

## Charter Oak State College Examination Program

### Introduction to Early Childhood Education

#### **Description:**

This examination covers information presented in a one semester, Introduction to Early Childhood Education undergraduate course. Areas to be examined are the historical perspectives of preschool education. Topics that will receive attention are theorists and the trends in early childhood education that they founded. You will be expected to understand concepts in modern development, material and equipment use and curriculum integration. Developmentally appropriate practices and special needs will also be included. The examination contains 100, multiple-choice questions.

#### **Content Outline:**

Listed below are the topics covered by this examination. Percentages indicate the emphasis placed on the topics.

#### I. Overview of Introduction to Early Childhood Education (10%)

- A. Institutions and types of early childhood programs
  - 1. Early Head Start / Head Start
  - 2. Montessori
  - 3. Regio Emilia
  - 4. Laboratory schools
  - 5. High Scope
- B. Trends and forces that affect early childhood
  - 1. Early care and education of special needs children
  - 2. Schools of the twenty-first century
  - 3. Universal Preschool
- C. Partnerships and relationships with social agencies
- D. Issues in early childhood
  - 1. Licensing
  - 2. Accreditation
  - 3. Accessibility

## II. Historical Perspectives and Traditions (10%)

- A. Development of early childhood education
  - 1. Freidrich Froebel
  - 2. John Dewey
  - 3. Waldorf school
  - 4. Nursery schools
- B. Federal government involvement
  - 1. Politics
  - 2. Advocacy
  - 3. IDEA

## III. Becoming an Early Childhood Professional (10%)

- A. Career choices
  - 1. Duties
  - 2. Teachers
  - 3. Directors
- B. Professional preparation
  - 1. Certification and other credentials
  - 2. Ethical considerations
- C. Professional development
  - 1. Formal education
  - 2. In-service programs
  - 3. Professional organizations
  - 4. Professional readings

## IV. Foundations of Child Development: Nature vs. Nurture (20%)

- A. Developmental theories and theorists
  - 1. Nature vs. nurture
  - 2. E. Erikson
  - 3. B. F. Skinner
  - 4. J. Piaget
  - 5. L. Vygotsky
  - 6. Arnold Gesell
  - 7. Behaviorist theory
  - 8. Maturation theory
  - 9. Constructivist theory
  - 10. Gardner's Multiple Intelligences
  - 11. Learning Styles
- B. Factors that affect development
  - 1. Social-emotional
  - 2. Multicultural
  - 3. Language differences
- C. Exceptional children
- D. Developmental areas
  - 1. Physical
  - 2. Cognitive
  - 3. Language
  - 4. Social and emotional

- E. Ages and stages
- F. Infants and toddlers
- G. Preschool
- H. Classroom behavior management strategies
  - 1. Guidance techniques
  - 2. Discipline models
  - 3. Peer problem-solving
- I. Setting limits
- J. Positive Behavior Support

V. Age Specific Considerations in Planning and Organizing (15%)

- A. Infants and Toddlers
  - 1. Respectful, Responsive, Relationship Based Care
  - 2. Environment
  - 3. Scheduling and Grouping
  - 4. Parent Involvement
  - 5. Health and Safety
- B. Preschoolers
  - 1. Activities
  - 2. Environment
  - 3. Scheduling
  - 4. Grouping
  - 5. Health and Safety
- C. Kindergarten
  - 1. Learning Opportunities
  - 2. Environment
- D. School Aged
  - 1. Lesson Plans
  - 2. Peer tutoring and mentoring

VI. Working with Families and the Community (10%)

- A. Parents
  - 1. Involvement in the classroom
  - 2. Formal groups
    - a. Parent Advisory Council
    - b. Parent Policy Council
  - 3. Education
- B. Community resources
  - 1. Paraprofessionals
  - 2. Volunteers
- C. Communication
  - 1. Informal
  - 2. Formal
  - 3. Newsletter

VII. Program Evaluation (5%)

- A. Gathering information
  - 1. Observations
  - 2. Tests

- B. Screening exceptional children
- C. Reporting and communicating the results

VIII. Developmentally Appropriate Practices (5%)

- A. Primary Caregiving for Infants and Toddlers
  - 1. Infant-Toddler mental health
  - 2. Self regulation
- B. Individualized Appropriate Practice
- C. Best Practice
- D. DAP
- E. Developmentally Culturally Appropriate Practice

IX. Play in Early Childhood Education (10%)

- A. Play develops across all developmental domains
- B. Understanding social-emotional development
- C. Gender issues
- D. Stages of play
- E. Developing and supporting play activities

X. Early Childhood Curriculum Development (5%)

- A. Emergent Curriculum
- B. Constructivist Curriculum
- C. The development of language and literacy
  - 1. Emergent literacy
  - 2. Literature and storytelling
  - 3. Language Development
  - 4. Dual Language Learners
  - 5. Reading and writing readiness
- D. Cognitive development
- E. Prior Experiences
- F. Technology: computers in the classroom
- G. Zone of Proximal Development
- H. Developmental Interactionist Approach
- I. Project Approach
- J. Intentional Teaching
- K. Responsive Classroom
- L. Program for Infant Toddler Caregivers

**Learning Outcomes:**

Listed below are the learning outcomes tested by this examination and the percentage of questions addressing each outcome.

- Knowledge (remembering previously learned material): 31-33%
- Comprehension (grasping the meaning of material): 47-48%
- Application (using information in concrete situations): 18-19%
- Analysis (breaking down material into its parts): 2%

## Sample Questions:

1. The largest and most influential early childhood professional organization is
  - a. The National Council of Early Childhood Teachers.
  - b. The National Association of Early Child Development and Care.
  - c. The International Association of Early Childhood Educators.
  - d. The National Association for the Education of Young Children.
2. Choose the **BEST** way for teachers to help children develop ethical considerations in the classroom.
  - a. Reading stories about ethics to the children.
  - b. Modeling appropriate ethical behavior.
  - c. Giving children direct instruction on ethics.
  - d. Putting up appropriate ethical posters.
3. According to the Montessori method,
  - a. children can learn all they need to know from nature.
  - b. before children can learn they need a strong relationship with their teacher.
  - c. children perform work tasks with materials that meet their developmental needs.
  - d. formal educational experiences should be postponed until children are twelve years old.
4. The **LEAST** essential statement about the reason teachers use observation is to
  - a. assess children's development understanding.
  - b. gain insight into behavioral patterns.
  - c. evaluate the effectiveness of the materials.
  - d. enhance social competence
5. A teacher's greatest difficulty with sending newsletters is
  - a. helping children get the newsletter home for their parents to read.
  - b. receiving a response from the parents about information in the newsletter.
  - c. getting parents to read the information in the newsletter.
  - d. using proper grammar and spelling in the newsletter.
  - e.
6. According to the psychoanalytic theory of play,
  - a. play helps children practice skills necessary for adult life.
  - b. play is used to replenish children's energy.
  - c. play becomes a vehicle for expending extra energy.
  - d. play provides an opportunity for children to gain gratification.
7. Which of the following **BEST** explains what children learn when they sing songs?
  - a. They learn about the pitch of music in the song.
  - b. They learn how to compose their own songs.
  - c. They learn to develop listening skills.
  - d. They learn to keep time.

8. Teachers should be children’s advocates because
  - a. it is their legal responsibility.
  - b. parents don’t have knowledge about early childhood.
  - c. it is impossible for children to speak for themselves.
  - d. it is their ethical responsibility.
  
9. The **LEAST** effective parent education strategy is
  - a. meeting with parents on a regular basis.
  - b. talking to parents about the content and process.
  - c. having a parent library available to parents on an ongoing basis.
  - d. allowing parents to have guided practice opportunities.
  
10. To receive a teaching certificate in Connecticut, applicants are required to take the
  - a. GMAT.
  - b. SAT.
  - c. National Teacher Exam.
  - d. Praxis.

**References:**

The following textbooks contain information on the topics covered by the examination. It might be necessary to consult more than one textbook if all topics are not covered in one book.

Browne, Kathryn Williams, and Gordon, Ann M. (2013) *Beginnings and Beyond* - 9<sup>th</sup> Edition (or latest edition), Delmar Publishers. ISBN-13: 978-1133940548 | ISBN-10: 1133940544

Morrison, G. (2014) *Fundamentals of Early Childhood Education*. 7th ed. Upper Saddle River, NJ: Merrill/Prentice Hall, 2014. ISBN-10: 0-13-340083-2 | ISBN-13: 978-0-13-340083-0

Hendrick, Joanne. (2013) *The Whole Child: Developmental Education for the Early Years* - 10<sup>th</sup> Edition (or latest edition), Merrill Pub Co. ISBN-13: 978-0132853422 | ISBN-10: 0132853426

Bee, Helen and Boyd, Dennis. (2009) *The Growing Child*, Pearson ISBN-10: 0205545963 | ISBN-13: 978-0205545964

Henniger, Michael L. (2012) *Teaching Young Children: An Introduction – 5<sup>th</sup> Editio*, Prentice Hall. ISBN-13: 978-0132657105 | ISBN-10: 0132657104

Answers to sample questions:	
1. d	6. d
2. b	7. c
3. c	8. c
4. d	9. b
5. a	10. d