



Developmentally Appropriate Practices (DAP) in Kindergarten

(adapted from <https://www.naeyc.org/resources/topics/dap-kindergartners>)

Developmentally Appropriate Practice	NOT Developmentally Appropriate Practice
Teachers plan the physical layout of the classroom, with several areas in the room where children can interact with peers and materials.	Teachers consistently set up desks in rows facing the front of the classroom
The daily schedules includes periods of activity and movement, and also quiet and restful times.	Learning materials are primarily workbooks, worksheets, and flashcards. The same materials are available each week. Teachers choose materials based on entertainment value and popular culture.
Teachers provide a variety of engaging learning experiences and hands-on materials. These materials are chosen for how well they support the overall curriculum, and they change regularly.	Teachers directly guide most learning experiences, using play exclusively as a reward for positive behavior or for children who finish their work.
In addition to teacher-guided lessons and activities, there is time for child-guided experiences, including play (during center time or other parts of the day).	Teachers do most of the talking in conversations with students. Teachers don't typically talk in depth with children, except occasionally about academic content.
Teachers encourage children to describe their work products or explain their thinking, and teachers express interest in children's opinions, observations, and feelings.	Teachers do not involve children in thinking through and solving problems and learning to regulate their own behavior, emotions, and thinking.
Teachers facilitate children's development of self-regulation by supporting them in thinking ahead, planning their activities, and considering strategies to solve social problems.	Students mostly speak during structured times where the teacher calls on individual students. To maximize time, teachers quickly call on students and skip those who are not ready to respond.
Teachers encourage children's efforts to communicate. Teachers allow children time to think about how they want to respond to a question or comment (wait time).	Teachers mostly use the same learning format throughout the course of the day.
Teachers use a variety of learning formats throughout the day, including whole group, small groups, and learning centers.	Recess time or movement activities occur only after academic content is finished, in order to cover as much learning material as possible.
Children are able to move around throughout much of the day. They have plenty of opportunities to use large muscles in play and in planned movement activities.	Teachers give each child the exact same learning experiences as every other child.
Assessments include teachers' observation of what children say and do during center time, play, projects, discussions, movement games, and other learning experiences.	
Teachers provide opportunities for children to direct their own activities with decreasing adult supervision over time. Teachers offer children many experiences that involve give-and-take interactions with others.	



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KINDERGARTEN

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