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. Head Start
      2. Montessori
      3. Regio Emilia
      4. Laboratory schools
   B. Trends and forces that affect early childhood
      1. Early care and education of special needs children
      2. Schools of the twenty-first century
   C. Sponsorship and relationships with social agencies
   D. Issues in early childhood
      1. Licensing
      2. Accreditation
      3. Accessibility

II. Historical Perspectives and Traditions (5%)
   A. Development of early childhood education
      1. Early programs
         a. Freidrich Froebel
         b. John Dewey
         c. Waldorf school
         d. Nursery schools
      2. Contemporary developments
         a. High Scope approach
         b. Bank Street curriculum
   B. Federal government involvement
      1. Politics
      2. Advocacy
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. S. Freud  
   3. E. Erikson  
   4. B. F. Skinner  
   5. J. Piaget  
   6. L. Vygotsky  
   7. Arnold Gesell  
   8. Behaviorist theory  
   9. Maturational theory  
   10. Constructivist theory  
B. Factors that affect development  
   1. Social-emotional  
   2. Multicultural  
   3. Language differences  
   5. Exceptional children  
C. Developmental areas  
   1. Physical  
   2. Cognitive  
   3. Language  
   4. Social and emotional  
   6. Values and moral thought  
D. Ages and stages  
   1. Infants and toddlers  
   2. Preschool  

V. Planning and Organizing the Physical/Social Environment (15%)  

A. Instructional organization  
   1. Activity centers  
   2. Outdoor environment  
   3. Furniture, equipment and materials  
B. Scheduling  
   1. Flexibility  
   2. Consistency  
C. Children's groupings  
   1. One-to-one interaction  
   2. Small/large groups  
   3. Peer tutoring  
D. Health and safety issues
V. Planning and Organizing the Physical/Social Environment  (continued)

E. Classroom behavior management strategies
   1. Guidance techniques
   2. Discipline models
   3. Peer problem-solving
   4. Setting limits

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
   3. Recognizing and celebrating diversity

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

D. Developmentally appropriate practices

VIII. The Purpose of Play in Early Childhood Education  (10%)

A. Play and the curriculum
   1. Understanding social-emotional development
   2. Gender issues
   3. Stages of play

B. Developing and supporting play activities
   1. Encouraging self-control
   2. Developing a positive self-image
   3. Independence: self-awareness
   4. Teacher's role in play
   5. Noncompetitive games
   6. Importance of play in the curriculum

IX. Early Childhood Integrated Curriculum Development  (15%)

A. Creative art activities
   1. Two-dimensional
   2. Three-dimensional

B. Music and movement activities
   1. Rhythm
   2. Singing
   3. Instruments
IX. **Early Childhood Integrated Curriculum Development** (continued)

C. The development of language and literacy
   1. Emergent literacy
   2. Literature and storytelling
   3. Poetry and experience charts
   4. Reading and writing readiness

D. Cognitive development
   1. Science: manipulation and discovery
   2. Experiences and experimenting
   3. Technology: computers in the classroom

IX. **Early Childhood Integrated Curriculum Development** (continued)

E. Social studies: personal learning
   1. The child’s world
   2. Socialization: learning rules of society
   3. Cultural diversity

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**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%

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**Sample Questions**

1. The largest and most influential early childhood professional organization is
   a. The National Council of Early Childhood Teachers.
   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.

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.


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Answers to sample questions:

1. d  6. d  
2. b  7. c  
3. c  8. c  
4. d  9. b  
5. a  10. d