



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

93 Professional Knowledge—Early Childhood

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

Copyright © 2006 by National Evaluation Systems, Inc. (NES®)

"AEPA," "Arizona Educator Proficiency Assessments," and the "AEPA" logo are registered trademarks of the Arizona Department of Education and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™



TABLE OF CONTENTS

Field 93: Professional Knowledge—Early Childhood

PART 1: GENERAL INFORMATION ABOUT THE AEPA® AND TEST PREPARATION

AN OVERVIEW OF THE AEPA.....	1-1
Test Development Process	
Characteristics of the AEPA	
Test Administration	
How AEPA Test Scores Are Computed and Reported	
HOW TO PREPARE FOR THE TESTS	1-3
Study the Test Objectives	
Focus Your Studies	
Identify Resources	
Develop Study Techniques	
Answer the Practice Questions	
Review the Sample Answer Sheet and Written Response Booklet	
Test Directions	
Sample Answer Sheet	
Sample Written Response Booklet	
WHAT TO EXPECT THE DAY OF THE TEST	1-12
The Morning of the Administration	
At the Test Site	
SAMPLE TEST OBJECTIVES AND QUESTIONS	1-13
Organization of the Test Objectives	
Question Formats and Strategies	
Selected-Response-Question Formats	
Performance Assignment Formats	
Evaluation of the Sample Written Performance Assignment Response	

PART 2: FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
TEST OBJECTIVES	2-2
PRACTICE QUESTIONS	2-8
ANSWER KEY	2-53
PREPARATION RESOURCES	2-58

STUDY GUIDE ORDER FORM



PART 1: GENERAL INFORMATION ABOUT THE AEPA® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 93: Professional Knowledge—Early Childhood

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of 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 strength or weakness or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

Preparation resources. The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Professional Knowledge—Early Childhood test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

TEST OBJECTIVES

Field 93: Professional Knowledge—Early Childhood

SUBAREAS:

1. Foundations of Early Childhood Education
2. Promoting Child Development and Learning
3. Child Guidance and Inclusive Learning Communities
4. Family and Community Relationships

FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

- 0001 Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession’s code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.**

For example: demonstrating familiarity with the historical, philosophical, and social foundations of the early childhood profession and understanding how these foundations influence current thought and practice in early childhood education; applying knowledge of basic principles related to the administration, organization, operation, and evaluation of early childhood programs; demonstrating knowledge of the profession’s code of ethical conduct, recognizing the importance of commitment to this code, and knowing how to incorporate the code into professional practice; identifying current issues and trends in early childhood education and recognizing their significance for practitioners in the field; demonstrating knowledge of state and national standards relating to early childhood programs; and recognizing ways in which local, state, and national regulations (e.g., licensing, accreditation, health and safety requirements) influence early childhood programs and the work environments of early childhood educators.

- 0002 Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.**

For example: understanding the roles and responsibilities of early childhood educators in various contexts (e.g., promoting children’s learning and well-being; advocating for children and families; serving as a bridge to link schools, families, and the community); understanding the importance of ongoing professional development and how professional development opportunities and personal reflection enhance educators’ effectiveness; recognizing the responsibilities and requirements associated with the development and implementation of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs); demonstrating knowledge of laws related to children’s rights in various situations (e.g., in relation to due process, discrimination, confidentiality, discipline, privacy); demonstrating knowledge of early childhood educators’ rights and responsibilities in various situations (e.g., in relation to children with disabilities or children who may be experiencing abuse); demonstrating knowledge of parents’/guardians’ rights and responsibilities in various situations (e.g., in relation to a child’s records, school attendance); demonstrating knowledge of the roles and responsibilities of different individuals and departments within the education system in Arizona; and identifying legal and ethical guidelines in various contexts relevant to early childhood education.

0003 Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.

For example: demonstrating knowledge of theories and processes related to young children's learning (e.g., how children construct and assimilate knowledge and develop and express new skills); recognizing how the diverse developmental characteristics of young children affect learning; analyzing the role of play in young children's learning; analyzing how various factors (e.g., peer and adult interactions; home, community, and school environments; varied thinking and learning styles) influence young children's learning; demonstrating knowledge of how to identify and build on young children's prior knowledge and emerging interests and abilities; identifying developmentally and culturally appropriate practices for promoting children's independent thinking and learning and motivation to learn (e.g., promoting the development of critical-thinking, decision-making, and problem-solving skills; encouraging children to pursue topics of personal interest); recognizing strategies for facilitating children's learning in varied contexts (e.g., by relating new information to current skills and understandings, demonstrating the relevance of new learning to children's lives and interests); and identifying strategies for encouraging children's development of dispositions that support learning (e.g., risk taking, enjoyment of learning, perseverance, curiosity).

PROMOTING CHILD DEVELOPMENT AND LEARNING**0004 Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children's active exploration and learning.**

For example: demonstrating knowledge of how to create safe, nurturing learning environments that are responsive to children's differences (e.g., cultural, language, family, gender, learning style) and that promote children's sense of achievement and competence; demonstrating knowledge of how to respect children's rights and treat children with dignity; demonstrating knowledge of appropriate and engaging learning environments for children of different ages (e.g., infants and toddlers, preschool and kindergarten, primary grades); identifying procedures for establishing learning environments that emphasize collaborative and supportive interactions, respect for diversity and individuality, and active engagement in learning; recognizing factors to consider in organizing the physical environment (e.g., accessibility, adequacy of space) and strategies for creating indoor and outdoor environments that encourage children's initiative, active involvement, construction of knowledge, and sense of autonomy; demonstrating knowledge of appropriate schedules and routines for young children (e.g., balancing different types of activities; planning for transitions; providing large blocks of time for play, projects, and learning centers); analyzing the effective and appropriate use of time, space, materials, and equipment in early childhood programs; and recognizing materials and equipment that encourage young children's play, active exploration, cooperation, and learning.

0005 Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.

For example: recognizing the role of various factors (e.g., developmental continuum, children’s characteristics and prior knowledge, learning standards, available time and resources) in planning learning goals and experiences for young children; demonstrating knowledge of issues and considerations in planning learning experiences for children of different ages (i.e., infants and toddlers, preschool and kindergarten, and primary grades); demonstrating knowledge of criteria for evaluating learning goals and objectives for young children (e.g., alignment with state and local standards; age-appropriateness; responsiveness to children’s backgrounds, needs, and interests); knowing how to use assessment to analyze children’s strengths and needs and guide planning for individuals and groups; recognizing components of effective instructional planning for young children (e.g., including ample time for play, planning blocks of time for children to persist at self-selected activities, providing children with opportunities to explore content from integrated and varied perspectives); demonstrating knowledge of procedures for integrating curriculum; knowing how to evaluate the appropriateness of given activities and resources (e.g., manipulatives, technological tools) for addressing particular learning goals and needs; and demonstrating knowledge of strategies for collaborating with others (e.g., children, families, community members, other professionals) to plan learning goals and experiences for young children.

0006 Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.

For example: demonstrating knowledge of various types of developmentally and culturally appropriate learning experiences (e.g., play, individual exploration, small-group projects, open-ended questioning, group discussion, learning centers, inquiry experiences); recognizing learning experiences that are appropriate for children of different ages (i.e., infants and toddlers, preschool and kindergarten, and primary grades); analyzing ways in which individual characteristics (e.g., culture, language, learning style) may affect children’s responsiveness to and ability to benefit from different types of learning experiences; recognizing effective learning experiences for achieving given purposes (e.g., acquiring skills and concepts, promoting social competence, developing intellectual curiosity, solving problems) and for meeting the needs of individual children, including those with varied backgrounds and needs; knowing how to adjust and scaffold learning experiences in response to feedback from children; recognizing various teacher roles (e.g., facilitator, mentor, guide, role model, responder, instructor) and their use in addressing specified goals (e.g., creating a climate of trust and respect, promoting engagement in learning, encouraging independent thinking and learning); applying knowledge of effective communication techniques that are sensitive to children’s language and culture; applying knowledge of materials and resources, including technology, used to support children’s learning; and understanding the benefits of integrated learning and methods for providing developmentally and culturally appropriate learning experiences.

0007 Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.

For example: demonstrating knowledge of the characteristics, uses, advantages, and limitations of different types of informal and formal assessments (e.g., teacher observation, checklists, portfolios, documentation panels, student self-assessment, parent/guardian interviews, screening tools, standardized tests); identifying developmentally and culturally appropriate assessment methods for given purposes; analyzing the influence of cultural and linguistic differences in selecting appropriate assessment methods and interpreting assessment results; recognizing the role of families in children’s assessment and identifying effective ways to involve families in the assessment process; recognizing the importance of gathering assessment data from multiple sources to make educational decisions; demonstrating knowledge of how to conduct developmental assessments; using measurement principles and assessment concepts (e.g., validity, reliability, bias) to determine the appropriateness of a formal or informal assessment instrument in a given situation; applying skills for interpreting assessment results and using results to plan and modify instruction and to make educational decisions; and identifying effective strategies for sharing information about the purposes, methods, and outcomes of assessments with children and parents/guardians.

CHILD GUIDANCE AND INCLUSIVE LEARNING COMMUNITIES

0008 Understand positive guidance and socialization strategies that support young children’s development and learning.

For example: recognizing relationships between young children’s social and emotional development and learning; demonstrating knowledge of individual and group guidance and problem-solving techniques that promote positive relationships, encourage interpersonal problem solving and conflict resolution, and develop self-discipline and self-esteem; analyzing factors to consider in identifying appropriate guidance and socialization strategies, including children’s cultural backgrounds, personal characteristics, and family beliefs and practices; demonstrating knowledge of effective and appropriate individual and group management strategies; identifying strategies for establishing and maintaining appropriate standards of behavior; recognizing teacher strategies and behaviors that promote children’s independence, confidence, self-motivation, and self-efficacy; demonstrating knowledge of how to help children acquire skills and behaviors for developing friendships; identifying strategies to help children learn to deal effectively with their emotions; and understanding and analyzing the role of the teacher’s own values and perspectives in influencing guidance and socialization.

0009 Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.

For example: applying knowledge of strategies for working effectively with children from a variety of cultural backgrounds, children from various socioeconomic circumstances, children of both genders, children with diverse linguistic backgrounds, children from a variety of geographical contexts (e.g., urban, rural, reservation, international), and children whose home situations involve a variety of family arrangements and lifestyles; demonstrating awareness of cultural differences (e.g., values, practices) and their significance in early childhood programs; understanding types of exceptionalities and their implications for learning and development; identifying resources to address individuals’ special needs; demonstrating knowledge of strategies to ensure that all children participate to the greatest extent possible in learning activities and experiences in the early childhood program; and demonstrating knowledge of strategies for promoting children’s understanding and appreciation of diversity and for using the diversity that exists in the learning environment and the community to enhance all children’s learning.

FAMILY AND COMMUNITY RELATIONSHIPS

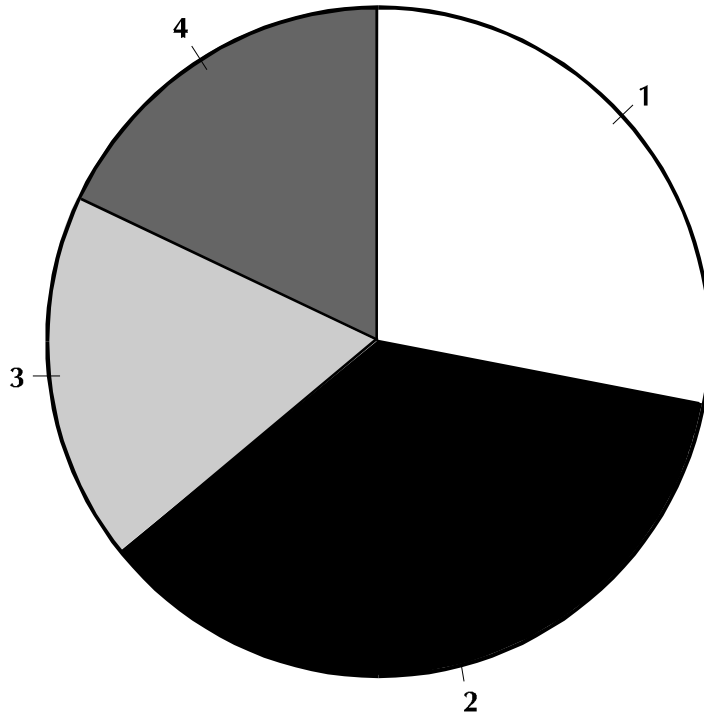
0010 Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.

For example: recognizing the important role of the family as the child’s first teacher; demonstrating knowledge of how to create a safe and welcoming environment for families in early childhood programs, including families with diverse backgrounds; recognizing strategies for encouraging families’ active engagement in their children’s education; applying knowledge of family-centered skills and strategies for promoting effective, ongoing communication and collaboration between early childhood educators and families; identifying skills and strategies for working effectively with and demonstrating respect for families from linguistically, culturally, and socioeconomically diverse backgrounds; applying knowledge of how to solicit and respond to family concerns about their children and incorporate families’ goals for their children into children’s educational programs; recognizing ways in which positive and negative factors in the home may influence children and other family members; and demonstrating knowledge of the complexity and dynamics of family systems and how to use knowledge of family systems to respond sensitively and effectively to individual children.

0011 Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.

For example: identifying strategies for initiating and sustaining effective communication with families; demonstrating knowledge of how to put systems and procedures in place to ensure effective communication with all families; demonstrating knowledge of ways to work collaboratively with families to solve problems and make decisions related to their children’s programs; demonstrating knowledge of how to provide information, support, and referrals to families; demonstrating knowledge of how to encourage family engagement in the life of the school, including collaboration in developing programs, policies, and curricula; recognizing the roles of professionals who provide related services for young children and their families; applying knowledge of strategies for collaborating with colleagues and other professionals to respond to children’s needs and to enhance the learning environment; identifying strategies for involving community members in contributing to the learning environment and for using other community resources (e.g., cultural institutions, social agencies) to enhance teaching and learning; and applying knowledge of skills and strategies for initiating and sustaining positive, respectful, and productive relationships with families, community agencies, and other professionals to meet the needs of all children.

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. Foundations of Early Childhood Education	28%
2. Promoting Child Development and Learning	36%
3. Child Guidance and Inclusive Learning Communities	18%
4. Family and Community Relationships	18%

PRACTICE QUESTIONS

Field 93: Professional Knowledge—Early Childhood

1. In recent years, the concept of "readiness" as applied to young children who are just entering early childhood programs has been extended specifically to include:
 - A. the readiness of the executive, legislative, and judicial branches of the federal government to intervene when all children are not educated equally.
 - B. the readiness of teacher preparation programs to ensure that training for early childhood educators reflects the actual needs of children.
 - C. the readiness of schools, families, and communities to create the conditions necessary for children's success.
 - D. the readiness of state legislatures to make a commitment to treat early childhood education as a funding priority.
2. The parents of a three year old express concern to the teacher that their child, Anna, came home the previous day with scratches inflicted by Nicole, another child in the class. Which of the following responses by the teacher would most likely be considered *unethical*?
 - A. commenting that Anna and Nicole seem to be having trouble getting along these days
 - B. asking probing questions to elicit more information about the parents' perception of the incident
 - C. speculating whether Anna may have said or done something to provoke Nicole
 - D. suggesting that Nicole's behavior may be related to problems her family is currently experiencing

3. One current trend in early childhood education is an increasing emphasis on four core components: early childhood education, parent education, adult literacy, and interactive family literacy. Which of the following approaches or programs is explicitly based on these four components?
- A. Even Start
 - B. Montessori
 - C. High/Scope
 - D. Reggio Emilia
4. In the United States in the second half of the twentieth century, the demand for early childhood education programs grew significantly. Which of the following factors was most responsible for this development?
- A. a trend toward having more children among families in all demographic groups
 - B. an increasingly educated public's recognition of the need for early intervention for young children with disabilities
 - C. a substantial increase in the number of two-earner and single-parent families
 - D. a perception among American parents that they need assistance with their parenting skills
5. One of the most significant contributions Friedrich Wilhelm Froebel made to the field of early childhood education was his development of:
- A. a program in which young children learn about themselves and the nature of the world through play.
 - B. the theory that the child's mind is a "blank slate" on which the child's experiences are written.
 - C. a curriculum that emphasizes the acquisition of practical skills through "real-world" projects and activities.
 - D. the theory that young children's behavior consists primarily of responses to positive and negative reinforcers.

6. An early childhood program is located in an area with a high teenage pregnancy rate. Which of the following services would be especially important for the program to offer to the families of the children enrolled?
- A. free access to the school's collection of child psychology books
 - B. remedial academic courses
 - C. a swap shop of infants' clothing and equipment
 - D. parenting workshops
7. Which of the following statements best captures the philosophy of *developmentally appropriate curriculum*?
- A. Early childhood education programs should be unstructured, non-goal-oriented, and largely free of adult intervention other than the provision of materials and the assurance of children's well-being.
 - B. Early childhood education programs should focus exclusively on young children's social, emotional, and physical development and avoid activities related to the academic content areas.
 - C. Early childhood education programs should be designed to be holistic, individualized, affirming of student initiative and choice, and supportive of learning through hands-on activities and play.
 - D. Early childhood education programs should place implicit trust in young children's instinctive recognition of their own learning needs in all domains and in how best to meet them.

8. The parents/guardians of a third grader ask to have a statement by the child's current teacher removed from their child's permanent file because they believe it is inaccurate. If school officials deny this request, the school must inform the parents/guardians that they have a right to:
- A. have the file officially sealed until the two parties resolve the issue.
 - B. stipulate that access to the disputed statement be limited solely to school administrators.
 - C. have their complaint investigated by a hearing officer.
 - D. require the school to transfer their child to another teacher's classroom until the dispute is resolved.
9. The parents of seven-month-old Eric explain to Ms. Whitestone, his early childhood caregiver, that the family pediatrician has suggested a strict daily eating and sleeping schedule for him. Ms. Whitestone is careful to follow the prescribed schedule, but after several weeks she observes that Eric sometimes has difficulty going to sleep at the designated time and often becomes cranky and hungry a half hour before his scheduled feeding time. Which of the following is Ms. Whitestone's primary responsibility in this situation?
- A. adjusting the schedule and monitoring Eric's behavior for changes of any kind
 - B. documenting Eric's behavior while continuing to follow the prescribed schedule
 - C. describing her observations to Eric's parents and discussing the possibility of adjusting the schedule
 - D. contacting Eric's pediatrician to ask for advice on implementing the schedule more effectively

10. A first-grade teacher is concerned about a student whose appearance and behavior suggest that he may be being physically abused at home. According to federal and Arizona state law, the teacher is legally required to immediately:
- A. schedule a meeting with the child's parents/guardians to voice her concerns and ask for an explanation.
 - B. report her suspicions in compliance with state and tribal laws and requirements.
 - C. begin documenting her observations in an effort to evaluate the validity of her concerns.
 - D. conduct a private interview with the child in an attempt to confirm or dispel her suspicions.
11. In accordance with the Family Educational Rights and Privacy Act (FERPA), in which of the following situations must the request to see a student's records be granted?
- A. The parents of a student with special needs question their child's placement for the upcoming year and ask to review his or her educational records.
 - B. A classroom volunteer who often works with a specific student asks to review the student's educational records in an effort to increase his or her effectiveness with the student.
 - C. A teacher who may have a student with special needs in her upcoming class in the fall asks to review the student's records to gain an understanding of the student's needs.
 - D. The legal guardian of a student who has been bullied by two other students asks to view the other students' records in an effort to understand their behavior.

12. At the beginning of the school year, Mr. Benally learns that Kayla, a student with special needs, will be in his class. Mr. Benally meets with the special education teacher to review the goals in Kayla's Individualized Education Program (IEP). Which of the following best describes Mr. Benally's responsibilities with regard to Kayla's IEP goals?
- A. choosing and prioritizing Kayla's IEP goals for instructional planning
 - B. incorporating Kayla's IEP goals into classroom activities across the curriculum
 - C. setting up a reward system to use whenever Kayla attains an IEP goal
 - D. providing information on which of Kayla's IEP goals need modification to correspond to classroom goals
13. A new teacher notices a child removing food from the snack table and hiding it in his backpack when he thinks no one is looking. When the teacher speaks privately with the child about this behavior, the child says that sometimes they don't have much to eat at his house because his father lost his job. Which of the following would be the most appropriate initial response for the teacher to take?
- A. speaking to the family about relevant community services and supporting them in the process of obtaining any necessary assistance
 - B. contacting the Office of Child Protective Services to report the child's family on suspicion of neglect
 - C. proposing at the next faculty meeting that the school organize a series of fundraisers to assist families who are in need
 - D. finding ways to discreetly supplement the amount of food the child takes home in his backpack

14. Which of the following expresses the primary reason that early childhood professionals are required to participate in ongoing professional development activities?
- A. There is a direct correlation between participation in teacher training activities and higher student scores on standardized achievement tests.
 - B. Knowledge of the latest educational research and teaching methods promotes increased teacher effectiveness in the classroom.
 - C. Participating in periodic opportunities to compare experiences outside of the classroom decreases teacher burnout.
 - D. Many new teachers fail to recognize how further training will build on the foundation provided by their teacher preparation program.
15. A teacher decides to become a member of a professional organization for early childhood educators. Which of the following is likely to represent the most significant benefit of membership in such an organization?
- A. greater access to Web sites on which early childhood educators post lesson plans, thematic units, and other resources for educators
 - B. expanded opportunities to take part in support networks and idea sharing with other educators in the field
 - C. greater access to reviews of books, software, and other resources for early childhood educators and classrooms
 - D. expanded opportunities to meet pre-eminent theorists and researchers in the field of early childhood education

16. The children in a primary classroom arrive at school one morning talking excitedly about a powerful thunderstorm that struck the area the previous evening. The teacher's best initial response for taking advantage of the children's interest in the storm would be to:
- A. give the children a longer time than usual to talk among themselves before starting the day's activities.
 - B. encourage the children to visit the school library that day to look for books on thunderstorms.
 - C. begin the day with a discussion of the children's personal experiences and observations about the storm.
 - D. plan to use that afternoon's science period to explain how thunderstorms are formed.
17. According to Lev Vygotsky's theory of learning, young children build new competencies primarily in response to:
- A. interpersonal interactions with individuals who are more knowledgeable than they.
 - B. a desire to conform to the values and expectations of their society.
 - C. the need to adapt their thinking when new information conflicts with previously held notions.
 - D. repeated activities at their current level of independent performance.
18. At the beginning of individual exploration time, a preschool teacher first shows the children several activities and centers in which they can play. She then calls on the children individually to choose where they will begin playing. Three-year-old David often has difficulty deciding where he would like to play and becomes upset. The teacher could best foster David's decision-making skills in this situation by:
- A. letting him choose his activity after all the other children have made their selections.
 - B. establishing a fairly short time limit for making a choice and then guiding him to a center selected by the teacher.
 - C. meeting with him beforehand to help him make a choice based on the specific aspects of each activity available that morning.
 - D. asking him to choose a friend to follow for the day and to go to the center the friend selects.

19. A teacher is watching two-year-old Maria as she begins to play with a circus set. Maria holds up a toy elephant and says to herself, "doggie." She then holds up a lion and repeats, "doggie." She continues this pattern with several other animals. Which of the following conclusions would be most appropriate for Maria's teacher to make based on this observation?
- A. Maria is not perceiving any differences among these animals.
 - B. Maria is making a type of generalization common at her age.
 - C. Maria requires additional language stimulation.
 - D. Maria is using play to express a personal preference.
20. Sean arrives at preschool one morning carrying a packet of seeds. He enthusiastically tells his teacher how he has been helping his father in the garden. During circle time, Sean shows the packet of seeds to the other children and talks about the planting process and the vegetables that will grow from the seeds. Which of the following would likely be the most effective way for the teacher to expand on the information Sean has provided to the class?
- A. asking Sean to bring in some vegetables once they are fully grown so the other children can see the end result
 - B. urging the other children to ask Sean more questions about planting and growing vegetables
 - C. asking Sean to open the packet of seeds and pour them onto a table so the children can see what they look like
 - D. bringing in dirt, containers, and vegetable seeds the following day for the children to plant and tend

21. In preparation for an upcoming field trip, Mr. Huynh meets with his third-grade students to develop rules for the trip. After the class has brainstormed a set of rules, Mr. Huynh asks them to help him prioritize the list and explain their thinking. Involving students in prioritizing the list would primarily foster which of the following thinking processes?
- A. applying metacognitive skills in regard to a specific mental task
 - B. making reasonable predictions based on the available information
 - C. using careful observation to deduce cause-and-effect relationships
 - D. identifying key criteria in order to draw logical conclusions
22. As a kindergarten teacher makes her plans for the upcoming school year, she intends to take advantage of a wide variety of resources in the community. For example, in conjunction with a unit on "Community Helpers," she will arrange a trip to the fire station. Likewise, for a unit on "The Foods We Eat," the class will visit a local farmers' market. Such activities are especially important in an early childhood program because they:
- A. provide children with direct personal experiences that promote conceptual understanding.
 - B. foster the children's awareness and appreciation of the resources in their own community.
 - C. motivate local citizens to reflect on how to support school programs for the children in their community.
 - D. prompt the children to recognize the relevance of school to themselves and their families.

23. Use the information below to answer the question that follows.

Mr. Cho occasionally uses participation charts to record where his preschool students are at given times during the school day. The small portion of a chart below shows the locations of five children on a Monday morning between 9:00 and 10:00.

Monday	9:00	9:15	9:30	9:45	10:00
Tómas	D	D	C	A	E
Alex	E	E	E	B	B
Davinda	D	F	G	E	C
Luan	G	A	A	F	F
Tansy	A	A	F	F	F

Key: A = art E = large motor
 B = blocks F = language arts
 C = bathroom G = science center
 D = dramatic play H = math center

Using such a chart over the course of a week or two would best help Mr. Cho identify which of the following?

- A. centers that may need rearranging or rethinking to attract more interest
- B. individuals who may not be taking responsibility for clean-up in the various centers
- C. centers that may need to be more widely separated from each other
- D. individuals who may not understand how to work with the materials in a given center

24. A teacher wishes to create an overall atmosphere of calm and serenity in the infant room. Which of the following practices would be likely to make the most significant contribution in this regard?
- A. having all infants in the room follow the same schedule for feeding and nap times each day
 - B. routinely playing classical music or lullabies at a low volume
 - C. providing a pacifier for each individual infant to use at nap times and when he or she is upset
 - D. keeping the lights in the room dimmed for most of the day
25. An early childhood teacher uses the sand table to involve students in various types of learning activities. In the past week, the teacher has supplied many props (e.g., sifters, sieves, small toys) and has been providing dry and wet sand on alternate days. As the children play with the sand, the teacher watches and occasionally comments on what different children are doing or encourages individual involvement. Which of the following best describes the approach the teacher is using to promote learning?
- A. engaging the children in problem-solving activities
 - B. offering direct instruction to achieve specific goals
 - C. involving the children in guided-discovery experiences
 - D. providing opportunities for exploratory play
26. The children in a class of three year olds typically arrive between 7:45 and 8:15 in the morning. After greeting each child by name, the teacher could best facilitate each child's transition into the classroom by:
- A. reading a story to the class as children continue to arrive.
 - B. allowing children to self-select from a variety of activities, such as puzzles or play dough.
 - C. having children deposit their things at their cubbies and then sit down on the circle rug.
 - D. helping children form small groups and participate in role-playing in the drama center.

27. Before the beginning of the school year, a new first-grade teacher is reflecting on how best to manage transitions. Which of the following ideas about transition would best guide the teacher's planning?
- A. Transition tasks should be treated as somewhat tedious but necessary chores to be performed as quickly as possible.
 - B. Transition times should be thought of as unstructured opportunities for children to demonstrate independent initiative and self-direction.
 - C. Transition tasks should be designed primarily to keep the children occupied during potentially chaotic interludes.
 - D. Transition times should be considered essential parts of the curriculum that provide opportunities for learning.
28. A teacher wishes to modify an infant room to better support the gross-motor needs of children who are making the transition from the crawling stage to the prewalking stage. The teacher could best accomplish this goal by:
- A. arranging tables, chairs, and play equipment around the room so that children can easily reach one object while holding on to another.
 - B. creating a small obstacle course using blocks, pillows, and toys through which the children can maneuver.
 - C. creating a matted area with soft, sturdy materials that children can use to pull themselves erect and support themselves.
 - D. placing favorite items on shelves at just the right height to allow most children to reach them from a standing position.

29. An early childhood teacher wishes to set up a center that will foster active exploration by four-year-old children. Which of the following centers would be most appropriate for this purpose?
- A. a construction center with a metal erector set accompanied by simple diagrams for making specific structures
 - B. a manipulatives table with various sets of multicolored nesting cubes for children to order according to size
 - C. a writing center with basic sight words written on index cards and lined paper, pens, and pencils for copying the words
 - D. a water table with various objects that sink and float and simple picture charts the children can use to record their findings
30. In the upcoming school year, a preschool teacher plans to make sociodramatic play an important feature of the program. This decision would be especially appropriate for children of this age because such play:
- A. encourages cooperation and communication.
 - B. promotes individuals' awareness of their own strengths and needs.
 - C. fosters self-help/adaptive skills.
 - D. provides practice in working toward a common goal.
31. At the beginning of the school year, a third-grade teacher is scheduling the class's annual spring field trip. Which of the following questions would be most important for the teacher to ask when deciding where to go for the field trip?
- A. Which of the possible field trips would offer students the greatest range of hands-on activities?
 - B. What field trip destination would best support important curriculum content or themes?
 - C. Which of the possible field trips would require the least amount of preparation and student monitoring?
 - D. What field trip destination would provide most or all of the students with an entirely new experience?

32. At the beginning of the school year, the level of exposure to printed materials varies greatly among the children in Ms. Begay's kindergarten class. In this situation, which of the following would be Ms. Begay's best strategy for promoting all of the children's literacy development?
- A. sending families a series of letters that offer tips on fostering early literacy, beginning with concepts about print and moving on to more advanced concepts and skills
 - B. integrating literacy experiences across the curriculum and differentiating instruction based on individual children's needs
 - C. using the first few months of school to provide intensive literacy instruction to those most in need while the more advanced readers engage in independent reading
 - D. pairing children with differing levels of literacy experience and asking the more experienced children to act as tutors for those with less experience
33. A teacher of two-and-a-half to three-year-old children plans to work with small groups of children to foster emerging numeracy skills. For children of this age, which of the following would most likely be a developmentally appropriate learning goal for the intended purpose?
- A. Children will make the correct number of marks on a page when a number between one and ten is spoken aloud.
 - B. Children will accurately use one-to-one correspondence to count up to fifteen.
 - C. Children will match three dolls of graduated sizes to their corresponding pieces of doll furniture.
 - D. Children will arrange a penny, a nickel, a dime, and a quarter in order from least to greatest value.

34. A preschool teacher is setting up an art activity using tempera paints and a variety of painting tools (e.g., brushes, sponges, cotton swabs). For three- and four-year-old children, it would be most appropriate for this activity to be designed primarily for which of the following purposes?
- A. fostering the children's ability to complete a project without adult assistance
 - B. prompting the children to depict important people or events in their own lives
 - C. focusing the children's attention on how best to create a pleasing final product
 - D. encouraging the children to explore the characteristics of the medium and the materials
35. Which of the following learning center activities would be most appropriate for promoting a kindergarten student's understanding of the concept of classification?
- A. arranging plastic rings on a cone in order from largest to smallest
 - B. examining the veins in a leaf with a magnifying lens
 - C. sorting manipulatives into piles based on size and color
 - D. using scissors to cut construction paper into strips of varying lengths
36. The two year olds in Mr. Yazzi's class have been learning about their bodies, and Mr. Yazzi has invited Dr. Elsie Footracer, a dentist, to visit the classroom to talk to the children about their teeth. Mr. Yazzi can best ensure the success of the visit by taking which of the following steps beforehand?
- A. asking Dr. Footracer to visit the class briefly to observe the children on a typical day
 - B. talking with Dr. Footracer about the targeted learning goals and the children's prior knowledge of the topic
 - C. meeting with Dr. Footracer to review the two adults' respective roles during the presentation
 - D. providing Dr. Footracer an overview of the language development and common behaviors of children in this age group

37. Two nine-month-old infants are sitting on a rug with a teacher. The teacher has gathered a small collection of pots, lids, and large spoons for the children to play with from a bin in the housekeeping area. Given the children's age, which of the following would be the teacher's most appropriate interaction with the children as they play with these materials?
- A. prompting them to use the spoons to pretend to stir and taste imaginary food in the pots
 - B. monitoring their manipulations of the pots, lids, and spoons and talking to them about the effects of their actions
 - C. demonstrating how to find matching lids for the pots and guiding them to cover each pot with a lid
 - D. encouraging them to take turns using the various pots, lids, and spoons they have collected
38. A kindergarten teacher is planning to use large and small-group discussions as one important instructional strategy over the course of the school year. Which of the following would be the teacher's best strategy for ensuring that discussions are positive and productive?
- A. creating ground rules for discussions that include appropriate listening behaviors and turn-taking procedures
 - B. making a point of ensuring that all discussions arise out of questions or statements made by the students
 - C. using a round-robin format in which each student is asked to contribute to the discussion based on seating order in the group
 - D. informing students of upcoming discussion topics at least one day ahead of time

39. A third-grade teacher is responsible for planning a weekly forty-minute computer lab for her class. Which of the following would be the most appropriate principle on which to base the computer lab lessons?
- A. Computer lab activities should focus on teaching discrete computer skills in the context of games in which individuals try to beat their own personal best scores.
 - B. Computer lab activities should support classroom instruction through assignments differentiated according to individuals' computer proficiency.
 - C. Computer lab activities should be devoted to individuals' use of the programs most relevant to their own interests, whether graphics, word processing, or games.
 - D. Computer lab activities should consist primarily of individualized drill-and-practice tasks based on students' needs in specific academic areas.
40. Which of the following represents the most authentic approach to establishing a culturally diverse curriculum?
- A. incorporating celebrations of holidays from countries around the world during the course of the school year
 - B. encouraging students to share information about their individual backgrounds and cultures during weekly show-and-tells
 - C. routinely integrating information about and features of a wide range of cultures into all domains of learning
 - D. choosing two or three countries based on the students' backgrounds and cultures to serve as recurrent subjects of study over the year
41. A second-grade teacher is planning to begin a unit about insects by having a classroom discussion. Which of the following questions posed by the teacher would most likely promote students' use of higher-order thinking skills?
- A. "Who can tell me the name of the insect in this picture?"
 - B. "Why do we have insects in our environment?"
 - C. "How many hundreds of ants do you think live in one colony?"
 - D. "Which insects are most often found around our homes?"

Use the information below to answer the three questions that follow.

One morning, a swarm of butterflies gathers for a few hours on a tree in a school playground and then flies away. Mr. Hanson's second graders find the phenomenon very exciting, and they spend the day talking about the swarm, playing "butterflies" at recess, looking for butterflies in the school yard, and so forth. The next morning, Mr. Hanson holds a discussion about butterflies, during which the children make many acute observations and ask many questions. Mr. Hanson responds by prompting the children to think about how they could find answers to their questions. He then helps each child choose a specific topic to learn about, and he arranges a visit to the school library so students can begin researching their topics.

42. The primary value of Mr. Hanson's response to the students in this situation is that it:
- A. motivates students by helping them appreciate the practical value of what they are learning in school.
 - B. promotes learning by helping students connect new information to their existing knowledge base.
 - C. empowers students by validating their interests and encouraging them to pursue learning independently.
 - D. fosters learning by presenting information in a wide range of media and formats.

43. Mr. Hanson would like to incorporate interdisciplinary learning into the students' study of butterflies. Which of the following activities would best promote this objective?
- A. assigning students to prepare oral presentations on butterflies based on the information they gathered during their individual research projects
 - B. reading aloud poems, stories, and creation myths involving butterflies and having students write their own creative works about butterflies
 - C. gathering a collection of photographs and scientifically accurate drawings of butterflies and posting them around the classroom
 - D. creating a display of advertisements, labels, and products related to butterflies and asking students to contribute objects to the display
44. In his response to the students, Mr. Hanson has primarily taken on which of the following instructional roles?
- A. directly imparting information
 - B. challenging preconceived notions
 - C. modeling desired behaviors
 - D. facilitating student inquiry

45. During the early weeks of school, six-year-old Jamie had a tendency to act aggressively toward other children on various occasions. Now, in the second month of school, the first-grade teacher has the impression that such incidents are increasing. In this situation, the teacher's most appropriate *first* step would be to:
- A. inform Jamie's family of her concerns and advise them to apply consequences consistently at home.
 - B. ask colleagues whether they share her perception of Jamie's behavior patterns.
 - C. conduct a frequency count for a week or two to create a baseline of Jamie's behavior in the area at issue.
 - D. develop a behavior contract to implement with Jamie to reduce the incidence of such behaviors.
46. In the early childhood years, which of the following would likely be the most appropriate reason for using norm-referenced testing?
- A. to decide whether a child should be held back for a year
 - B. to make grouping decisions in the content areas
 - C. to contribute to a diagnosis regarding special needs
 - D. to identify a child's strongest learning modality

47. How can an early childhood educator best ensure that the assessment practices he or she uses are appropriate for all students in a widely diverse student population?
- A. by taking children's strengths, needs, and other characteristics into account when selecting assessment methods
 - B. by involving at least two teachers in both the administration and interpretation of every assessment
 - C. by arranging for the majority of assessments to be conducted one-on-one in private settings
 - D. by soliciting parents'/guardians' involvement in any and all assessments of their children
48. Each child in a second-grade class has a portfolio of samples of his or her best work, including artwork, writing samples, videotapes or photographs of projects, graphs, etc. The teacher confers regularly with the children to help them choose pieces for their portfolios. The primary purpose of such a portfolio should be to:
- A. promote awareness of children's progress.
 - B. compare children's levels of achievement.
 - C. identify areas in which individuals demonstrate unusual talent.
 - D. document the effectiveness of the second-grade program.
49. An infant and toddler teacher makes a habit of recording the children's language use. For each child, the teacher compiles a language notebook in which vocalizations, self-talk, and conversations are recorded over time. Which of the following would be the teacher's best use of these notebooks?
- A. determining the most appropriate level of language to use when addressing the class as a whole
 - B. providing parents/guardians with a general idea of their children's level of language development in comparison with classmates'
 - C. identifying strategies and activities for building on each child's current level of language development
 - D. evaluating each child's general rate of progress in language development between the beginning and end of the school year

Use the information below to answer the two questions that follow.

A teacher observes 21-month-old Keisha as she wraps a doll in a blanket. First, Keisha lays the doll on the carpet and places the blanket over it. She then pulls off the blanket, sets the doll aside, and lays the blanket on the carpet. After spending several minutes spreading out the blanket, she places the doll on it. She repositions the doll repeatedly, smoothing out the blanket each time. Finally, nearly twenty minutes after she began the activity, she pulls the edges of the blanket around the doll and nods in satisfaction.

50. This episode best illustrates how blocks of time for unstructured play can promote young children's:
- A. exploration of the physical qualities of unfamiliar materials.
 - B. willingness to engage in risk-taking behaviors.
 - C. resolution of issues in their lives that are causing them distress.
 - D. persistence in accomplishing self-selected tasks.
51. Which of the following would likely be the teacher's best response to Keisha's activity?
- A. reflecting on how she might have subtly guided Keisha to achieve her objective more efficiently
 - B. planning a series of class activities and discussions related to the concept of wrapping
 - C. writing a brief description of the episode as a record of Keisha's behavioral functioning
 - D. prompting Keisha to describe the activity to her classmates during the next circle time

52. At the end of a week punctuated by arguments and aggressive incidents, a preschool teacher decides that she needs to help the children develop a greater sense of community. Earlier in the year, the teacher involved the children in creating classroom rules, which included being polite and helpful, respecting each other's property, and not hurting others. Which of the following additional strategies would be most effective in creating the type of climate the teacher envisions?
- A. calling a meeting to remind the class of the rules, discussing the number of conflicts the teacher has seen, and warning that any incidents will result in serious consequences from now on
 - B. asking the school counselor to visit the classroom to make a presentation about the importance of sharing materials and getting along with one another
 - C. immediately intervening at the first sign of an incident, making everyone involved take a time-out, and requiring students to apologize to each other afterward
 - D. regularly holding discussions about how to create a safe and happy classroom and taking advantage of opportunities to affirm acts of kindness by individual students
53. In general, which of the following would likely be a first-grade teacher's best strategy for fostering students' sense of confidence and self-efficacy?
- A. complimenting students on their work regardless of the quality of the finished product
 - B. establishing a series of competitions designed to ensure that each student will have the experience of being the "winner"
 - C. planning engaging tasks that students will be able to accomplish through their own efforts
 - D. choosing a different "student of the week" every week, rotating through the class roster over the course of the year
54. In the toddler years, which of the following strategies has been shown to be most effective in helping children deal with feelings of distress at a caregiver's leave-taking at school?
- A. having the caregiver slip out of the room unobserved when the child is momentarily distracted
 - B. preparing learning centers of particular interest to the children for whom leave-taking is most difficult
 - C. initiating lively whole-group activities as soon as the last caregivers drop off their children
 - D. ensuring that the caregiver informs the child that he or she is leaving and will come back before too long

55. Use the information below to answer the question that follows.

During recess, Ms. Wilson sees two kindergartners crying as they run toward her. When they reach Ms. Wilson, both begin to speak at once:

Kaya: Every day Ada hogs the rings at recess! She never gives me a turn!

Ada: Kaya grabbed my arm and made me fall off!

Ms. Wilson: Is this true Kaya?

Kaya: But she doesn't take turns!

Which of the following would be the most appropriate statement for Ms. Wilson to make at this point?

- A. "Ada, you can go back to the rings. Kaya is going to sit by me and take a break."
- B. "Kaya, you may be angry, but you need to use words to ask Ada for a turn. It's not okay to hurt people."
- C. "Ada, do you see how not sharing makes other people want to be mean to you? Don't you want your classmates to like you?"
- D. "Kaya, I'm going to keep you in for recess for a week. I need to be sure that you won't do something dangerous when you get angry."

56. At the beginning of the school year, which of the following strategies is likely to be the most effective way for a second-grade teacher to establish classroom rules?
- A. Create rules for the classroom as issues arise, being as specific as possible (e.g., "The boys should not tease the girls") and adding each new rule to a list on the chalkboard.
 - B. Hand out the rules on the first day of school, read them aloud to the class, and have students take the rules home to their parents/guardians to be signed and returned.
 - C. Show students the classroom rules from the previous year, ask if they have anything to add, and give each student a photocopy of the rules to keep at his/her desk.
 - D. Invite the students to help create some broad rules for classroom behavior, discussing the reasons for each rule and posting the final rules in the classroom.
57. Since the opening of school, eight-year-old Jennie has had trouble getting along with her third-grade classmates. She interrupts conversations, makes rude comments, and distracts others from their work. It is now November, and the other students in the class have started to ignore and avoid Jennie as much as possible. In this situation, which of the following would be the teacher's best response?
- A. taking advantage of a day when Jennie is absent to ask the other children to be more friendly toward her and include her in their activities
 - B. monitoring the situation to see whether Jennie changes her behavior in response to being rejected by her classmates
 - C. taking steps to ensure that Jennie begins receiving intervention as soon as possible to develop positive social behaviors
 - D. conducting regular whole-class discussions about the importance of creating a caring and inclusive classroom community

58. A preschool teacher has been having trouble managing the children's behavior during clean-up times. Some children do a hasty and careless job of tidying the centers where they have been working, while others are reluctant to participate at all. Which of the following would likely be the teacher's best strategy for addressing this problem?
- A. consistently building in time for clean-up and moving throughout the room during clean-up to monitor and support everyone's participation
 - B. reminding the class at morning meeting that everyone must help with clean-up and directly asking specific children whether they plan to help today
 - C. instituting a system of rewards or privileges, such as receiving stickers or being appointed line leader, for appropriate participation in clean-up
 - D. sending home a note to the children's families asking them to help by involving their children in clean-up at home and setting a minimum level of acceptability
59. In a third-grade classroom in which the students represent a wide range of cultural and socioeconomic backgrounds, a teacher could best support all students' learning by:
- A. considering both individual and group characteristics when planning and implementing instruction.
 - B. permitting the self-selection of student groups for projects or cooperative learning activities.
 - C. using portfolio assessment exclusively as the basis for student evaluations.
 - D. soliciting student input in regard to decisions related to classroom rules and procedures.

60. A preschool teacher who works with a diverse group of children is introducing a unit on "Our Five Senses." As part of a lesson about the sense of taste, the teacher plans to have the students try a variety of foods. Before conducting such a lesson, it would be especially important for the teacher to obtain information about:
- A. how other teachers have presented and managed similar activities with preschool students.
 - B. the children's favorite foods in various categories (e.g., salty, sweet, sour).
 - C. any foods that should be avoided due to cultural or religious beliefs or medical conditions.
 - D. the children's general level of squeamishness (e.g., in regard to food of unusual colors or textures).
61. An early childhood teacher wants to ensure that her practices manifest respect for all families in the culturally diverse infant and toddler program in which she teaches. Which of the following would probably be the most effective *first* step toward achieving this goal?
- A. correctly pronouncing names and learning greetings and common words in families' home languages to use with the children
 - B. asking families to identify foods, celebrations, and practices they would like to see included in classroom activities
 - C. providing families with informational flyers about opportunities to participate at school in areas of personal interest
 - D. requesting that each family suggest a book or article that will help the teacher become more informed about the family's traditions

62. During individual exploration time, a preschool teacher observes four-year-old Juan as he walks over to the kitchen area to play with Linda. The following interaction occurs:

Juan: Can I help you cook?

Linda: No, boys don't cook, only girls.

Juan: But I know how to cook.

Linda: Just girls.

In this situation, the teacher's most appropriate response would be to:

- A. take some of the cooking items that Linda is using and set them up at a table to allow Juan to pretend to cook.
- B. suggest that Juan may want to play in another area for now and come back when Linda is playing elsewhere.
- C. affirm Juan's statement that boys can cook and remind Linda that children in their classroom do not exclude others.
- D. send Linda to the time-out area for a few minutes and require her to apologize to Juan before she may resume playing in the kitchen area.

63. At the beginning of the school year, a second-grade teacher asks students to fill out the following list:

My Favorites!	Name _____
1. favorite book	_____
2. favorite movie	_____
3. favorite food	_____
4. favorite place	_____
5. favorite subject	_____
6. favorite season	_____
7. favorite game	_____
8. favorite hobby	_____

The teacher then holds a class discussion of the students' responses, expressing interest in the children's entries and making a point of asking each child to elaborate on at least one entry on his or her list. She also helps the children identify peers who share some of their "favorites" and prompts a discussion of how people can be alike in some ways and different in others. Which of the following represents the greatest benefit of classroom activities such as this one?

- A. fostering awareness that an individual may agree with the majority in some areas and disagree in others
- B. promoting excellence through friendly competition among individuals or groups of students
- C. fostering a sense of community based on mutual understanding and appreciation
- D. promoting the formation of friendship groups based on common skills or interests

64. Warren is a third grader who has moderate mental retardation. Each morning Warren spends two hours in Mr. Gupta's general education classroom, where he participates in language arts and science activities. In conjunction with the current science unit, Mr. Gupta is planning an experiment that he believes may pose some difficulties for Warren. Which of the following strategies would be most appropriate for Mr. Gupta to use in this situation?
- A. pairing Warren with an aide or peer partner who can provide natural support as the two perform the experiment together
 - B. asking Warren to be his helper while he demonstrates the required techniques and procedures to the class
 - C. having students perform the experiment later in the day when Warren is receiving services in the resource room
 - D. planning a special language arts project for Warren to work on while the rest of the class conducts the experiment
65. Before the opening of school, a teacher in an infant classroom contacts the children's families to schedule home visits. One family has repeatedly cancelled scheduled visits, and the teacher has gotten the strong impression that they do not want her to visit their home. Which of the following would be the teacher's best response to the family in this situation?
- A. asking whether the visit could be held somewhere in the family's neighborhood, such as a playground or community center, as appropriate
 - B. asking the family directly if they have some reason for objecting to the teacher's visiting their home
 - C. stressing that, to work as effectively as possible with any child, the teacher must observe that child in his or her most familiar environment
 - D. offering to keep the visit short and to use it primarily to get an idea of the child's physical surroundings

66. The parents of a toddler come to the classroom to observe the morning's activities. When the parents meet with the teacher afterward, they express concern about the program: "All the children did was play. Nobody taught them anything." The teacher's best response would be to:
- A. inform the parents that what may look like play to them actually constitutes highly challenging learning activities for the children.
 - B. explain specific ways in which the morning's activities, the schedule, and the daily routines all promote the children's learning.
 - C. point out that academic learning is only one component of a developmentally appropriate early childhood program.
 - D. agree to make adaptations for their child if they will offer guidance on the content, teaching approach, and assessment methods they have in mind.
67. A second-grade teacher is continually on the lookout for ways to involve families in their children's education. As she reviews student records before the opening of school, she notes that several families new to the school speak home languages other than English. Which of the following would likely be the teacher's best strategy for fostering these families' involvement?
- A. memorizing a greeting word or phrase in each family's home language to use when the family comes to school for conferences
 - B. arranging ongoing get-togethers to help the families develop informal support systems with other families that share their home language
 - C. suggesting that the families bring bilingual friends or family members when meeting with school staff who do not speak their home language
 - D. sending notes to the families in their home languages urging them to contact the school with any issues or questions related to the program

Use the information below to answer the four questions that follow.

Every summer, a school schedules a Visiting Day in which kindergartners who will be entering in the fall spend a few hours together in their assigned classrooms. Teachers plan engaging activities that encourage the children to explore the environment, work with materials, play with other children, etc. While the children are in their classrooms, their parents/guardians attend an orientation with presentations by various staff members, receive a tour of the school, and have a chance to socialize over refreshments.

68. Which of the following should be the school's primary goal in regard to the families that attend Visiting Day?
- A. ensuring that families understand the school's schedules (e.g., the standard school day, holidays, professional days) and are familiar with the school's rules and policies
 - B. promoting a sense of membership in the school community and an understanding of ways families can support their children's transition to kindergarten
 - C. providing information about the school's organizational structure and which offices to contact about general or specific issues of concern
 - D. making families aware of their responsibilities in various areas (e.g., bringing children to school on time, communicating important information about their children)
69. Which of the following types of assessments would be most appropriate to conduct in the kindergarten classrooms during the Visiting Day?
- A. developmental screenings of each child in areas such as cognition, language development, and large- and small-muscle coordination
 - B. formal measures of traits affecting children's general disposition toward learning (e.g., curiosity, confidence, self-directedness)
 - C. time-sample participation charts to help teachers assess individuals' patterns of interaction with various materials and with other children
 - D. observations of individual children's behavior during structured and unstructured activities (e.g., large-group meetings, play interactions)

70. Which of the following preparations by the Visiting Day organizers would be the most appropriate and effective strategy for communicating respect for and sensitivity to ethnic or cultural diversity among the families?
- A. arranging for bilingual or multi-lingual staff members to be present to translate as necessary for families with home languages other than English
 - B. offering each of the presentations in several different formats (e.g., slide presentation, lecture, small-group gathering) among which families may choose
 - C. arranging for the refreshment and socializing portion of the event to feature foods from around the world and thus serve as a celebration of the community's diversity
 - D. offering to schedule individual meetings in the weeks after Visiting Day with any families who found the presentations confusing or inadequate
71. One child who is enrolled in the kindergarten program has Attention Deficit Hyperactivity Disorder (ADHD). In regard to the upcoming Visiting Day, which of the following would be the best way to meet the needs of this child and his or her family?
- A. requesting that one or both of the child's parents/guardians remain in the classroom with the child during the Visiting Day events
 - B. arranging for the child and his or her family to visit the classroom before attending Visiting Day to meet the teacher and explore the room
 - C. asking the child's parents/guardians to hire a babysitter so that they can attend Visiting Day without the fear of any potential distractions
 - D. arranging for the child's special education teacher to accompany him or her in the classroom for the duration of Visiting Day

72. A teacher in a preschool program is aware that there are some children in the program who have few books or other reading materials in the home. Which of the following would likely be the teacher's best strategy for increasing the children's access to books and literary activities at home?
- A. taking the class on a field trip to the local branch of the public library and helping each child obtain his or her own library card
 - B. regularly sending home copies of order forms for popular children's books in inexpensive paperback editions
 - C. including a "Spotlight" on one children's book and author in each edition of the school's weekly family newsletter
 - D. building an extensive lending library and frequently recommending books for children and their families to borrow and read together
73. As part of a community outreach initiative, employees from a local business will be allowed to donate an hour per week volunteering in a local elementary school. Which of the following would likely be the most appropriate way for a first-grade teacher to use the services of such volunteers?
- A. asking them to conduct lessons with small groups of students
 - B. having them oversee recess while the teacher does administrative tasks
 - C. assigning them to prepare materials for mailings to families
 - D. pairing them with students to read stories together in the book corner
74. A teacher in an infant and toddler program wishes to adopt a family-centered approach to teaching. Which of the following strategies is most likely to promote ongoing collaboration with children's families?
- A. identifying the primary authority figure in each family and addressing communications about the child's learning to that person
 - B. providing families with a list of available classroom and schoolwide volunteer opportunities
 - C. explaining explicitly to families the school's expectations for their involvement in their children's education
 - D. asking families what goals they have for their children and regularly communicating about children's progress toward those goals

75. In the second half of the school year, Ms. Chee begins giving her third graders brief homework assignments on Tuesday, Wednesday, and Thursday nights. Several students have been turning in work that is careless or incomplete or failing to submit their homework entirely. Which of the following would be Ms. Chee's best strategy for addressing this issue?
- A. informing parents/guardians of the homework schedule and asking them to initial their children's completed homework
 - B. requiring students to work on any incomplete or missing homework during the following day's recess
 - C. keeping track of each student's record of homework submission and raising the topic during regular parent-teacher conferences
 - D. giving out stickers or other rewards to students who submit their homework complete and on time
76. The teacher of an infant and toddler classroom is committed to encouraging all families' involvement in their children's school experience. This year the teacher has held several open houses after school and in the evenings. He has also extended an open invitation to parents/guardians to visit the classroom. However, while some families participate enthusiastically and attend regularly, others never take part in these activities. Which of the following would be the teacher's best approach in addressing this situation?
- A. sending a letter to all families explaining the importance of parent/guardian involvement in their children's learning and development
 - B. diversifying the types of opportunities for family involvement and using a variety of strategies for creating bonds with parents/guardians
 - C. making the open houses more appealing by featuring guest speakers or entertainers and having the children create the invitations
 - D. speaking with children whose families do not regularly participate and encouraging them to ask their parents/guardians to come to events at school

Use the information below to answer the two questions that follow.

To provide parents/guardians with an overview of their child's day, an infant room teacher creates the following information sheet.

<p>Child's Name _____ Date _____</p> <p><u>Bottles/Foods</u></p> <p>Time: _____ Bottle amount/food given:</p> <p>Time: _____ Bottle amount/food given:</p> <p>Time: _____ Bottle amount/food given:</p> <p><u>Diaper changes</u></p> <p>Time: _____ Wet/Dry/BM</p> <p>Time: _____ Wet/Dry/BM</p> <p>Time: _____ Wet/Dry/BM</p> <p><u>Naps</u></p> <p>Time: _____ How long</p> <p>Time: _____ How long</p> <p><u>Needed Supplies</u> (diapers, formula, clean clothes, etc.)</p>

77. Which of the following would be the most appropriate system for the teacher to use to distribute the information sheets to the children's parents/guardians?
- A. meeting briefly with each parent/guardian at pick-up time to fill out and discuss the information sheet
 - B. putting each child's individual sheet in his/her diaper bag at the end of the day
 - C. making an alphabetized stack and asking parents/guardians to collect their own child's sheet at pick-up time
 - D. handing each child's daily sheet to the parent/guardian who comes to take the child home
78. Which of the following would be the most important section to add to the information sheet?
- A. a "School" section that allows the teacher to share information about upcoming center-related activities (fundraisers, parenting education, changes in staff, etc.)
 - B. a "Comments" section that allows the teacher to provide information about the child's day, including general mood, incidents of note, activities participated in, etc.
 - C. a "Suggestions" section that allows the teacher to offer tips on how the parents/guardians can best promote their child's development in various domains
 - D. a "Peers" section that allows the teacher to provide the names and some general information about the children with whom the child played during the day

79. A week before the beginning of school, a school administrator informs Mr. Whitehorse that a new student with special needs has been assigned to his second-grade class. Upon reviewing the student's Individualized Education Program (IEP), Mr. Whitehorse learns that the student uses a wheelchair for mobility and will receive services from a physical therapist (PT) three times per week. Which of the following would be the most appropriate *first* step for Mr. Whitehorse to take with regard to this student?
- A. conferring with the special education teacher and the PT about how best to adapt the classroom to meet the student's needs
 - B. using the class list to assign a peer to act as a helper to the student until the student is comfortable in the new school
 - C. providing the PT with a daily classroom schedule to allow him or her to schedule the student's physical therapy sessions
 - D. contacting the first-grade teacher from the student's previous school to ask about the student's general level of functioning in the classroom
80. Midway through the school year, a first-grade teacher is planning individual conferences with the parents/guardians of her students. In general, the most effective way for the teacher to begin each conference would be to:
- A. hand the parents/guardians a list of discussion points and give them a few minutes to read the list.
 - B. share with the parents/guardians a positive observation or story about their child.
 - C. urge the parents/guardians to feel free to voice any criticisms or concerns they may have.
 - D. express the importance of the parents/guardians participation in their child's education.

Below are the directions for the Professional Knowledge—Early Childhood performance assignments.

DIRECTIONS FOR SECTION TWO: PERFORMANCE ASSIGNMENTS

This section of the test consists of three performance assignments. For each of these assignments (A, B, and C), you are to prepare a written response and record it in the area provided on the corresponding written response sheet in the answer document.

Read each assignment carefully before you begin to work. Think about how you will organize each of your responses. You may use any blank space in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written on the appropriate page(s) of the answer document.**

As a whole, your response must demonstrate an understanding of the knowledge and skills required of an entry-level teacher in Arizona. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the knowledge and skills of teaching practice through your ability to apply your knowledge and skills to the situation presented in the assignment.

Your response to each assignment will be evaluated based on the following criteria:

- **PURPOSE:** The candidate fulfills the purpose of the assignment by demonstrating an understanding of relevant pedagogical knowledge.
- **APPLICATION OF KNOWLEDGE:** The candidate accurately and effectively applies relevant pedagogical knowledge.
- **SUPPORT:** The candidate supports the response with appropriate examples, evidence, and rationales based on relevant pedagogical knowledge.

The performance assignments are intended to assess teaching knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit scorers to make valid evaluations of your responses according to the criteria listed above. Your responses should be written for an audience of educators. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

The multiple-choice section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

For each assignment, be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses. You may work on the assignments in any order you choose, but be sure to record your final responses in the appropriate locations, as listed in the directions for each individual assignment.

Below is the scoring scale for the Professional Knowledge—Early Childhood performance assignments.

PROFESSIONAL KNOWLEDGE TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
3	<p>The "3" response reflects a thorough understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully to the given task. • The response demonstrates an accurate and effective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea. • The response provides strong supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.
2	<p>The "2" response reflects an adequate understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by responding adequately to the given task. • The response demonstrates a generally accurate and reasonably effective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea. • The response provides adequate supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.
1	<p>The "1" response reflects limited or no understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</p> <ul style="list-style-type: none"> • The response partially fulfills or fails to fulfill the purpose of the assignment by responding in a limited or inadequate way. • The response demonstrates a limited and/or ineffective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea and may contain significant inaccuracies. • The response provides limited or no supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Performance Assignment A81. **Examinee Task**

Early childhood teachers need to understand how to create an inclusive learning community that promotes appreciation of and respect for diversity. Briefly describe one strategy or approach you would use to create a learning environment that promotes children's understanding and appreciation of diversity. Then explain why that strategy or approach would be effective in promoting children's understanding and appreciation of diversity.

Sample Performance Assignment A Response: Score Point 3

One strategy to promote children's understanding and appreciation of diversity is to involve their family members in classroom activities. Various family members could make presentations involving their cultural traditions such as teaching the children how to cook traditional foods or sing traditional songs. Other ideas would be for parents to speak about their jobs, demonstrate favorite hobbies or tell stories related to their life and cultural experiences. This strategy would be effective because children would learn about different cultural traditions through first-hand accounts and active engagement in traditional activities. They would experience real-life examples of diverse individuals demonstrating a variety of interests and skills. Involving family members also provides the opportunity for children to develop ongoing relationships with people from many backgrounds.

Practice Performance Assignment B

82. Examinee Task

Early childhood teachers need to know how to work collaboratively with colleagues and other professionals to support children's learning and development. Briefly describe one strategy a teacher could use to collaborate effectively with the special education teacher of a child with a disability. Then explain why that strategy would promote effective collaboration with the special education teacher to meet the child's learning needs.

Sample Performance Assignment B Response: Score Point 3

An effective strategy to use when collaborating with the special education teacher is to schedule specific meeting times and plan ahead to make sure the time is used efficiently. A weekly meeting at a mutually agreed upon time would be effective because the two teachers would have a specific time set in their schedules when they could share information about the child's educational needs. The teacher should keep a folder of the child's work and teacher observations that would provide a focus for each meeting. This would provide an efficient way for the special education teacher to review valuable information and then add her own thoughts and observations. The strategy of using a written record during regularly scheduled meetings would address the time constraints and informational needs of both teachers and would promote an effective collaboration.

Practice Performance Assignment C

83. Examinee Task

A new early childhood teacher wishes to provide students with learning experiences that will promote their development of problem-solving skills.

Using your knowledge of appropriate instructional methodologies for achieving given purposes, write an essay in which you:

- discuss the benefits of providing students with learning experiences that promote the development of problem-solving skills;
- describe two strategies or activities that the teacher could use to promote the development of students' problem-solving skills; and
- explain why each strategy or activity would be effective in promoting students' development of problem-solving skills.

Sample Performance Assignment C Response: Score Point 3

Students need to learn how to solve problems as early in life as possible. It is important to develop problem-solving skills because not only will they be able to use the skills in school-related activities, but also they can be taught to use them in life in general. When children understand there are a variety of ways to resolve any problem they might encounter and that they can learn the skills needed to resolve them, the more likely they are to practice these skills inside and outside of school. Students who possess appropriate problem-solving skills can resolve challenges whereas those who do not have the skills may ignore the problem, avoid the problem, or just be confused about what to do.

The first activity that a teacher can do is to have two students do a role-play about "cutting in line." The teacher will guide the students through questioning as to what the problem is and why the problem occurred. The teacher will then ask students to list ideas about what should be done to resolve the situation. After the discussion, the students will be asked to vote on the best way to handle the "cutting in line" situation. The teacher will then explain to students that they have just participated in problem solving and explain the steps they took. This activity would be effective because students will have participated in the problem-solving steps with an activity that is relevant to them. The students receive guidance throughout the process but are able to truly practice each of the steps. The practice will help them memorize and utilize what to do in like circumstances. Through participation, students will demonstrate their thinking skills.

(continued on next page)

Sample Performance Assignment C Response: Score Point 3 (continued)

The second activity I would utilize would be a dilemma-based story and discussion activity. The dilemma-based story would be an age appropriate story like "Goldilocks and The Three Bears" but would have a teacher-determined problem to be solved. Students would be guided to discuss the story, including issues so as what the problem is, why the problem occurred, how they can resolve the problem and which solution they selected. This activity would be effective because students get the opportunity to gather the facts during the story and are guided to use problem solving steps. Students will be encouraged to think of like scenarios that they have had or heard of to come up with various solutions. This step will help them be creative in thinking about ways to resolve problems.

ANSWER KEY

Field 93: Professional Knowledge—Early Childhood

Question Number	Correct Response	Objective
1.	C	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
2.	D	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
3.	A	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
4.	C	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
5.	A	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
6.	D	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
7.	C	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
8.	C	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
9.	C	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
10.	B	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
11.	A	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
12.	B	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
13.	A	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.

(continued on next page)

Question Number	Correct Response	Objective
14.	B	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
15.	B	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
16.	C	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
17.	A	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
18.	C	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
19.	B	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
20.	D	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
21.	D	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
22.	A	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
23.	A	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children’s active exploration and learning.
24.	B	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children’s active exploration and learning.
25.	D	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children’s active exploration and learning.
26.	B	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children’s active exploration and learning.
27.	D	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children’s active exploration and learning.
28.	C	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children’s active exploration and learning.
29.	D	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children’s active exploration and learning.
30.	A	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.

(continued on next page)

Question Number	Correct Response	Objective
31.	B	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
32.	B	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
33.	C	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
34.	D	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
35.	C	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
36.	B	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
37.	B	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
38.	A	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
39.	B	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
40.	C	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
41.	B	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
42.	C	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
43.	B	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
44.	D	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children’s development and learning.
45.	C	Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.
46.	C	Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.
47.	A	Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.
48.	A	Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.

(continued on next page)

Question Number	Correct Response	Objective
49.	C	Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.
50.	D	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
51.	C	Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.
52.	D	Understand positive guidance and socialization strategies that support young children’s development and learning.
53.	C	Understand positive guidance and socialization strategies that support young children’s development and learning.
54.	D	Understand positive guidance and socialization strategies that support young children’s development and learning.
55.	B	Understand positive guidance and socialization strategies that support young children’s development and learning.
56.	D	Understand positive guidance and socialization strategies that support young children’s development and learning.
57.	C	Understand positive guidance and socialization strategies that support young children’s development and learning.
58.	A	Understand positive guidance and socialization strategies that support young children’s development and learning.
59.	A	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.
60.	C	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.
61.	A	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.
62.	C	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.
63.	C	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.
64.	A	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.

(continued on next page)

Question Number	Correct Response	Objective
65.	A	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
66.	B	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
67.	B	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
68.	B	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
69.	D	Understand how to use a variety of assessment strategies to gather information about children’s development and interests, plan appropriate learning experiences, monitor children’s progress, and modify teaching to enhance children’s development and learning.
70.	A	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
71.	B	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.
72.	D	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
73.	D	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.
74.	D	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
75.	A	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.
76.	B	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.
77.	D	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.
78.	B	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.
79.	A	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.
80.	B	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children’s learning and development.

PREPARATION RESOURCES

Field 93: Professional Knowledge—Early Childhood

The resources listed below may help you prepare for the AEPA® test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Online Sources:

Arizona Early Learning Standards.

<http://www.azed.gov/earlychildhood>

Arizona Early Childhood Education Standards.

<http://www.azed.gov/earlychildhood/preschool/standards.asp>

Guidelines for Comprehensive Early Education Programs.

<http://www.azed.gov/earlychildhood/downloads/EarlyEducationPrograms.pdf>

Association for Early Childhood International.

<http://www.acei.org>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

<http://www.csefel.uiuc.edu>

Head Start.

<http://www.headstartinfo.org>

National Association for the Education of Young Children.

<http://naeyc.org>

Zero to Three: National Center for Infants, Toddlers and Families.

<http://www.zerotothree.org>

National Association of Child Care Professionals.

<http://www.naccp.org>

Journals:

Childhood Education, Association for Childhood Education International.

Young Children, National Association for the Education of Young Children.

Other Resources:

Bredenkamp, S. and Copple, C. (editors). (2004). *Developmentally Appropriate Practice in Early Childhood Programs* (revised edition). Washington, D.C.: NAEYC.

- Bredenkamp, S. and Rosegrant, T. (editors). (1999). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Volume I*. Washington, D.C.: NAEYC.
- Bredenkamp, S. and Rosegrant, T. (editors). (2001). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Volume II*. Washington, D.C.: NAEYC.
- Derman-Sparks, L. and the ABC Task Force. (2001). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, D.C.: NAEYC.
- Howes, C. (2002). *Teaching 4- to 8-Year Olds: Literacy, Math, Multiculturalism, and Classroom Community*. Baltimore, MD: Brookes Publishing Co.
- Klein, M. D. and Chen, D. (2000). *Working with Children from Culturally Diverse Backgrounds*. Clifton Park, NY: Thomson Delmar Learning.
- Kostelnik, M. J., Soderman, A. K., and Whiren, A. P. (2006). *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Morrison, G. S. (2006). *Early Childhood Education Today* (10th ed.). Upper Saddle River, NJ: Prentice Hall.
- Morrison, G. S. (2005). *Fundamentals of Early Childhood Education* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Reynolds, E. (2006). *Guiding Young Children: A Problem-Solving Approach* (4th ed.). Columbus, OH: McGraw-Hill.
- Schickedanz, J. A., et.al. (2000). *Understanding Children and Adolescents* (4th ed.). Boston, MA: Allyn & Bacon.
- Shonkoff, J. P. and Meisels, S. J. (2000). *Handbook of Early Childhood Intervention* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Wardle, F. (2002). *Introduction to Early Childhood Education: A Multidimensional Approach to Child-Centered Care and Learning*. Boston, MA: Allyn & Bacon.
- Warner, L. and Sower, J. (2005). *Educating Young Children from Preschool through Primary Grades*. New York, NY: Pearson Education.
- Whalley, M. and the Pen Green Centre Team. (2001). *Involving Parents in their Children's Learning*. Thousand Oaks, CA: SAGE Publications.