



Step 3 Essential Trainings

*Developmentally Appropriate Practice and Intentionality
Preschoolers*

Checklist of Practice

Always	Sometimes	Not Yet	Caregiver Strategies: What they look like in practice
			1. Include a number of learning formats into the daily routine such as large groups, small groups, learning centers, daily routines etc. that best suit learning goals.
			2. Organize daily schedules to include alternating quiet and active times.
			3. Provide at least 60 minutes in play centers so that children can become deeply involved in an activity and sustain play.
			4. Determine learning goals based on children's developmental level, interests and social/cultural contexts.
			5. Include parents in selecting materials that reflect the family's culture inside the classroom.
			6. Provide child-guided learning experiences to allow for active exploration, to support relationship building, to apply and extend existing knowledge, etc.
			7. Provide adult-guided learning experiences to introduce new materials or experiences, to provide information or help when requested, to encourage safety, etc.
			8. Plan and use a written curriculum that addresses all areas of development.
			9. Align curriculum with high quality, achievable early learning standards (i.e. Idaho Early Learning eGuidelines).
			10. Acknowledge what children do or say by commenting or by sitting nearby to observe.
			11. Encourage children's efforts rather than evaluating or praising what they have done.
			12. Give children specific feedback.
			13. Model tasks such as problem solving for children.
			14. Ask children questions to provoke thinking.
			15. Tell others (parents, directors, co-teachers, etc.) what you are teaching, how you are teaching it and why.

Copple, C. & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth to age 8*. Washington, DC: National Association for the Education of Young Children.

