Correlation of

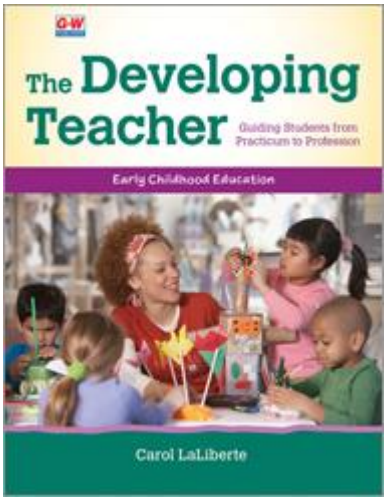
***The Developing Teacher,* Carol LaLiberte**

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to

Developmentally Appropriate Practice Position Statement, NAEYC

NAEYC's Developmentally Appropriate Practice (DAP) Position Statement provides the essential knowledge, skills, dispositions, and practices required of all early childhood professionals working with children aged 0-8. *The Developing Teacher* correlates to these standards because NAEYC is the premier professional organization in the field of early childhood education.



Standards	Textbook Pages
Developmentally Appropriate Practice Position Statement, NAEYC	
Principles of Child Development and Learning and Implications that Inform Practice	
Principle 1: Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and environment, each shaping the other as well as future patterns of growth.	30–32, 38–69, 109–128
Principle 2: All domains of child development—physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approach to learning—are important; each domain both supports and is supported by the others.	30–32, 38–69
Principle 3: Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as knowledge across disciplines. Play is essential for all children, birth through age 8.	47, 58, 62–63, 67

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Standards	Textbook Pages
Principle 4: Although general progress of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.	41–43, 146–149
Principle 5: Children are active learners from birth, constantly taking in and organizing information to create meaning though their relationships, their interactions with the environment, and their overall experiences.	47–49, 58–59, 63–64, 68–69, 109–128
Principle 6: Children's motivations to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.	33–38, 47–49, 58–59, 63–64, 68–69, 109–128
Principle 7: Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because the foundations of subject-area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area's content effectively.	137–138, 142–151
Principle 8: Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.	30–31
Principle 9: Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.	–
Guidelines for Developmentally Appropriate Practice in Action: Using Knowledge of Child Development and Learning in Context	
Guideline 1: Creating a Caring, Equitable Community of Learners	6–8, 33–34, 41–43, 95–100, 127–128, 146–151, 191–193, 205–210
Guideline 2: Engaging in Reciprocal Partnerships with Families and Fostering Community Connections	4–8, 99, 146–147, 200–213
Guideline 3: Observing, Documenting, and Assessing Children's Development and Learning	15–16, 142–146, 165–172
Guideline 4: Teaching to Enhance Each Child's Development and Learning	15–16, 30–71, 125–128, 146–151, 157–172, 191–193, 212–213, 229
Guideline 5: Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals	15–16, 142–151, 159–172, 191–193

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Standards	Textbook Pages
Guideline 6: Demonstrating Professionalism as an Early Childhood Educator	6–15, 30–38, 81–85, 98–100, 148–151, 157–158, 179–182, 189–194, 212–213, 221–231, 239–254

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