


Education of Young Children (0021)

<i>Test at a Glance</i>			
Test Name	Education of Young Children		
Test Code	0021		
Time	2 hours		
Number of Questions	60 Multiple-choice (Part A) 6 Short constructed-response (Part B)		
Format	Multiple-choice and constructed-response questions		
Weighting	Multiple-choice: 50% of total score Short constructed-response: 50% of total score		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Child Development and Foundations	14	12%
	II. Curriculum and Instruction	17	14%
	III. Diversity and Exceptional Needs, and Supporting the Learning Environment	11	9%
	IV. Relationships with Families and Communities, and Professionalism	9	7%
	V. Assessment	9	7%
	VI. Diversity, and Learning Environment	2 constructed-response	17%
	VII. Relationships with Families, and Professionalism	2 constructed-response	17%
	VIII. Assessment, Curriculum, and Instruction	2 constructed-response	17%
Pacing	<p>In allocating time on this assessment, it is expected that about 60 minutes will be spent on the multiple-choice section and about 60 minutes will be spent on the constructed-response section. The sections are not independently timed, so you can determine your own pacing based on these recommendations.</p>		

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About This Test Topics Covered

The Education of Young Children test is intended primarily for prospective teachers of preschool through primary-grade students. It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child-centered activities that provide opportunities for choices, decision-making, and discovery. The test is designed to assess the examinee's knowledge about pedagogy and content, the relationship of theory to practice, and how theory can be applied in the educational setting. Also included are multicultural influences, diversity, variations in development, including atypical development, and how they affect children's development and learning.

Most of the multiple-choice and short constructed-response questions are related to children ages 3 through 8, but some questions may require knowledge of development at earlier and later ages in order to assess the examinee's understanding of the full developmental range found among children in early childhood education settings.

Each of the six constructed-response questions will focus on one of the following areas: the learning environment, working with families, instruction, assessment, professionalism, and diversity.

The test was designed to align with the National Association for the Education of Young Children's *NAEYC Standards for Early Childhood Professional Preparation* (2001).

I. Child Development and Foundations

A. Childhood Physical Development

- Stages of physical development (e.g., gross and fine motor development, brain) and implications for learning
- Major progressions in each developmental domain and the ranges of individual variation within each domain
- Atypical development

B. Cognitive Development

- Knowledge of important theorists, including but not limited to Bruner, Bandura, Bloom, Piaget
- Methods students use to solve problems
- Cognitive abilities shaped by nature/nurture
- Age-appropriate behavior

C. Social and Emotional Development

- Knowledge of important theorists including Maslow, Bloom, Piaget
- Erikson's stages of emotional growth
- Factors that influence social and emotional development, including gender, home life, cultural identity, role models

D. Language Development

- Factors that shape oral language development
- Factors that foster literacy skills

E. Influences on Development and Learning

- Factors that influence physical, cognitive, and emotional development in the child's home and community life (e.g., nutrition, health, disabilities, socioeconomic status, cultural upbringing, family and community values)
- Learning opportunities that influence a child's growth and development (prior knowledge, experience)
- Milestones of social and cognitive growth indicated by the form of a child's behavior when playing alone and/or with peers
- Major theories concerning development (e.g., constructivist, maturationist, sociocultural, behaviorist, ecological) and the hallmark contributions of cognitive learning theorists

II. Curriculum and Instruction

A. General Instruction

- Curriculum process (e.g., structuring a curriculum, implementing the curriculum, and revising or modifying the curriculum, aligning curriculum to reflect state standards)

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- Routines and transitions that reflect an understanding of a young child's need for balance, order, depth, variety, structure, challenge, and physical activity
 - Instructional strategies (e.g., play, small groups, cooperative learning, inquiry, discovery learning, learning centers, teacher-directed learning, theme, directed reading)
 - Major theories and models of programmed instruction (including but not limited to constructivism, Montessori, Project Approach, High Scope, Reggio Emilia)
 - Curriculum integration as it relates to instruction
 - Recognition of the cognitive tasks demanded from a lesson, teaching practice, or questioning technique
 - Techniques to elicit and encourage in-depth responses and metacognitive thinking from children at age-appropriate levels
 - Techniques for creating effective bridges between curriculum goals and students' previous experiences (or lack of previous experiences)
- B. Math/Numeracy
- Developmentally appropriate practice in the design, implementation, and evaluation of lessons based on mathematical concepts
 - Knowledge of mathematical concepts (including but not limited to estimation, geometry, number sense and numeration, whole-number operations)
- C. Literacy
- Developmentally appropriate practice in the design, implementation, and evaluation of lessons that promote oral language expression and literacy in children
 - Creating an environment that promotes print awareness, reading readiness, and technology literacy
 - Sentence decoding strategies, including semantic and syntactical cuing systems, word families, root words, and phonics
 - Characteristics of quality children's books
 - Specific literacy concepts (e.g., writing process, phonemic awareness, the domains of language (e.g., vocabulary) grapheme-phoneme correspondence, journal writing, shared reading, cueing systems, rubrics, reflective logs)
- D. Science
- Developmentally appropriate practice in the design, implementation, and evaluation of lessons that develop each child's innate curiosity about the world and broaden each child's procedural and thinking skills for investigating the world, solving problems, and making decisions
 - General principles of scientific inquiry, including but not limited to: cause and effect, systems, scale, models, change, variations, and structure and function
- E. Social Studies/
Character Inquiry
- Developmentally appropriate practice in the design, implementation, and evaluation of learning experiences that promote cultural and character education
 - Methods for designing, implementing, and evaluating lessons that develop the social studies disciplines (e.g., history, geography, economics)
- F. Creative Arts/Aesthetics
- Developmentally appropriate practice in the design, implementation, and evaluation of visual and performing arts
 - Integration of the arts into content area studies

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- Appropriate responses to children's work
- G. Physical Education/Health
- Developmentally appropriate practice in the content discipline designed to strengthen gross and fine motor skills and foster healthy lifestyles
 - Focus on health, safety, and nutrition in the curriculum
 - Medical conditions and procedures (e.g., epilepsy, diabetes, use of an EpiPen[®] for severe allergies, handling of blood)
- H. Technology
- Appropriate use of technology in the early childhood classroom
 - Appropriate use of technology for students with special needs
 - Evaluation of technology

III. Diversity and Exceptional Needs, and Supporting the Learning Environment

- A. Students as Diverse Learners
- Areas of exceptionality in students' learning, including but not limited to: visual and perceptual difficulties, learning disabilities, attention deficit disorder (ADD); attention-deficit/hyperactivity disorder (ADHD)

- Accommodations for students with special educational needs and for children whose first language is not English
 - Approaches for accommodating various learning styles and intelligences
 - Cultural sensitivity and responsiveness to gender and equity issues
 - Effective integration of multicultural activities into the classroom curriculum
 - Contexts affecting choice of instructional strategies (e.g., child population, adaptations, special needs, local community, local cultures, physical environment)
 - Instruction connected to children's personal experiences; assumptions that ALL children have had certain experiences are not made
- B. Creating a Developmentally Appropriate Setting
- Health and safety issues (e.g., basic sanitation, nutrition, room ventilation, good health practices)
 - Effective arrangement of the indoor and outdoor spatial environments (e.g., allowing for individual, cooperative, small- and whole-group activities; providing opportunities for children to play, explore, and discover)

- Accommodation of various children's needs based on different learning styles (e.g., visual, auditory, tactile, or kinesthetic)
 - Structuring the environment to accommodate students with physical and emotional disabilities (e.g., placement of vision- and hearing-impaired students, space and paths for wheelchairs, children with challenging behaviors, functional behavior assessment guidelines)
 - Child's role in creating the environment and assuming ownership
- C. Creating a Socially Stimulating Environment
- Designing an environment that provides children with a sense of well-being, belonging, ownership and freedom from physical and psychological fear
 - Developing a positive prosocial classroom tone (e.g., possessing a repertoire of guidance approaches to meet individual children's needs; being mindful of the effects of language and tone on children; acting as a role model who facilitates learning)

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IV. Relationships with Families and Communities, and Professionalism

A. Respectful, Reciprocal

Relationships with Families and Communities

- Family and community characteristics (e.g., family structure, socioeconomic conditions, home language, ethnicity, religion, or culture, and stresses and supports, such as special needs, births, deaths, or divorce)
- Basic strategies for involving parents/guardians in the educational process
- Proactive communication and collaboration
- Role of school as a resource to the larger community

B. Professionalism

- Ethical behavior in both personal and professional practice
- Major laws related to students' rights and teacher responsibilities, including but not limited to IDEA, confidentiality and privacy, appropriate education of handicapped students, child abuse reporting, and assessment
- Importance of continuing professional development, including professional memberships

- Teamwork and collaboration with colleagues and paraprofessionals
- Effective advocacy for children

C. Self-assessment

- Importance of using self-assessment techniques to reflect on teaching practices and the learning environment

V. Assessment

- Different types of assessments and their purposes (e.g., formal and informal, standardized, criterion-referenced, summative, and formative tests; developmental screening; portfolios/work samples; rubrics; observation; anecdotal records, running records; interviews)
- Multiple sources of information to determine individual strengths and needs (e.g., use of ongoing and systematic assessment strategies, both summative and formative; use of authentic assessment)
- Aligning assessment with teaching goals and curriculum
- Making fair and reasonable judgments about student learning; situations in which inappropriate assessment may harm children
- Involving students in assessment

- Importance of sharing assessment results with families and communicating the meaning of different types of assessment results

VI. Diversity, and Learning Environment

These two exercises focus on the examinee's ability to address the individual needs of diverse learners and on the examinee's ability to create a learning environment that meets a stated goal for a class.

VII. Relationships with Families, and Professionalism

These two exercises focus on the examinee's knowledge of strategies to communicate and work with parents effectively and on the examinee's ability to evaluate the effects of choices and/or actions on an ethical dilemma based on the NAEYC Code of Ethical Conduct.

VIII. Assessment, Curriculum, and Instruction

These exercises focus on the examinee's knowledge of content, his or her ability to support learning through the skills and concepts involved in an integrated curriculum, and his or her ability to assess student work and reflect on its implications for instruction.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

- Jimmy, who is in preschool, is able to take off and put on his coat independently during the school day. However, when his mother picks him up, he expects her to help him get dressed. Which of the following would be the most appropriate teacher comment in this situation?
 - “May I ask why are you putting Jimmy’s coat on for him?”
 - “If you put on Jimmy’s coat, he will not do it for himself.”
 - “Jimmy can now put on his coat by himself.”
 - “It’s important that you let Jimmy take care of himself.”
- In which of the following situations is a teacher NOT behaving in a professional manner?
 - A teacher, when speaking on behalf of an educational organization, voices support for several of the organization’s programs and policies that are in conflict with personal belief.
 - A teacher who has identified some students who would benefit from additional exposure to literacy provides the names and addresses of those students to the subscription department of an educational magazine.
 - A teacher, concerned about a child’s welfare, reveals confidential information to the school guidance counselor who may be able to act in the child’s interest.
 - A teacher, having concerns about the professional behavior of a co-worker, meets informally with the colleague and attempts to resolve the matter collegially.
- Which of the following placements for Michael, a child with extensive disabilities, is most consistent with the concept of “inclusion” as described in the IDEA legislation?
 - A setting that maximizes contact with other disabled children
 - A traditional early childhood program in which children with disabilities do not receive special services
 - The same educational program, with supports, that other children his age are receiving
 - A program that provides to each child with disabilities a trained paraprofessional who works one-on-one with the child
- After using the words “tooth” and “teeth” correctly, some children begin saying “tooths” and “teeths.” This usage results from
 - paralanguage
 - language production difficulty
 - overgeneralization
 - poor listening skills
- ▲ ○ □ ▲ ○ □

A 5 year old is given the sequence of shapes above and asked to continue the pattern. The student adds the following:

□ ▲

Which of the following questions or statements would it be most appropriate for the teacher to pose at this point?

 - “That is not right. Would you like to try again?”
 - “Can you tell me why you added those two shapes?”
 - “There are three parts to the pattern. Do you see them?”
 - “Let me show you how to continue the pattern.”

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6. Which of the following teacher actions would best support the development of literacy skills in the early elementary classroom?
- (A) Using a commercially developed language arts curriculum aligned with national standards
 - (B) Creating attractive bulletin boards using commercially prepared materials
 - (C) Teaching phonics, decoding, and word-recognition skills using work sheets
 - (D) Providing children with motivating reading and writing materials and assignments
7. Which of the following strategies will best foster multiculturalism in the classroom?
- (A) Playing a variety of music from different cultures
 - (B) Providing foods from various countries in the role-play area
 - (C) Inviting families to share their customs with the class
 - (D) Hanging travel posters from various countries in the classroom
8. Aveyon took some of Jessica's clay to use in the garlic press. When Jessica started to cry and said she wanted it back, Aveyon embraced Jessica and handed her both the clay and the garlic press. Aveyon then took play dough and cookie cutters from the shelf to use.

The interaction described above suggests that teachers in this classroom are

- (A) serving as role models and guides in helping children solve problems on their own
- (B) permitting crying as a healthy way to solve problems
- (C) encouraging children to seek help from adults in resolving conflicts
- (D) maintaining strict rules for controlling inappropriate behavior

9. The portfolio a teacher keeps on each child in a class for assessment purposes needs to include all of the following EXCEPT
- (A) dated work samples accompanied by teacher commentary
 - (B) anecdotal records and records of systematic observations
 - (C) checklists, rating scales, and screening inventories
 - (D) weekly classroom lesson plans and curriculum goals
10. Kate and Marc are working in the art center making a bird using paper-towel rolls, Styrofoam, feathers, sequins, scissors, scraps of material, and glue. The children are engaged in which type of play?
- (A) Dramatic
 - (B) Constructive
 - (C) Exploratory
 - (D) Parallel

Answers

1. C is the correct response. The message quietly and graciously communicates to Jimmy and his mother his ability to function independently. Choices A, B, and D are impolite and offer no encouragement to Jimmy or his mother.
2. B is the correct response; the teacher violates the confidentiality of students by providing names and addresses to an outside organization. C and D are appropriate actions that ensure the safety of students and the integrity of the profession. While a teacher may hold opinions that differ from those adopted by the educational community to which he or she belongs, it is considered unprofessional to undermine a program by imposing one's personal beliefs in a public forum; therefore, choice A is incorrect.
3. C is the correct response. The intent of inclusion is for students to be placed in the least restrictive educational placement. The IDEA mandates that students with disabilities be placed in the same educational program that they would have attended had they not had special needs.
4. C is the correct response. A vital link in learning occurs when a child learns a new concept associated with the structure of the language he or she speaks and applies it to similar language situations. However, sometimes a child does not understand there are exceptions to a rule and overgeneralizes, as in this case.
5. B is the correct response. The child may see a pattern the teacher does not see and should therefore be asked to explain his or her thinking before the response is judged.
6. D is the correct answer. Research has found that providing students with varied opportunities to engage in the reading and writing process stimulates their motivation and

advances their reading skills. Teaching phonics skills in isolation using work sheets may teach letter-sound relationships, but not the literacy skills of reading and writing. There is little indication that commercial curriculums and commercially produced classroom materials help students learn to read.

7. Because young children construct their cultural identities primarily in relation to their own family, the instructional approach that is likely to be most effective is choice C. Simply providing multicultural materials will not accomplish this goal.

8. A is the correct response. Promoting pro-social behavior and interpersonal problem-solving skills are two important concerns of the elementary school teacher. Research has found that teachers who model prosocial and generative behavior typically have classrooms in which students internalize and adopt prosocial and empathetic behaviors.

9. D is the correct answer. Choices A, B, and C are types of items that may be found in a portfolio kept to assess student progress. Weekly lesson plans and curriculum goals are items that do not need to be in such a portfolio.

10. B is the correct answer; the students are constructing a bird sculpture. Because Kate and Mark have a goal in mind and are using the materials to create a specific structure, it would be incorrect to characterize their behavior as simply exploratory play (option C). Additionally, as the two are working together with a shared focus, this would not be considered parallel play (option D). Dramatic play (option A) may occur after the students have completed their project but is not described in the given scenario.

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This section presents sample questions and constructed-response samples along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home,

edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses.

Sample Question: Curriculum and Instruction

Readers will assign scores based on the following scoring guide.

SCORING GUIDE

3

The response is successful in the following ways:

- All parts of the exercise are answered fully and accurately.
- The response demonstrates a strong knowledge of subject matter relevant to the question.
- The suggestions/descriptions are varied, insightful, developmentally appropriate, and clearly connected to the theme and subject area.

2

The response demonstrates some understanding of the topic but may show unevenness in the evidence in one or more of the following ways:

- Some parts of the question are not answered appropriately; the response may be missing no more than one item.
- The response may demonstrate only superficial knowledge of the subject matter relevant to the question.
- The suggestions/descriptions are somewhat developmentally appropriate and connected, but not as closely connected as in a score of 3.

1

The response is seriously flawed in one or more of the following ways:

- Most parts of the question are not answered adequately, and the response is missing more than one item.
- The response demonstrates a weak understanding of the subject matter, is not age appropriate, or is unrealistic.
- The suggestions/descriptions are trivial, loosely connected, partial, or missing.

0

- Blank, off-topic, or totally incorrect response
- Does nothing more than restate the question or some phrases from the question
- Demonstrates severely limited understanding of the topic

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Sample Question

You are planning an integrated unit on weather for the diverse learners in your kindergarten class.

Describe one developmentally appropriate, weather-related activity that integrates the following disciplines:

- Science
- Language arts
- Math

Discuss the conceptual understanding that the activity will address in each content area.

Sample Response That Received a Score of 1:

Math

- 1) Compare the number of cold days in the month of November for different states.
- 2) Measure rainwater.

Science

- 1) Research how the weather in your area determines what kind of animals live in your area.
- 2) Do a 1–2 page report on some animals that match your weather area and climate.

This response earns a score of 1 for several reasons. While the answer is on topic, one problem with this response is that the activities are not developmentally appropriate. It is unlikely that a group of kindergarten children will draft two-page reports and concentrate on research. Additionally, the response does not reflect true crosscurricular teaching; the subject of weather is looked at discretely in different disciplines, but no one activity demands that students utilize or reinforce their conceptual abilities in different subject areas.

Sample Response That Received a Score of 3:

During the month of April I would have students work on a unit about rain. I might share with students the saying, “April showers bring May flowers,” and have the students learn about the water cycle and predict whether we will have more rain in April than we had in March. This information I could find from the local weather bureau.

To introduce students to the scientific process, I would ask them to make a reasonable guess, or hypothesis, about the number of rainy days we would have in April. They would write down their hypotheses. Then the class would create a large calendar and each day we would chart whether we had experienced rain or not. By the end of the month, we would have enough information to create a bar graph, mathematically representing the number of days it rained in March and in April and the number of days it did not rain in March and in April. By creating such a bar graph, students would be developing skills in counting and comparing, using “less than” and “greater than,” measurement related to the calendar, and graphing literacy. During the month, I would ask students to draw a picture showing the water cycle and to write about the scientific and mathematical processes used to gather, represent and display the data. The students would use their writing and expressive skills to explain to their parents and/or classroom visitors the purpose and process of this investigation.

This response earns a score of 3. The activities associated with the month-long activity of charting rainfall are appropriate for this age-group. Additionally, this writer demonstrates a sophisticated approach to curriculum integration: that is, students use language arts and mathematical skills to represent and interpret scientifically gathered data.

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Sample Question: Diversity

Readers will assign scores based on the following scoring guide.

SCORING GUIDE

3

The response is successful in the following ways:

- All parts of the exercise are answered fully and accurately.
- The response demonstrates a strong knowledge of subject matter relevant to the question.
- The response is complete, insightful, developmentally appropriate, and substantive.
- The use of an assistant/aide is not proposed as an accommodation.

2

The response demonstrates some understanding of the topic, but may show unevenness in the evidence in one or more of the following ways:

- Some parts of the question are not answered appropriately.
- The response may demonstrate only superficial knowledge of the subject matter relevant to the question.
- The response is only somewhat developmentally appropriate.
- The explanation is appropriate, but not as fully developed as in a score of 3.
- The use of an assistant/aide is not proposed as an accommodation.

1

The response is seriously flawed in one or more of the following ways:

- Most parts of the question are not answered adequately.
- The response demonstrates weak understanding of the subject matter.
- The description is sketchy, inappropriate, or trivial.
- The explanation is ineffective, loosely connected, partial, or missing.

0

- Blank, off-topic, or totally incorrect response
- Does nothing more than restate the question or some phrases from the question
- Demonstrates severely limited understanding of the topic

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Sample Question

Part A:

Dylan is a child in your second-grade class who has a physical handicap that requires the use of a wheelchair.

Describe TWO teacher-initiated adaptations or accommodations that will help Dylan continue to learn. (These adaptations/accommodations cannot include having a teacher's assistant/aide.)

Part B:

Explain how each adaptation or accommodation described in Part A will benefit this child.

Sample Response That Received a Score of 1:

- (A) Adaptation = allowing child in wheelchair to sit at a desk (table) with everyone else . . . or at back of classroom so desk can hold computer/other needed technology
- (B) This will allow least restricted environment . . . every child at desk (this child with technology will enable more learning to be similar to others (typing things as students write)

This response earned a 1 because the candidate fails to show how seating Dylan at a desk with his classmates ensures that the child is placed in the least restrictive environment appropriate for his education. Additionally, the one modification suggested, the use of technology such as a computer, may not be appropriate for this child. Dylan is a child who does not have functional use of his legs; this does not necessarily mean that he does not have control of his arms and hands. Providing Dylan with a computer at this age may impede the development of his fine motor coordination vis-à-vis writing.

Sample Response That Received a Score of 3:

As the teacher, the first thing that I would do is be sure the room was organized and laid out so that the child has easy access to all needed materials. I would be sure that there was plenty of space for the child to easily wheel him/herself around the room. I would also be sure that materials that the children use on a daily or frequent basis were kept on the child's level so that he would have access to the materials also. I would make sure that the room is organized and free of clutter and obstacles that may hinder the child's movement around the room. I would also be sure that the child's desk was not near a busy part of the room so that the other students were not always having to ask Dylan to be let by or disrupting Dylan from his work.

This response earns a 3 because the candidate demonstrates the ability to predict the needs of a student in a wheelchair. The teacher sets up the classroom so that Dylan will not only be able to access necessary materials easily, but he will also be able to move autonomously and independently in the environment, a key element in fostering a child's sense of industry.