Michigan

TEST FOR TEACHER CERTIFICATION

STUDY GUIDE

106 Early Childhood Education
(General and Special Education)

MI-SG-FLD106-02

TABLE OF CONTENTS

PART 1: General Information About the MTTC Program and Test Preparation

OVERVIEW OF THE TESTING PROGRAM **1-1**

Contact Information
Test Development Process
Characteristics of the Tests
Test Administration
Score Reporting

HOW TO PREPARE FOR THE TESTS **1-4**

Plan Your Course of Study

THE DAY OF THE TEST: HELPFUL HINTS **1-5**

Preparing for the Test Administration
Test-Taking Tips
Test Directions

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION **2-1**

TEST OBJECTIVES **2-3**

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS **2-19**

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS **2-27**

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2014 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Pearson, P.O. Box 226, Amherst, MA 01004

PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the MTTC Program and Test Preparation

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Child Development and Learning	25%
Communication, Language, and Literacy Development	19%
Learning in the Content Areas	37%
Professional Development	19%

I. CHILD DEVELOPMENT AND LEARNING

001 Understand the development of children from birth through age eight, and factors that influence development and learning.

Includes:

- theoretical foundations and current research regarding development and learning in young children
- characteristics and needs of young children, including typical and atypical growth and development in the physical, cognitive, social, emotional, language, and aesthetic domains
- ways in which development in one domain may affect development in other domains
- factors that influence young children's development and learning (e.g., cultural and linguistic context, family and community characteristics, learning style, motivation to learn, presence of exceptionalities, peer and adult relationships, influence of technology and the media, opportunities to play)
- signs of advanced abilities, delayed abilities, and common disabilities (e.g., speech-language impairment, cognitive impairment, learning disabilities, autism spectrum disorder [ASD], physical disabilities, emotional impairment), how to respond appropriately to these signs, and their implications for development and learning in the early years
- signs of abuse, neglect, or emotional distress, and how to respond appropriately to these signs

002 Understand how to create learning environments that promote the development and learning of all children from birth through age eight.

Includes:

- research-based strategies for creating safe and healthy learning environments that reflect young children's developmental characteristics and provide achievable and challenging experiences for all children, including children with exceptionalities and children who are English language learners
- learning environments that support and increase young children's positive attitudes and dispositions toward learning (e.g., initiative, curiosity, engagement, persistence, invention, imagination) and openness to new tasks and challenges
- activities, instruction, and curricula that build on children's needs and interests and support young children's ability to learn and make meaning from their own experiences through play, sensory exploration, spontaneous activity, incidental learning, guided investigations, and explicit instruction
- learning environments that show respect for children as individuals; affirm each child's culture, first language, family context, and community; reflect antibias perspectives; and link children's language, culture, and community to learning
- learning materials, resources, technologies (e.g., computer, digital camera), adaptive and assistive devices, classroom arrangements, and differentiated instruction that meet the needs of all children, including children from culturally and linguistically diverse backgrounds and children with advanced abilities, disabilities, or developmental delays
- individual and group guidance and problem-solving techniques that foster self-regulation, respect for others, and the development of conflict-resolution skills
- strategies for managing the learning environment, including establishing schedules, routines, and transitions; and adapting indoor and outdoor environments to meet the needs of individual children
- knowledge of Michigan's curriculum and program standards and age/grade-level expectations, and the appropriate implementation of those standards in early childhood settings

003 Understand the types, goals, benefits, and uses of assessment to promote the development and learning of children from birth through age eight.

Includes:

- types, characteristics, goals, limitations, and responsible uses of various informal and formal assessments in early childhood education programs
- purposes of assessment, including developmental screening; monitoring child progress in the developmental and content areas; planning, implementing, and evaluating curricula; program accountability; and using assessment to facilitate data-driven decision making to align and adjust programming and curriculum
- strategies for selecting, adapting, modifying, differentiating, and administering assessments for all children, including English language learners and children with exceptionalities; for conducting ongoing systematic observations; and for documenting outcomes in various situations
- uses of differentiated assessment to plan for the needs of all children, including English language learners and children with exceptionalities (e.g., monitoring children's response to intervention, screening and referral, developing and implementing Individualized Family Service Plans [IFSPs] and Individualized Education Programs [IEPs], transition planning)
- methods of assessing children's social and emotional skills and strategies, and resources for addressing the needs of children who demonstrate challenging behaviors
- rationales and strategies for involving families and other professionals as partners in the assessment process, and for interpreting and communicating assessment results to families and others

004 Understand how to create learning environments that promote the well-being and social competence of children from birth through age eight.

Includes:

- learning environments that promote children's physical and emotional security; foster attachment, trust, and a sense of connection; and help children develop the autonomy and initiative to explore and learn
- strategies for promoting children's increasing ability to recognize their own emotions, regulate their own behavior, and express their feelings appropriately
- strategies for fostering a sense of self and encouraging children's development of positive feelings about their own family, culture, race, language, and gender
- learning environments that foster healthy relationships with other children and adults and promote the development of interpersonal problem-solving and conflict-resolution skills through discussion, modeling, role-playing, and taking advantage of teachable moments
- strategies for fostering a sense of belonging, contribution, and community in all children, including English language learners and children with exceptionalities (e.g., by valuing and using children's first languages; incorporating culturally diverse books, toys, and activities; arranging space and adapting materials to foster all children's full participation)
- learning environments that promote children's increasing understanding of the nature and boundaries of acceptable behavior and that foster self-esteem based on a growing self-awareness and sense of self-control

II. COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT

005 Understand communication and language development in children from birth through age eight, and ways to promote communication development, including preverbal and nonverbal communication.

Includes:

- typical and atypical language and communication development in young children, factors that affect young children's communication and language development, and indicators that a child may be experiencing difficulties in these areas
- dispositions and skills related to early communication, including the desire to interact and increasing facility in using various communication modes (e.g., gesture, facial expressions, sounds, movement, words, pictures)
- learning environments that promote English language learners' listening and speaking skills in the first language and in English
- ongoing development of children's receptive and expressive vocabulary in the context of everyday experiences, events, core content knowledge, and use of technology (e.g., responding to their spoken language, using descriptive words, introducing relevant terms and figures of speech)
- experiences that foster children's ability to use expressive language in various contexts and for various purposes (e.g., group discussions, role playing, play activities, storytelling) and to communicate with increasing comfort and confidence
- strategies for promoting children's ability to engage in reciprocal communication, to assume various roles in conversations (e.g., listening attentively, making related comments, asking relevant questions), and to use and interpret nonverbal expressions and gestures that reinforce spoken expression
- relationships between listening, speaking, reading, writing, viewing, and representing; and strategies (e.g., incidental teaching and learning, thematic teaching, multidisciplinary instruction) for building on young children's oral language to lay the conceptual, experiential, and language foundations for learning to read and write and for learning world languages
- strategies for embedding meaningful language and communication experiences into all areas of the early childhood curriculum
- issues related to differentiated instruction and assessment for English language learners, and resources for addressing these issues

006 Understand the foundations of literacy development in children from birth through age eight, how to create a literacy-rich environment that motivates young children's interest in reading, and ways to foster early literacy development.

Includes:

- strategies for fostering children's oral and expressive language development and enjoyment of language (e.g., through word play, rhyming games, nursery rhymes, finger plays, acting out stories, singing songs, riddles, puns, jokes, dramatic performance)
- strategies for creating meaningful, culturally diverse, literacy-rich learning environments that promote children's conception of themselves as literate beings and that foster positive attitudes toward reading
- strategies for promoting children's development of concepts of print (e.g., recognizing environmental print; understanding that pictures and visual cues hold meaning; recognizing differences between pictures, letters, and print) and for encouraging children to express themselves in a variety of modes (e.g., through pictures, symbols, multimedia materials)
- strategies for developing children's phonological awareness (e.g., identifying word boundaries, syllables, onset/rime) and phonemic awareness (e.g., recognizing that words are made up of separate phonemes; distinguishing initial, medial, and final phonemes; deleting and substituting phonemes)
- strategies for encouraging young children's understanding of and personal response to written materials, including the development of preferences for favorite authors, stories, and types of books
- factors that may affect young children's development of early literacy and reading skills, and indicators that a child may be experiencing difficulties or demonstrating advanced abilities in reading
- strategies for encouraging young children's use of reading-like behaviors (e.g., pretend-reading, creating oral narratives for wordless books) and progress toward becoming conventional readers
- strategies for promoting young children's emerging ability to recognize letter shapes and to associate letters with their names and sounds
- strategies for decoding and reading printed text (e.g., phonics, sight words, structural analysis, syllabication) and developing children's reading fluency
- strategies for promoting young children's knowledge and vocabulary through literary experiences such as read-alouds and discussions of stories, nonfiction works, and other written information and genres
- strategies for fostering young children's emerging ability to locate, organize, and use information from a variety of sources and formats, including technology, to solve problems, communicate ideas, and answer questions

007 Understand writing processes and strategies for developing young children's writing competence from birth through age eight.

Includes:

- factors that may influence young children's development of writing skills (e.g., fine-motor skills, phonemic awareness), and indicators that a child may be experiencing difficulties or demonstrating advanced abilities in written language development
- emerging concepts about writing (e.g., ideas can be written down, written words can be read by others) and forms and stages of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print, writing familiar words, emergence of phonetic spelling, conventional spelling and grammar)
- learning environments that promote young children's understanding of purposes for writing (e.g., representing their own experiences, communicating with others) and that encourage children's use of writing for expressive or functional purposes
- ways in which having a first language other than standard English may affect writing development, and methods for using young children's linguistic and cultural backgrounds to promote writing competence
- strategies for embedding writing into all areas of the early childhood curriculum (e.g., writing down children's ideas during discussions; providing writing materials throughout the classroom; labeling materials in learning centers; encouraging writing for authentic purposes, such as writing get-well notes to classmates, response to reading)
- knowledge of tools that promote young children's writing skills and competence (e.g., chunky crayons, markers, computers, interactive whiteboards, projectors)

III. LEARNING IN THE CONTENT AREAS

008 Understand mathematics concepts, processes, and skills and how to promote mathematical learning in children from birth through age eight.

Includes:

- emerging concepts and skills in mathematics (e.g., patterns; number sense, one-to-one correspondence, and counting; comparing, classifying, and sorting; nonstandard and standard units of measurement; types and characteristics of geometric shapes; mathematical problem solving; place value)
- characteristics, processes, and progressions in young children's development of mathematical understanding, and indicators that a child may be experiencing difficulty or demonstrating advanced abilities in mathematics
- learning environments that provide the experiential foundations for understanding mathematical concepts (e.g., environments that allow infants and toddlers to explore different play spaces, to observe familiar things from different positions and perspectives, to examine a wide variety of objects and materials, to make choices, to learn from trial and error, to solve arithmetic problems)
- learning environments that foster young children's ability to use mathematical skills and concepts in their daily lives (e.g., exploring simple measurement concepts by using their own feet as units of measure, counting change, telling time)
- developmentally appropriate learning experiences, materials, resources, and technology for promoting young children's emerging understanding of mathematical concepts, skills, and vocabulary
- learning environments that reflect cultural diversity in materials, activities, resources, and instruction and that promote a positive attitude toward mathematics in all students, including English language learners and children with exceptionalities
- strategies for reinforcing mathematics learning and skills development throughout all areas of the early childhood environment and curriculum (e.g., in activity centers, dramatic play areas, whole-class projects)

009 Understand science concepts and skills and how to promote scientific learning in children from birth through age eight.

Includes:

- emerging concepts and skills in the life sciences, Earth and space sciences, and physical sciences (e.g., differences between living and nonliving things, characteristics of weather, observable properties of Earth materials, physical features of familiar objects)
- learning environments that provide the experiential foundations for understanding scientific concepts (e.g., environments that encourage infants and toddlers to use their senses to observe the world around them, to explore and gain familiarity with a variety of materials, to learn about similarities and differences, to experiment with the properties of objects, to gain understanding of cause and effect)
- developmentally appropriate learning experiences, materials, resources, and technology for fostering young children's emerging understanding and acquisition of scientific concepts, skills, and vocabulary
- learning environments that reflect cultural diversity in materials, activities, resources, and instruction and that promote early learning in the sciences for all children, including English language learners and children with exceptionalities
- strategies for developing young children's positive attitudes and growth of knowledge in the sciences (e.g., basing science activities on children's interests, sharing pleasure over children's discoveries, using play as a basis for scientific explorations, helping children recognize the effects of natural phenomena in their daily lives)
- characteristics, processes, and progressions in young children's development of scientific inquiry and understanding of the scientific method, and indicators that a child may be experiencing difficulty or demonstrating advanced abilities in science
- strategies for reinforcing scientific learning, inquiry, and skills development throughout all areas of the early childhood environment and curriculum (e.g., in activity centers, dramatic play areas, whole-class projects)

010 Understand social studies concepts and skills and how to promote learning in the social studies in children from birth through age eight.

Includes:

- emerging concepts and skills in the various domains of social studies (e.g., awareness of oneself as an individual with a history, concept of family, learning about and respecting human differences, developing an emerging sense of time, becoming aware of the reasons for rules, distinguishing between wants and needs)
- learning environments that provide the experiential foundations for understanding social studies concepts (e.g., environments that encourage infants and toddlers to watch and join with other children, to empathize with and help others, to develop positive and accepting attitudes toward children who are different from themselves, to gain a sense of themselves as part of a community)
- developmentally appropriate learning experiences, materials, resources, and technology for fostering young children's emerging understanding and acquisition of social studies concepts, skills, and vocabulary
- learning environments that reflect cultural diversity in materials, activities, resources, and instruction and that promote early learning in the social studies for all students, including English language learners and children with exceptionalities
- strategies for integrating social studies content with other areas of the curriculum and with children's daily lives (e.g., involving children in creating classroom rules, discussing children's roles as members of the classroom community, encouraging children to draw or write about their personal histories and experiences)
- learning environments that promote young children's appreciation and understanding of and respect for people and cultures
- strategies for reinforcing social studies learning and skills development throughout all areas of the early childhood environment and curriculum (e.g., in activity centers, dramatic play areas, whole-class projects)

011 Understand creative arts development in children from birth through age eight and how to promote young children's learning in and through the visual arts, music, creative movement, and dramatic play.

Includes:

- learning environments that foster young children's enjoyment of and pleasure in the arts (i.e., visual arts, music, creative movement, and dramatic play) and their use of the arts to express how they feel, what they think, and what they are learning
- characteristics, elements, tools, and materials of the visual arts; and strategies for creating developmentally appropriate visual arts experiences for young children
- characteristics, elements, tools, and materials of music; and strategies for creating developmentally appropriate music experiences for young children
- characteristics, elements, tools, and materials of creative movement and dance; and strategies for providing developmentally appropriate creative movement and dance experiences for young children
- learning environments that foster children's use of dramatic play and dramatic performance to express feelings, ideas, concepts, and life experiences
- learning environments that reflect cultural diversity in materials, activities, resources, and instruction and that promote learning and self-expression in the arts for all students, including English language learners and children with exceptionalities
- types and uses of technology to foster young children's creative expression and skills development in the arts
- learning environments that foster children's development of rich and rewarding aesthetic lives (e.g., developing their own preferences in the arts, appreciating their own and others' artistic heritages, discussing their creations with peers and adults)
- strategies for embedding the arts into all areas of the early childhood environment, reinforcing young children's learning in and through the arts, and integrating the arts with children's daily lives

012 Understand health, safety, and physical activities for children from birth through age eight and how to promote young children's learning about lifelong health and safety.

Includes:

- learning environments that help young children learn to value their bodies and keep themselves healthy and safe
- strategies for promoting young children's emerging understanding and control of their bodies and knowledge of the importance of healthy physical activity and exercise
- knowledge of young children's gross- and fine-motor development and of how physical skills development affects development in other areas (e.g., understanding of spatial relationships, hand-eye coordination, social interaction skills, problem-solving skills)
- knowledge of developmentally appropriate physical activities for young children (e.g., activities that value group cooperation, foster social skills, promote the enjoyment of movement, and build children's sense of accomplishment and pride in their growing abilities)
- strategies for fostering young children's growing awareness and development of nutritional habits that contribute to good health
- strategies for fostering young children's knowledge of and ability to make age-appropriate healthy choices in daily life (e.g., in regard to self-care and hygiene; preventing the spread of germs and disease; personal safety, including learning how to ask for help and to say "No"; recognizing potentially hazardous activities, substances, and situations)
- knowledge of how to foster young children's understanding of and growing ability to apply practices of lifelong personal, interpersonal, and community health and safety
- strategies for embedding children's learning and skills in health and safety into all areas of the early childhood environment and curriculum (e.g., in activity centers, dramatic play areas, cafeteria; on the playground; during whole-class projects)

IV. PROFESSIONAL DEVELOPMENT

013 Understand strategies for building positive, collaborative relationships with the families of children from birth through age eight.

Includes:

- knowledge of the importance, basis, and application of building positive, collaborative relationships with the families of all children
- strategies for creating safe and welcoming environments that foster all families' active engagement in their children's education (e.g., by demonstrating respect for all families, cultures, and heritages; recognizing families as their children's first teachers; incorporating families' values and goals for their children into the educational program)
- knowledge of the complexity and dynamics of family systems and structures, and how to use this knowledge to respond sensitively and appropriately to individual families
- strategies for establishing and maintaining effective, ongoing communication with all families (e.g., using families' preferred languages or modes of communication, putting communication systems in place, initiating alternative means of communication when necessary)
- strategies for establishing reciprocal relationships with all families and for encouraging and enabling staff and family members to serve as resources for one another
- strategies for collaborating with parents/guardians to design and implement assessments and/or intervention plans to meet their children's individual needs
- strategies for encouraging families' involvement in program planning, development, implementation, and evaluation (e.g., by inviting parents/guardians to serve on the advisory council, by asking families to review and provide input on program policies, procedures, and activities)
- strategies for making participation, enrichment, and educational opportunities available to all families (e.g., offering workshops on child development, creating a lending library of educational materials, facilitating family involvement in support groups)

014 Understand strategies for establishing and maintaining positive, collaborative relationships with other professionals, staff members, and community agencies and organizations to support learning and development in children from birth through age eight.

Includes:

- knowledge of the importance, basis, and application of establishing and maintaining positive, collaborative relationships with other professionals, staff members, and community agencies and organizations
- roles and responsibilities of other professionals, staff members, and community agencies and organizations in regard to the well-being of young children and their families
- knowledge of how to develop effective partnerships with other caregivers, assistant caregivers, administrators, specialists, paraprofessionals, support staff, and volunteers in early childhood classrooms and programs
- knowledge of team-building techniques (e.g., collaborative planning, joint problem solving, information sharing, conflict resolution) to create effective teaching/caregiving teams in the early childhood classroom
- strategies for promoting the growth and development of staff members, volunteers, and others working in the early childhood classroom (e.g., through training, supervision, evaluation, delegation, and professional development activities)
- strategies for working cooperatively and collaboratively with other early childhood educators to promote young children's transitions (e.g., between classrooms, teachers, and programs)
- strategies and responsibilities for communicating and collaborating with other professionals, community agencies, and cultural and service institutions to foster the well-being of young children and their families
- knowledge of community assets and resources that serve young children and their families, and ways to assist families in identifying and obtaining assistance from such resources
- strategies for promoting community members' and organizations' support of early childhood programs (e.g., through funding, volunteering, participation in program development and planning, coordination of services and resources)

015 Understand the professional, legal, and ethical roles and responsibilities involved in the education of children from birth through age eight.

Includes:

- roles and responsibilities of early childhood educators (e.g., creating inclusive, caring, and respectful environments for all children and families; advocating for children, families, and early childhood education programs; monitoring and evaluating programs; implementing programs that are consistent with program philosophy and responsive to the children and families served)
- knowledge of child-care licensing rules, legal and ethical guidelines, state and professional standards for early childhood programs, and major laws and regulations related to early childhood education (e.g., laws regarding early intervention and referral, procedures for reporting suspected abuse or neglect)
- responsibilities of early childhood educators in regard to the identification of children who may require additional supports or specialized interventions and in the development and implementation of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)
- knowledge of the nature and purpose of school policies and of the importance of and rationales for following school and program policies
- strategies for engaging in ongoing professional development and self-reflection
- knowledge of professional organizations, publications, and other resources relevant to the field of early childhood education
- knowledge of public-policy issues and processes and their effects on early childhood education

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. In the typical sequence of social-emotional development in infants, which of the following behaviors generally appears *first*?

   A. initiation of play

   B. stranger anxiety

   C. reciprocal smile

   D. separation anxiety

2. Which of the following would most likely be an indicator of *atypical* motor development in a three-and-a-half year old child?

   A. The child is unable to skip across the room.

   B. The child cannot throw a rubber ball overhand.

   C. The child is unable to build a tower of eight blocks.

   D. The child cannot walk downstairs using alternating feet.

3. A third-grade teacher learns that her class for the upcoming school year will include a student with spina bifida who uses a wheelchair for mobility. When organizing the classroom environment to accommodate this student's needs, the teacher should keep in mind which of the following principles?

   A. Frequently used materials and supplies should be stored where the student can access them independently.

   B. The student's desk should be located near the teacher's desk so that the student can request assistance as often as needed.

   C. Textbooks and other reading materials should be provided in an audio format to allow the student access through multiple modalities.

   D. The daily schedule should be modified to allow extra time for the student to transition between activities.

4. A preschool teacher works in an early childhood center located in a culturally and linguistically diverse community. The teacher plans to set up a kitchen center in the classroom and wants to ensure that each child's cultural background is affirmed in this center. Which of the following teacher strategies would best address this goal?

   A. encouraging children who share the same cultural background to play together in the center

   B. including play foods and cooking supplies that reflect what children have in their homes

   C. providing children with a snack each day in the center that comes from a different cultural tradition

   D. teaching children how to say the name for a common type of food, such as bread, in several different languages

5. The family and teachers of nine-month-old Luisa, who attends an infant and toddler center, have become concerned that Luisa may have developmental delays. As a result, Luisa will soon undergo a series of developmental screening assessments. The primary purpose of these assessments should be to:

   A. determine whether Luisa's teachers at the infant and toddler center should receive more in-service training.

   B. identify the special education services for which Luisa is eligible.

   C. identify how the infant and toddler center should adjust its curriculum and practices to meet Luisa's needs.

   D. determine whether Luisa should receive more in-depth evaluation.

6. Several prekindergarten children have decided to play a board game together. The teacher is aware that some of the children have difficulty taking turns when playing games. Which of the following strategies would likely be most effective for the teacher to use in this situation?

   A. reading aloud the rules of the game before the children begin and asking if they have any questions

   B. monitoring the game from a distance and intervening if the children start playing out of turn

   C. joining the children to provide prompting and modeling of turn taking as needed during the game

   D. suggesting that the children watch others play the game until they are ready to take turns with their classmates

7. An English language learner who has very limited English proficiency joins a preschool class. The teacher could best ensure that this student understands and is able to follow the teacher's directions by:

   A. using simple words, gestures, and visual cues.

   B. maintaining physical proximity to and eye contact with the student.

   C. asking the student to repeat what the teacher has said.

   D. speaking slightly louder than normal with exaggerated intonation.

8. A kindergarten teacher is working with a student on phonemic awareness skills. The teacher prepares a set of picture cards that represents common words such as rug, map, and rock. Each card contains a picture and a sequence of three boxes that correspond to the number of sounds in the depicted word. The teacher shows the student a card and guides the student in pronouncing the corresponding word slowly while placing a token in the correct box on the card for each sound. This activity would be most effective in helping the student develop which of the following phonemic awareness skills?

   A. phoneme segmentation

   B. phoneme deletion

   C. phoneme categorization

   D. phoneme substitution

9. A preschool teacher places several dolls and stuffed toys in the reading corner and encourages children to pretend-read to the toys while looking at books. The teacher often observes children instructing stuffed animals to look at a picture or moving a doll's hand along a line of text. Such activities are likely to support the children's early reading development primarily by:

   A. increasing awareness of the structure of words.

   B. fostering concepts of print.

   C. building knowledge of letter-sound relationships.

   D. expanding oral vocabulary.

10. Children in a prekindergarten class are busy working in various learning centers. The teacher has provided writing materials throughout the centers to encourage the children to write. Which of the following examples of children's writing most likely indicates that the child has begun to develop an understanding of letter-sound relationships?

    A. Lianna is playing with alphabet blocks in the block center. She decides to write down some of the block letters on an index card: Q, Z, T, A.

    B. Denny is writing a letter in the post office center. He writes BWY on the envelope and tells the teacher it says "Grandma."

    C. Kate finishes making a collage in the art center. She uses a pencil to write KATE at the bottom of the collage.

    D. Raoul is playing in the grocery store center. He makes a list of items that he wants to buy at the store: SUP, MLK, BRD (soup, milk, bread).

11. Donna is a six-year-old student with Down syndrome and associated delays in cognitive and fine-motor development who attends an inclusive kindergarten class. The class is exploring measurement attributes related to length (e.g., longer, shorter, taller). Which of the following teacher strategies would likely be most effective in helping Donna learn these concepts?

    A. making a set of vocabulary cards for Donna that includes the written word or words along with an illustration of the concept

    B. teaching Donna a song that mentions each of the concepts along with associated hand motions

    C. providing Donna with concrete, familiar examples and frequent opportunities to practice using these concepts

    D. creating an activity for Donna in which she works with a paraprofessional to measure various classroom objects with a ruler

12. Twelve-month-old Juwan is sitting in a high chair at an infant and toddler center, eating with a spoon. When Juwan accidentally drops the spoon on the floor, he peers down to look at it, then looks at the teacher. The teacher says, "Juwan, did you drop your spoon? I'll pick it up for you," and returns the spoon to him. Juwan then begins repeatedly dropping his spoon and looking down at it while the teacher continues to retrieve it for him. In this situation, the teacher is reinforcing Juwan's early scientific learning primarily by:

    A. encouraging Juwan to follow a prescribed sequence of actions.

    B. introducing information that conflicts with an established schema.

    C. modeling the steps to take to learn about a specific phenomenon.

    D. supporting Juwan's spontaneous exploration of how objects behave.

13. Four-year-old Paul, a student who has Down syndrome, attends Ms. Riley's general education preschool class. In addition to cognitive impairment, Paul faces a number of challenges, including difficulty with fine-motor coordination and tactile aversiveness to certain substances (e.g., paste, glue, finger paint). His class has been learning about the weather, and Ms. Riley is planning an activity in which the children will use construction paper, crepe paper, and glue to make wind socks to hang in the school yard. Ms. Riley confers with Paul's special education teacher about how best to support Paul's participation during the creation of the wind socks. Which of the following would be the special education teacher's best suggestion?

    A. having Paul act as the teacher's helper to allow him to be involved while avoiding contact with substances he dislikes

    B. pairing Paul with a friend who can perform the tasks that Paul finds unpleasant, such as gluing and pasting

    C. giving Paul the same materials as his classmates to help him become desensitized to the substances he dislikes

    D. providing Paul with a variety of alternative methods of joining the materials, such as stapling and taping

14. As part of a social studies lesson, a kindergarten teacher provides the following items and asks students to tell the class which ones are important for people to stay alive: coat, box of cereal, stuffed animal, video game, picture of an apartment building, pencil sharpener, bottle of water, bath toy. Engaging students in this activity would be most effective for promoting their understanding of which of the following economic concepts?

    A. wants and needs

    B. producers and consumers

    C. scarcity and choice

    D. supply and demand

15. Which of the following actions by an early childhood teacher would be most likely to foster an infant's ability to respond to music?

    A. rocking or swaying the infant while listening to recordings on a regular basis

    B. giving the infant a rattle to hold and manipulate each day during floor time

    C. indicating pleasure whenever the infant claps or babbles in a rhythmic manner

    D. sharing board books about musical instruments with the infant during story time

16. A preschool teacher asks a group of children to imitate a series of simple dance movements. Examples of the movements are shown below.

    toe, toe, stomp

    heel, toe, heel, toe

    hop, hop, turn, turn

    This type of dance activity is most closely related to which of the following mathematical concepts?

    A. comparisons

    B. measurement

    C. patterns

    D. estimation

17. At the beginning of the school year, a prekindergarten teacher takes the children on a walk around the playground to explore the equipment and discuss safety rules. The teacher asks the children if they can imagine ways someone might get hurt when playing on particular equipment. One child says that roughhousing on the climbing structure could make somebody fall. Another child says that a person might get knocked down by someone on a swing if they were not looking. Such a discussion would be likely to promote safety on the playground primarily by:

    A. encouraging children to be cautious about what equipment they choose to play on.

    B. prompting children to tell the teacher if they see classmates playing too actively.

    C. involving children in thinking about how their own behavior can affect their well-being.

    D. helping children know what to do if someone gets hurt during outdoor play.

18. A local pediatrician has offered to make an evening presentation at an infant and toddler center for families regarding young children's health. The teachers would like to take advantage of this opportunity and want to ensure that the presentation is as meaningful as possible. Which of the following steps should the teachers take to address this goal?

    A. providing the pediatrician with demographic information regarding the children in the class

    B. seeking input from families regarding health issues and concerns that directly affect their own children

    C. sending home an invitation to the children's families and inviting them to bring their friends and neighbors

    D. developing health-related play activities for the children the same week as the presentation

19. A second-grade student with a speech and language impairment (SLI) attends a general education class and receives pull-out services from a speech-language pathologist (SLP) twice a week. The general education teacher schedules a regular weekly meeting with the SLP. The primary purpose of these weekly meetings should be to:

    A. provide the SLP with information regarding the student's overall academic progress.

    B. determine how long the student should continue to receive pull-out services.

    C. coordinate pull-out and classroom activities to help the student achieve individual goals.

    D. provide the teacher with professional development regarding communication disorders.

20. During the first few weeks of school, a prekindergarten teacher wonders whether a child in the class may have developmental delays. Which of the following actions by the teacher in response to this concern would require permission from the child's parents beforehand?

    A. modifying classroom activities and instruction to address the child's learning needs

    B. asking the school psychologist to collect diagnostic information on the child

    C. administering to the child's class a screening assessment that covers multiple domains

    D. asking a special education teacher to conduct an informal observation of the child

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	**C**	Understand the development of children from birth through age eight, and factors that influence development and learning.
2.	**B**	Understand the development of children from birth through age eight, and factors that influence development and learning.
3.	**A**	Understand how to create learning environments that promote the development and learning of all children from birth through age eight.
4.	**B**	Understand how to create learning environments that promote the development and learning of all children from birth through age eight.
5.	**D**	Understand the types, goals, limitations, and responsible uses of various informal and formal assessments in early childhood education programs.
6.	**C**	Understand how to create learning environments that promote the well-being and social competence of children from birth through age eight.
7.	**A**	Understand communication and language development in children from birth through age eight, and ways to promote communication development, including preverbal and nonverbal communication.
8.	**A**	Understand the foundations of literacy development in children from birth through age eight, how to create a literacy-rich environment that motivates young children's interest in reading, and ways to foster early literacy development.
9.	**B**	Understand the foundations of literacy development in children from birth through age eight, how to create a literacy-rich environment that motivates young children's interest in reading, and ways to foster early literacy development.
10.	**D**	Understand writing processes and strategies for developing young children's writing competence from birth through age eight.
11.	**C**	Understand mathematics concepts, processes, and skills and how to promote mathematical learning in children from birth through age eight.
12.	**D**	Understand science concepts and skills and how to promote scientific learning in children from birth through age eight.
13.	**D**	Understand science concepts and skills and how to promote scientific learning in children from birth through age eight.
14.	**A**	Understand social studies concepts and skills and how to promote learning in the social studies in children from birth through age eight.
15.	**A**	Understand creative arts development in children from birth through age eight and how to promote young children's learning in and through the visual arts, music, creative movement, and dramatic play.
16.	**C**	Understand creative arts development in children from birth through age eight and how to promote young children's learning in and through the visual arts, music, creative movement, and dramatic play.
17.	**C**	Understand health, safety, and physical activities for children from birth through age eight and how to promote young children's learning about lifelong health and safety.
18.	**B**	Understand strategies for building positive, collaborative relationships with the families of children from birth through age eight.
19.	**C**	Understand strategies for establishing and maintaining positive, collaborative relationships with other professionals, staff members, and community agencies and organizations to support learning and development in children from birth through age eight.
20.	**B**	Understand the professional, legal, and ethical roles and responsibilities involved in the education of children from birth through age eight.