience “Teacher-directed” and initiated?
- Or child-directed and initiated?
- and finally...
- Whose hands are busier – the child’s or the adult’s?

Multiple Intelligences Thoery

□ According to Howard Gardner's Multiple Intelligence, each of us is smart in all eight ways:

- Word Smart (Linguistic Intelligence)
- Logic Smart (Logical and mathematical Intelligence)
- Picture Smart (Visual and Spatial Intelligence)
- Music Smart (Musical Intelligence)
- Body Smart (Bodily/Kinesthetic Intelligence)
- Person Smart (Interpersonal Intelligence)
- Nature Smart (Naturalistic Intelligence)
- Self Smart (Intrapersonal Intelligence)

ECE Domains

□ According to Preschool Learning Foundation, Vol # 1,2,3, there are several standards/domain in ECE field in California:

- Social-Emotional Development
- Language and Literacy
- English Language Development (for English Learner)
- Mathematics
- Visual and Performing Arts
- Physical Development
- Health
- History and Social Science
- Science Curriculum

Curriculum Areas

- **Language and Literacy**
- **Art and Music**
- **Social studies and Dramatic Play**
- **Sensor Play**
- **Science**
- **Math**
- **Fine motor and Manipulatives**
- **Gross motor and outdoor Play**
- **Construction: Blocks and Wood Working – STEAM education**

Upcoming Assignments

- ☐ Read lecture slides # 1
- ☐ Visit modules regularly for updates and announcements.
- ☐ Complete assigned assignment/discussion/activity