Correlation of ***Principles of Child Development and Learning,*** **Kato**
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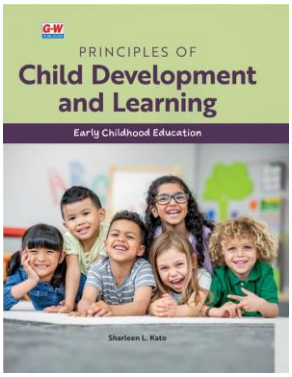
to
Developmentally Appropriate Practice (DAP) Position Statement, NAEYC

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. *Principles of Child Development and Learning* correlates to these standards because NAEYC is the premier professional organization in the field of early childhood education.



Standards	Textbook Pages
Guidelines for Developmentally Appropriate Practice in Action: Using Knowledge of Child Development and Learning in Context	
1. Creating a Caring, Equitable Community of Learners	
Guideline 1A: Each member of the community is valued by the others and is recognized for the strengths they bring.	4-8, 17-18, 19-20
Guideline 1B: Relationships are nurtured with each child, and educators facilitate the development of positive relationships among children.	91-94, 131-134, 140, 150-151, 152-153, 155-157, 164, 186-187, 200-201, 316-317
Guideline 1C: Each member of the community respects and is accountable to the others to behave in a way that is conducive to the learning and well-being of all.	
Guideline 1D: The physical environment protects the health and safety of the learning community members, and it specifically supports young children's physiological needs for play, activity, sensory stimulation, fresh air, rest, and nourishment.	95-98, 99, 107-117, 156-157, 164-168, 186-197
Guideline 1E: Every effort is made to help each and every member of the community feel psychologically safe and able to focus on being and learning. The overall social and emotional climate is welcoming and positive.	307-312

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Standards	Textbook Pages
2. Engaging in Reciprocal Partnerships with Families and Fostering Community Connections	
Guideline 2A: Educators take responsibility for establishing respectful, reciprocal relationships with and among families.	152-153, 157-158
Guideline 2B: Educators work in collaborative partnerships with families, seeking and maintaining regular, frequent, two-way communication with them and recognizing that the forms of communication may differ for each family.	41-43
Guideline 2C: Educators welcome family members in the setting and create multiple opportunities for family participation.	
Guideline 2D: Educators acknowledge a family's choices and goals for their child and respond with sensitivity and respect to those preferences and concerns.	
Guideline 2E: Educators and the family share with each other their knowledge of the particular child and understanding of child development and learning as part of day-to-day and other forms of communication (e.g., family get-togethers, meetings, support groups).	
Guideline 2F: Educators involve families as a source of information about the child (before program entry and on an ongoing basis).	
Guideline 2G: Educators take care to learn about the community in which they work, and they use the community as a resource across all aspects of program delivery.	4-8
3. Observing, Documenting, and Assessing Children's Development and Learning	
Guideline 3A: Observation, documentation, and assessment of young children's progress and achievements is ongoing, strategic, reflective, and purposeful.	
Guideline 3B: Assessment focuses on children's progress toward developmental and educational goals.	
Guideline 3C: A system is in place to collect, make sense of, and use observations, documentation, and assessment information to guide what goes on in the early learning setting.	24-28

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Standards	Textbook Pages
Guideline 3D: The methods of assessment are responsive to the current developmental accomplishments, language(s), and experiences of young children. They recognize individual variation in learners and allow children to demonstrate their competencies in different ways.	
Guideline 3E: Assessments are used only for the populations and purposes for which they have been demonstrated to produce reliable, valid information.	
Guideline 3F: Decisions that have a major impact on children, such as enrollment or placement, are made in consultation with families.	
Guideline 3G: When a screening assessment identifies a child who may have a disability or individualized learning or developmental needs, there is appropriate follow-up, evaluation, and, if needed, referral.	
4. Teaching to Enhance Each Child's Development and Learning	
Guideline 4A: Educators demonstrate and model their commitment to a caring learning community through their actions, attitudes, and curiosity.	284, 285-286, 316-317
Guideline 4B: Educators use their knowledge of each child and family to make learning experiences meaningful, accessible, and responsive to each and every child.	151-155, 158-160
Guideline 4C: Educators effectively implement a comprehensive curriculum so that each child attains individualized goals across all domains (physical, social, emotional, cognitive, linguistic, and general learning competencies) and across all subject areas (language and literacy, including second language acquisition, mathematics, social studies, science, art, music, physical education, and health).	
Guideline 4D: Educators plan the environment, schedule, and daily activities to promote each child's development and learning.	19-20, 164-168, 183-184, 186-188
Guideline 4E: Educators possess and build on an extensive repertoire of skills and teaching strategies.	
Guideline 4F: Educators know how and when to scaffold children's learning.	
Guideline 4G: Educators know how and when to strategically use the various learning formats and contexts.	

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Standards	Textbook Pages
Guideline 4H: Educators differentiate instructional approaches to match each child's interests, knowledge, and skills.	
5. Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals	
Guideline 5A: Desired goals that are important for young children's development and learning in general and culturally and linguistically responsive to children in particular have been identified and clearly articulated.	
Guideline 5B: The program has a comprehensive, effective curriculum that targets the identified goals across all domains of development and subject areas.	
Guideline 5C: Educators use the curriculum framework in their planning to make sure there is ample attention to important learning goals and to enhance the coherence of the overall experience for children.	
Guideline 5D: Educators make meaningful connections a priority in the learning experiences they provide each child.	
Guideline 5E: Educators collaborate with those teaching in the preceding and subsequent age groups or grade levels, sharing information about children and working to increase continuity and coherence across ages and grades.	
Guideline 5F: Although it will vary across the age span, a planned and written curriculum is in place for all age groups.	
6. Demonstrating Professionalism as An Early Childhood Educator	

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