Chapter 1

Test Item File

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**Early Childhood Education**

15th Edition

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*University of North Texas*



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**Chapter 1: You and Early Childhood Education**

**Chapter 1 Learning Outcome Quizzes**

**Learning Outcome 1.1:** Explain who an early childhood professional is and how the profession is changing.

**[Q1]**

Callie has been a kindergarten teacher for ten years. She loves her job and believes in the success and achievement of all children. Callie is continually improving her skills and expanding her knowledge. Parents share how much they value the supportive relationships Callie develops with the children in her classroom. Based on this information, we might most accurately describe Callie as:

1. An inclusion specialist
2. An expert in early childhood standards
3. An early childhood professional [correct]
4. A perfectionist

**[Feedback for Answer Choice 1]**

Though Callie believes in the success and achievement of all children, she is not identified as an inclusion specialist on the basis of this description. Other aspects of Callie’s teaching point to a broader identity.

**[Feedback for Answer Choice 2]**

Standards are an important aspect of early childhood programming, but Callie’s implementation of high standards as a kindergarten teacher does not make her an expert in early childhood standards.

**[Feedback for Correct Answer 3]**

Callie is most accurately described as an early childhood professional. Early childhood professionals successfully teach all children (ages birth to 8 years), promote high personal standards, and continually expand their skills and knowledge about the profession.

**[Feedback for Answer Choice 4]**

Callie’s effectiveness as a kindergarten teacher does not identify her as a perfectionist. She is described as continually improving.

**[Q2]**

Monica Wilson received an email from a parent asking why it is necessary to have well-qualified early childhood teachers in preschool programs. Based on your knowledge of early childhood professionals, Monica likely responds with which of the following explanations?

1. They need to know more than babysitters
2. It is hard work looking after young children
3. It is a requirement of the federal government
4. They can ensure quality learning experiences are provided [correct]

**[Feedback for Answer Choice 1]**

While it is true that early childhood teachers should know more than babysitters, it is misleading to suggest that this is the reason to have qualified early childhood teachers.

**[Feedback for Answer Choice 2]**

The qualifications for early childhood professionals are not based on the difficulty of the task.

**[Feedback for Answer Choice 3]**

The qualifications needed to teach in early childhood programs vary by state. Currently, there is no federal requirement regarding the qualifications of teachers in preschool programs.

**[Feedback for Correct Answer 4]**

The quality of early childhood education and child care directly influence children’s development and learning. More than 75% of all 4-year-olds attend some kind of preschool program. They need well-qualified teachers to ensure that quality learning experiences are provided. Teachers need to know what children should know and be able to do at each developmental level.

**[Q3]**

Katie Boatwright has decided on a career in teaching but she is not sure what age she should teach. Her college advisor shares that the field of early childhood education serves children:

1. Birth through age 8 [correct]
2. Birth through age 4
3. Ages 3 through 5 years
4. Ages 6 through 8 years

**[Feedback for Correct Answer 1]**

The field of early childhood education serves infants through age 8. Early childhood education courses in college typically cover this age range (although some may concentrate on pre-kindergarten through grade 3).

**[Feedback for Answer Choice 2]**

The field of early childhood education typically includes birth through age 4. However, the age range served is broader.

**[Feedback for Answer Choice 3]**

The field of early childhood education typically includes ages 3 through 5 years. However, the age range served is broader.

**[Feedback for Answer Choice 4]**

The field of early childhood education typically includes ages 6 through 8 years. However, the age range served is broader.

**[Q4]**

Based on findings from the HighScope Perry Preschool Project, high-quality education in the early years has the greatest positive and lasting benefits for what group or groups of students?

1. Particularly children from high-income families
2. Particularly children from low-income families [correct]
3. Children from middle-class families but not children from low-income families
4. Children from high-income families but not children from lower-income families

**[Feedback for Answer Choice 1]**

Children from high-income families do not appear to receive the greatest benefit.

**[Feedback for Correct Answer 2]**

Influential research, such as the HighScope Perry Preschool Project, validates the fact that high-quality education in the early years has positive and lasting benefits for children, particularly for children who come from low-income families.

**[Feedback for Answer Choice 3]**

Children from middle-class families experience positive and lasting benefits, but they are not identified as the group that receives the greatest benefit.

**[Feedback for Answer Choice 4]**

Children from high-income families experience positive and lasting benefits, but they are not the only group or even the group that receives the greatest benefit.

**[Q5]**

Early childhood education is undergoing significant reform. According to studies, when do children begin to learn from research-based programs and curricula such as the HighScope curriculum?

1. By the time they begin preschool at the age of 4
2. By the time they are 3 years old
3. By the time they are 2 years old
4. From the beginning of life [correct]

**[Feedback for Answer Choice 1]**

Children begin to learn from research-based programs and curricula at an earlier age.

**[Feedback for Answer Choice 2]**

According to studies, the age of 3 years is not the beginning of children’s learning from research-based programs and curricula.

**[Feedback for Answer Choice 3]**

According to studies, the age of 2 years is not the beginning of children’s learning from research-based programs and curricula.

**[Feedback for Correct Answer 4]**

According to studies, the development of research-based programs and curricula enables children to learn literally from the beginning of life.

**Learning Outcome 1.2:** Identify the key factors and types of knowledge that teachers need to support children’s learning and build respectful relationships with families.

**[Q1]**

Colton is a kindergarten teacher, and this is his first year of teaching. As the school year progresses, he wants to improve his knowledge of each child in his classroom and implement meaningful learning experiences that target their individual needs. Colton can best achieve this by:

1. Aiming for general goals that will challenge all children in the class
2. Observing children, examining their work, and assessing their learning [correct]
3. Learning what kindergarten children typically can or cannot do independently
4. Taking into account the social and cultural contexts of the community at large

**[Feedback for Answer Choice 1]**

Aiming for general goals will not accommodate the individual needs of children in Colton’s classroom.

**[Feedback for Correct Answer 2]**

The processes of observing, examining, and assessing provide the data Colton needs to plan for each child and meet individual needs.

**[Feedback for Answer Choice 3]**

Colton should get to know each child’s individual strengths and challenges rather than relying on general knowledge of kindergarten children.

**[Feedback for Answer Choice 4]**

The social and/or cultural context of the community at large does not predetermine children’s developmental outcomes and individual needs.

**[Q2]**

Camila teaches 4-year-olds in a pre-kindergarten program that uses a district-mandated curriculum. The lessons include a science unit about plants in which children plant seeds in small pots, water them, wait for them to grow, and then check them regularly to measure their growth. Camila considers the amount of effort and clean-up involved in completing this lengthy unit with 12 children, and she decides to replace it with a reading and language unit. Which of the NAEYC standards is Camila failing to uphold?

1. Knowledge, application, and integration of academic discipline content [correct]
2. Family partnerships and responsive relationships
3. Child observation, documentation, and assessment
4. Developmentally, culturally, and linguistically appropriate teaching practices

**[Feedback for Correct Answer 1]**

Content areas are the basis for children’s learning to read, write, learn mathematics and science, and be successful in school and life. Consequently, early childhood professionals understand the importance of each content area in children’s development and learning.

**[Feedback for Answer Choice 2]**

The relationship that exists between the teacher, children, and their families is very important, and teachers should develop responsive relationships with families. In this scenario, we have no indication that Camila is failing to uphold this standard.

**[Feedback for Answer Choice 3]**

In this setting, we have no indication that Camila is failing to observe students, document their activities, and assess their learning.

**[Feedback for Answer Choice 4]**

In this setting, we have no indication that Camila lacks knowledge of the processes of child development or fails to use culturally and linguistically appropriate teaching practices.

**[Q3]**

Monica Morales teaches third grade in a low-income area. She has heard that, due to budget cuts, the library in her students’ community is closing. Monica feels strongly that the students in her school need free access to literacy materials. After all, their families do not have the financial resources to buy books. Monica decides to start a letter-writing campaign to see if the decision to close the library can be reversed. When Monica engages in a letter-writing campaign that is designed to improve the literacy circumstances for children and families, she is a(n):

1. Mentor
2. Coach
3. Investigator
4. Advocate [correct]

**[Feedback for Answer Choice 1]**

A mentor is an experienced and highly qualified teacher who works with a novice or beginning teacher to help the new teacher become successful.

**[Feedback for Answer Choice 2]**

A coach guides, models, directs and encourages others. In the teaching field, a coach can help other teachers through observation, interaction, and discussions.

**[Feedback for Answer Choice 3]**

Monica Morales may investigate the circumstances and community resources associated with the budget cuts, but her act of engaging in a letter-writing campaign involves a different role.

**[Feedback for Correct Answer 4]**

An advocate is someone who dedicates her-/himself to improving the health, education, and well-being of others. Monica understands her unique position to know and understand the importance of access to literacy resources as a basis for children’s school success, and she advocates for these resources to be provided.

**[Q4]**

Mark teaches 3-year-old children in an inclusive classroom. He has attended a workshop on developmentally appropriate practice. He is excited to share what he has learned with his teaching assistants. Mark tells them that developmentally appropriate practice involves:

1. Goals that are easy for children to master
2. Goals that are the same for every child
3. Goals that are achievable and challenging [correct]
4. Goals that are “culturally neutral”

**[Feedback for Answer Choice 1]**

If goals are easy for children to master, opportunities to learn how to work hard and persist in the face of difficulty are lost. A developmentally appropriate teacher provides achievable and “stretching” experiences for all children.

**[Feedback for Answer Choice 2]**

A good teacher recognizes that children learn at different rates and in different ways and establishes goals that are appropriately challenging. A one-size-fits-all approach is not compatible with developmentally appropriate practice.

**[Feedback for Correct Answer 3]**

Developmentally appropriate practice involves meeting the needs of individual children and ensuring that goals are both achievable and challenging. Environments and experiences should provide opportunities for children to engage in activities that challenge them about how to use play materials in different ways, to solve their own problems and negotiate with others, and to use tools and materials in different ways.

**[Feedback for Answer Choice 4]**

Developmentally appropriate practice does not mean ignoring cultural considerations. All children are embedded in a cultural context and this cannot (and should not) be ignored. Rather, developmentally appropriate practice includes being sensitive to and responding to children’s cultural and ethnic backgrounds and needs.

**[Q5]**

Mason completed an intake interview with a new parent. During the conference, the parent told Mason that she did not want her 3-year-old son Mario to take a nap during the day. She explained that she works long hours and is tired when she gets home. She wants Mario to sleep at night, and this does not happen if he naps during the day. The parent also shared that she removed Mario from another preschool program that would not accommodate her request. On the one hand, Mason wants to support the parent. On the other hand, Mason knows that when Mario does not take a nap he is restless and irritable. Mason is not sure what to do—accommodate the mother’s request or do what he thinks is best for Mario. Consider Mason’s situation in light of NAEYC (National Association for the Education of Young Children) standards. When early childhood professionals are challenged by a predicament that has more than one possible solution and each solution has a strong moral justification, they are facing a(n):

1. Reflective situation
2. Cognitive problem
3. Ethical dilemma [correct]
4. Opinion conflict

**[Feedback for Answer Choice 1]**

In this situation, Mason can use reflection as part of the *process* of attempting to resolve the issue. However, the situation still involves a mental conflict between two values.

**[Feedback for Answer Choice 2]**

A cognitive problem could occur if Mason has trouble processing the information presented to him in the situation described. However, the situation described involves a conflict between two values—not a problem related to Mason'scognitiveor thinking skills.

**[Feedback for Correct Answer 3]**

Mason is facing an ethical dilemma. He is forced to make a decision when there is no easy or “right” answer. If Mason prevents Mario from napping, is he harming him in any way? After all, a tenant of DAP practice is to “do no harm.” If he fails to follow the parent’s request, is he adding stress to the family?  A code of ethics can help Mason make wise, informed, and ethical professional decisions.

**[Feedback for Answer Choice 4]**

Mason may have strong personal feelings or beliefs that Mario should nap. This is called his personal opinion and may be based on his own experience as a parent or as a child, or on something he learned as a teacher. A personal opinion can influence how he reacts to the issue but it may not help him resolve the issue. This problem involves a conflict between two competing values.

**Learning Outcome 1.3:** Describe how you can prepare for a career in early childhood education.

**[Q1]**

Dalia recently completed the Associate’s Degree in Early Childhood Education. She has been an infant and toddler lead caregiver for 10 years and is interested in pursuing a new career opportunity in the field of early care and education. Her associate’s degree will qualify Dalia to become which of the following?

1. Elementary school teacher
2. Child care instructor [correct]
3. Teacher for children from birth through third grade
4. Program director in a program such as Head Start

**[Feedback for Answer Choice 1]**

Elementary school teachers are required to hold a baccalaureate degree or higher.

**[Feedback for Correct Answer 2]**

Associate degree programs usually provide the following early childhood education career opportunities: child care instructor, director, owner, director of a family day home, or manager of a corporate child care facility.

**[Feedback for Answer Choice 3]**

Dalia qualifies to teach children birth through pre-kindergarten in some child care programs. In others, her qualifications may allow her to become a teacher assistant. Kindergarten through third grade teaching positions typically requires a minimum of a baccalaureate degree.

**[Feedback for Answer Choice 4]**

Program directors are typically required to complete a baccalaureate degree or master’s degree.

**[Q2]**

Teaching staff at Francesca’s elementary school are required to complete the Professional Development Checklist (17 competencies for becoming a professional) as part of their annual performance evaluation. During her previous appraisal, Francesca set a goal to improve her competence in Standard 4: Developmentally Appropriate Practice. Which of the following outcomes did Francesca achieve to accomplish this goal?

1. Integrate technology into classroom activities
2. Promote inclusion in her classroom of diverse students
3. Connect with children who do not speak English; promote their learning
4. Advance children’s physical, intellectual, social, and emotional development [correct]

**[Feedback for Answer Choice 1]**

Integrating technology is part of Standard 4 but does not improve competence in developmentally appropriate practice.

**[Feedback for Answer Choice 2]**

Promoting inclusion is part of Standard 4 but does not improve competence in developmentally appropriate practice.

**[Feedback for Answer Choice 3]**

Connecting with children who do not speak English and promoting their learning is part of Standard 4 but does not improve competence in developmentally appropriate practice.

**[Feedback for Correct Answer 4]**

Advancing children’s physical, intellectual, social, and emotional development is the part of Standard 4 that focuses on developmentally appropriate practice.

**[Q3]**

During her appraisal, Francesca shared that she did not feel competent in NAEYC Standard 1: Guiding Behavior. The school principal suggested that Francesca develop a “specific action plan” to improve her competence in this area. Which of the following practices is most likely to help Francesca accomplish her specific action plan?

1. Suspending children who consistently misbehave
2. Seating a misbehaving child at the back of the classroom apart from peers
3. Posting a rule that states, “Be nice.”
4. Teaching children how to calm themselves when they get angry [correct]

**[Feedback for Answer Choice 1]**

Suspending children is an act of punishment rather than an action plan for guiding behavior.

**[Feedback for Answer Choice 2]**

Francesca needs to understand why children misbehave in her classroom and address their problems. Placing children who misbehave at the back of the classroom denies them the opportunity to learn appropriate behavior, including how to manage their emotions.

**[Feedback for Answer Choice 3]**

Francesca’s action plan should be designed to guide children’s behavior. Posting a rule to be nice does not guide children. The children must be taught.

**[Feedback for Correct Answer 4]**

Teaching children how to calm themselves when they get angry provides an opportunity to guide their behavior. The standard states that the professional guides “children to be peaceful, cooperative, and in control of their behavior.”

**[Q4]**

Mateo earned a bachelor’s degree in business and worked in marketing for six years. Over time he realized he was simply not happy in his career. He recalled wanting to be a teacher when he was younger, but his father discouraged teaching and pushed Mateo to get a business degree. After much reflection, Mateo took a leave of absence from his job and met with a counselor at a nearby university. The counselor showed Mateo a path that he could take to get teacher’s certification without getting another bachelor’s degree. In this program, Mateo would take 12 hours of classes in education and complete an extended student teacher experience at a local school. Subsequently, Mateo quit his job and completed the program. Now he is a very happy first-grade teacher. This is an example of which of the following pathways to teaching?

1. Alternative Certification Program [correct]
2. Baccalaureate Degree Program
3. Associate’s Degree Program
4. Master’s Degree Program

**[Feedback for Correct Answer 1]**

Alternative certification is a route to teacher certification through which an individual who already has at least a bachelor’s degree in another field such as finance, psychology, biology, or English can obtain certification to teach without completing an additional bachelor’s degree.

**[Feedback for Answer Choice 2]**

A baccalaureate degree in education is a four-year college program that includes coursework and extensive field experiences in educational settings to enable students to integrate theory with teaching practice.

**[Feedback for Answer Choice 3]**

An associate’s degree in education is a two-year college program that qualifies students to be child care aides, primary child care providers, and assistant teachers. This type of degree does not qualify individuals to teach first grade.

**[Feedback for Answer Choice 4]**

A master's degree program in education involves far more than the 12 hours of classes that Mateo completed. A master’s degree typically does not involve the type of extended student teacher experience that Mateo’s program required.

**[Q5]**

On the Professional Development Checklist, Hanna has demonstrated a high level of competence in Standard 4: Educating Diverse Students. Which of the following activities best illustrates her competence in this area?

1. Introducing activities that promote modern math
2. Introducing activities on diverse artists
3. Introducing activities that promote tolerance [correct]
4. Introducing activities that integrate literacy and technology

**[Feedback for Answer Choice 1]**

Introducing activities that promote modern math may enhance children’s learning in that academic area. However, these activities do not meet the criteria for demonstrating competence in educating diverse students.

**[Feedback for Answer Choice 2]**

Introducing activities on diverse artists may enhance children’s learning about art and approaches to art. However, these activities do not meet the criteria for demonstrating competence in educating diverse students.

**[Feedback for Correct Answer 3]**

By introducing activities that promote tolerance, Hanna is demonstrating that all children, regardless of background, are individuals with unique strengths and challenges. Appreciating, accepting, and acknowledging differences allow tolerance to flourish.

**[Feedback for Answer Choice 4]**

Introducing activities that integrate literacy and technology relate to other standards but do not meet the criteria for demonstrating competence in educating diverse students.

**Learning Outcome 1.4:** Explain what a philosophy of education is and how you can develop and apply it in your professional practice.

**[Q1]**

Emilia Garcia, a second-grade teacher, wants to write her philosophy of education and include it in the welcome letter to the families of her students. She is most likely motivated to take this step because a well-thought-out philosophy of education will:

1. Satisfy the parents of her students
2. Never need to be modified
3. Guide and direct her daily teaching [correct]
4. Differ from her teaching practices and beliefs

**[Feedback for Answer Choice 1]**

A well-thought-out philosophy of education should be shared with parents and may satisfy them in some way. However, this is a limited view. Emilia’s philosophy of education serves a much higher purpose as she makes decisions about her role in supporting children's learning and development.

**[Feedback for Answer Choice 2]**

Writing a philosophy of education is not a one-time activity. A well-thought-out philosophy of education will be subject to modification throughout a teacher’s career as new research-based ideas are incorporated and teaching experience shapes the individual’s perspectives. Early childhood professionals should revisit their philosophy and reflect on whether it should be changed to accommodate new understanding, knowledge, or practice.

**[Feedback for Correct Answer 3]**

A well-thought-out philosophy of education will guide and direct Emilia's daily teaching. It will include core beliefs and values about education and teaching, including what Emilia thinks about her role as a teacher and what she believes about children's development and learning.

**[Feedback for Answer Choice 4]**

A philosophy of education is not separate from teaching practices and beliefs. Teaching practices and beliefs shape the philosophy of education and are shaped by the philosophy of education.

**[Q2]**

As Emilia writes her philosophy of education, her primary focus should be which of the following?

1. The inclusion of common core terminology
2. Brief statements that can be summarized in fewer than 150 words
3. Accurately portraying her beliefs about teaching [correct]
4. Concern for the cultural diversity in her classroom

**[Feedback for Answer Choice 1]**

Common core terminology is not an essential component of a teacher’s philosophy of education. Teachers must focus on their beliefs about how children develop and learn.

**[Feedback for Answer Choice 2]**

The length of a teacher’s philosophy of education is not limited to 150 words. The philosophy should be understandable and clearly state the individual’s beliefs and provide practical guidance for teaching.

**[Feedback for Correct Answer 3]**

Emilia’s philosophy of education should accurately reflect her beliefs about teaching—what and how children should be taught. These beliefs will, in large part, be informed by her knowledge, experience, and understanding of how children learn and develop.

**[Feedback for Answer Choice 4]**

Beliefs about teaching culturally diverse groups of students might be included in a teacher’s philosophy of education, but these beliefs are not the major focus.

**[Q3]**

Emilia Garcia has written her philosophy of education and wants to share her set of beliefs with fellow teachers. Why is this sharing process recommended?

1. To receive feedback that helps Emilia clarify ideas [correct]
2. To ensure that Emilia expresses the same beliefs as other teachers
3. To receive the approval of other teachers in the school
4. To help other teachers express their beliefs about teaching

**[Feedback for Correct Answer 1]**

Other teachers can provide feedback about the clarity of ideas and the effectiveness of Emilia’s communication. Emilia can use the feedback to refine her statements and ensure that the families of her students will understand her beliefs about teaching.

**[Feedback for Answer Choice 2]**

A philosophy of education is a statement that includes values, beliefs, experiences, and understandings that are personal to the individual teacher. No two philosophies of education will be the same, even if they include some common features and elements.

**[Feedback for Answer Choice 3]**

The approval of other teachers in the school is not necessary. The process of sharing is not designed for the purpose of passing judgment (approval or disapproval) on another’s beliefs.

**[Feedback for Answer Choice 4]**

A teacher’s philosophy of education is personal. Emilia’s sharing is for her benefit. The process may result in constructive dialog, but it is not designed to help others express their beliefs about teaching.

**[Q4]**

Emilia refined her philosophy of education and included it in the welcome letter to the families of her students. One parent, after reading Emilia’s philosophy of education, asked what factors influenced Emilia’s philosophy. Emilia is most likely to explain that her philosophy is influenced by:

1. Her opinion about how children learn and develop
2. What she believes parents want to hear from their child’s teacher
3. The school’s curriculum and code of conduct for children
4. Research on how children learn and develop [correct]

**[Feedback for Answer Choice 1]**

A good philosophy of education is not simply based on opinion about how children learn and develop. Teachers must acquire knowledge from valid and reliable sources about how children learn and develop.

**[Feedback for Answer Choice 2]**

A good philosophy of education should be understandable to others, but should not be written simply as an exercise to appease or please parents.

**[Feedback for Answer Choice 3]**

The school’s curriculum and code of conduct should not be primary influences in shaping Emilia’s philosophy of education. She must acquire knowledge from valid and reliable sources about how children learn and develop and then use this knowledge along with her experiences and values to shape her beliefs.

**[Feedback for Correct Answer 4]**

A good philosophy of education incorporates new research-based ideas and/or strategies on how children learn and develop. Emilia’s philosophy is most likely influenced by textbooks, journals, and other research-based resources that help inform her beliefs and practices.

**[Q5]**

Conrad has taught kindergarten at Star Elementary for three years. Every week he and the other kindergarten teachers meet and discuss upcoming lessons, difficulties students are having with concepts, and ways to motivate struggling students to keep trying. His relationships with the other teachers encourage idea sharing and promote teaching excellence. In addition to maintaining strong relationships with his colleagues, Conrad also develops relationships with parents. These relationships allow him to understand his students better and partner with parents to reinforce learning at home. This description of Conrad’s relationships aligns most closely with which of the following teacher roles?

1. Teacher as coach and mentor
2. Teacher as instructional leader
3. Teacher as expert on child development
4. Teacher as collaborator [correct]

**[Feedback for Answer Choice 1]**

Coaching and mentoring allows a veteran teacher to provide assistance to a more novice peer. Conrad is working alongside his colleagues as equals rather than coaching and mentoring.

**[Feedback for Answer Choice 2]**

Teacher as instructional leader involves planning what children will learn, guiding and teaching so children learn, and assessing what children learn. This role is important but does not align with the role Conrad fills by forming and maintaining relationships.

**[Feedback for Answer Choice 3]**

Teachers need a solid knowledge of development and developmentally appropriate practices as the foundation for facilitating child-centered teaching and learning. This role is important but does not align with the role Conrad fills by forming and maintaining relationships.

**[Feedback for Correct Answer 4]**

Teachers must nurture relationships with other teachers. They need one another and can learn a lot from each other when they plan, seek feedback, share information, and reflect together. Also, by building relationships with families teachers are able to better understand the children they teach. This role aligns with Conrad’s activities that center around relationships.

**Learning Outcome 1.5:** Explain your understanding of what roles are expected of you as an inclusive early childhood professional.

**[Q1]**

Jessica Torres teaches first grade. Her school focuses on integrating all children into a typical classroom setting regardless of physical, cognitive, language, behavior, or socioeconomic differences. This practice is known as:

1. Special education
2. Inclusion [correct]
3. Differentiated instruction
4. Cultural diversity

**[Feedback for Answer Choice 1]**

Special education addresses the special learning and behavior needs of students who have been identified for special education services.

**[Feedback for Correct Answer 2]**

The practice of inclusion in a classroom involves providing for the needs of all children of different abilities, ranging from the developmental to the social, from the academic to emotional and behavioral differences.

**[Feedback for Answer Choice 3]**

Differentiated instruction refers to the practice of tailoring instruction to meet children’s individual educational needs.

**[Feedback for Answer Choice 4]**

Cultural diversity refers to the practice of recognizing, acknowledging, valuing, appreciating, and/or celebrating the cultural differences in beliefs, values, customs, and languages of different groups of people.

**[Q2]**

In his second-grade teaching, Jalen strives to meet the standards of the Division of Early Childhood (DEC) and the NAEYC (National Association for the Education of Young Children). Based on these standards, Jalen is likely to make sure every student thrives by doing which of the following?

1. Setting lower expectations for students who have a learning disability
2. Isolating students who have a physical disability
3. Setting high expectations for each child in the classroom [correct]
4. Making behavioral exceptions for students with behavioral challenges

**[Feedback for Answer Choice 1]**

Setting lower expectations for students who have a learning disability does not challenge them appropriately or help them thrive.

**[Feedback for Answer Choice 2]**

Isolating students who have a physical disability is more likely to cause them to withdraw or act out rather than helping them thrive.

**[Feedback for Correct Answer 3]**

A commitment to early childhood inclusion involves high expectations for each child.

**[Feedback for Answer Choice 4]**

Making exceptions for students with behavioral challenges is more likely to increase their difficulties than to help them thrive and learn appropriate behaviors.

**[Q3]**

Which of the following third-grade teachers appears to show the greatest understanding of inclusion in teaching?

1. Rashon promotes unity by telling his Spanish-speaking students to speak English only.
2. Jin provides extra instructions for students who have difficulty understanding English. [correct]
3. Carli separates students by ability level and gives high achievers extra privileges.
4. Daniela tells her struggling students not to worry about completing difficult tasks.

**[Feedback for Answer Choice 1]**

Rashon shows greater understanding of inclusion if he allows students to speak their native language in addition to learning and speaking English.

**[Feedback for Correct Answer 2]**

Jin shows understanding of inclusion by ensuring that students who struggle with English know what is expected of them.

**[Feedback for Answer Choice 3]**

Carli shows greater understanding of inclusion if she offers the same privileges to all students.

**[Feedback for Answer Choice 4]**

Daniela shows greater understanding of inclusion if she provides extra instruction that helps the struggling students complete the task.

**[Q4]**

In an inclusive preschool setting, what is the best solution for working with Nora who has vision impairment and cannot see the illustrations and manipulatives the children are using to learn different shapes?

1. Provide special supports or services to help Nora learn shapes [correct]
2. Suggest to Nora’s parents that Nora be transferred to a special school
3. Accept Nora’s performance even if she cannot identify any shapes correctly
4. Encourage other students to tell Nora the names of the shapes

**[Feedback for Correct Answer 1]**

A system of services and supports for children with disabilities and their families should respond to the needs and characteristics of children with varying types of disabilities. Nora should be provided special supports such as special manipulatives, the help of an aide, or other supports.

**[Feedback for Answer Choice 2]**

Suggesting that Nora be transferred is counter to the philosophy of inclusion.

**[Feedback for Answer Choice 3]**

Expecting less of Nora is not consistent with the philosophy of inclusion.

**[Feedback for Answer Choice 4]**

Encouraging other students to tell Nora the names of shapes does not help Nora meet learning expectations and does not fit the philosophy of inclusive teaching.

**Chapter 1 Application Exercises**

**Application Exercise 1.1:** Observe and Analyze: Communication Methods

**Learning Outcome 1.2** Identify the key factors and types of knowledge teachers need to support children’s learning and build respectful relationships with families.

**[RELATED VIDEO TITLE/URL]** Parent Involvement—Both Parts

<https://mediaplayer.pearsoncmg.com/assets/_video.true/inclusion-Parent_Involvement_both_parts>

[Introductory Text]

Video Example 1.4 identifies opportunities for teachers in an inclusion setting to communicate with families, including how to build and maintain positive relationships with parents and families, and why it is important to support and nurture parent involvement.

[Q1]

Explain why parent involvement is important.

[Q1 Feedback]

* Parent involvement can help teachers be more effective. Parents can extend learning to the home setting and reinforce what is happening in school.
* Involving parents helps them feel at ease. It helps create an equal partnership where both parents and teachers work together to plan and implement learning.

[Q2]

What are some ways that teachers can communicate with parents?

[Q2 Feedback]

* Teachers can ensure that they meet with parents regularly, even when things are “going good.”
* Teachers can call parents to keep them involved**—**especially when there are challenges that need to be addressed.
* Teachers can host formal conferences with parents to provide feedback on their child's experience at school.
* Teachers can invite parents to share information about their child's home life.
* Teacher can conduct home visits. Home visits are particularly helpful in building support for children who are having challenges at school. They also provide opportunities for families to share their cultural background in a setting that is less formal and, perhaps, more comfortable for them.

**Application Exercise 1.2:** Reflect and Apply: Caring and Kindness

**Learning Outcome 1.3** Describe how you can prepare for a career in early childhood education.

**[Introductory Text]**

Emily Johnson is not satisfied with the attitude of many of her kindergarten children. She thinks they are typical examples of the “me generation” and think only of themselves. Emily is determined to implement some classroom activities that will help her children develop attitudes of caring and kindness. She is not sure how to begin. She knows you have a reputation as a teacher leader, so she asks you for your help.

**[Q1]**

Identify three ways that Emily can begin to instill caring and kindness in her children.

**[Q1 Feedback]**

Possible responses include:

* A good way to begin any classroom learning theme is through books and stories. In their Voice from the Field, Christa Pehrson and Vicki Scheffler discuss how they use the book, “Have You Filled a Bucket Today? A Guide to Happiness for Kids.” You could identify other books for your children, such as “The Kindness Quilt,” to develop other activities involving kindness and caring.
* Pehrson and Scheffler believe that caring and kindness begin with them. As teachers, they demonstrate caring and kindness to their children by developing attitudes of caring and kindness toward each other. They love and accept each child but at the same time, they hold children accountable for their actions. Their behavior plan is short and to the point: Be Safe. Be Respectful. Be Responsible.
* Pehrson and Scheffler involve their children in community service. You too can think of many ways to involve your children in community service such as collecting cans of food for the local food shelter, sending care packages to soldiers overseas, and collecting and donating toys for a local child care center.

**Application Exercise 1.3:** Observe and Analyze: The Importance of Wonder

**Learning Outcome 1.4** Explain what a philosophy of education is and how you can develop and apply it in your professional practice.

**[RELATED VIDEO TITLE/URL]** The Importance of Wonder

<https://mediaplayer.pearsoncmg.com/assets/_video.true/earlychildhoodeducation-importance_of_wonder_iPad>

[Introductory Text]

Video Example 1.6 describes how a teacher makes intentional decisions about what is important for children to learn in her early childhood classroom.

[Q1]

What does the teacher mean when she states that learning must be “accessible”?

[Q1 Feedback]

When selecting a topic for study, the teacher intentionally ensures that learning is not restricted by the resources available at the time. Topics must be manageable within the child's environment. For example, the topic of birds is a good topic to study because there is an abundance of resources available to support learning.

[Q2]

What does the teacher mean by “learning about learning”?

[Q2 Feedback]

“Learning about learning” describes the many ways children are able to explore and express the knowledge they have absorbed. The teacher ensures learning is not focused simply on summarizing facts but on the process. When children are learning about learning, they are developing skills such as persistence. They wonder about their world. They ask questions and explore answers. They learn how to focus on what is relevant. They practice, practice, and practice. They refine their thinking. They persist.

**Chapter 1 Test Items**

What Does It Mean to be a Professional?

#### Multiple-Choice Questions

1. Early childhood professionals teach children of what ages?
   1. Birth to ten years of age
   2. Birth to eight years of age
   3. Two to four years of age
   4. Two to six years of age
2. Early childhood education is undergoing dramatic transformation and reform because of an increase in which of the following?
   1. Scientific knowledge about how young children develop and learn
   2. Mathematical knowledge and how it can be used in society
   3. Literary knowledge about writers’ views of children
   4. Historical knowledge about schools and public perception of learning
3. Mandy is the mother of two young children, and she works as a dental assistant on weekdays. She must depend on early childhood professionals to provide care and education for her children while she works every day. Her 4-year-old son has a disability. Where is he most likely to receive early childhood education?
   1. In a publicly funded facility for children who have disabilities
   2. In a special classroom with other children who have similar disabilities
   3. In a regular early childhood education setting
   4. In a private setting that is dedicated to children with disabilities
4. According to the standards of the National Association for the Education of Young Children (N A E Y C), early childhood professionals promote child development in which area or areas?
   1. Academic growth
   2. Social skill development
   3. Physical, social, mental, and linguistic growth
   4. Social skills and physical growth
5. Politicians at the local and national level support early childhood education. Why?
   1. To reduce the number of children who are home schooled
   2. To provide high-quality affordable programs for families who qualify
   3. To reach children with a high IQ in upper-class and middle-class families
   4. To appeal to voters who are homeless or living in poverty
6. Three children in Meg’s preschool class are immigrants from Mexico. Every morning, she greets them in their native language of Spanish. Meg is respecting what aspect of these children’s context of development?
   1. English learning
   2. Observation abilities
   3. Culture
   4. Cognition
7. Three children in Meg’s preschool class are immigrants from Mexico. She invited the parents of these children to participate in a family night that focused on helping families feel comfortable inside the school. Which N A E Y C standard is Meg practicing?
   1. Child assessment
   2. Child observation
   3. Child development in context
   4. Family partnerships
8. Three children in Meg’s preschool class are immigrants from Mexico. At the beginning of the year, Meg observes these children as they play and communicate with their peers. Her observations help her determine the learning needs of these children. Meg’s observations serve what purpose?
   1. Phonemic awareness
   2. Assessment
   3. Professional development
   4. Social skill development
9. The N A E Y C promotes the concept of developmentally appropriate practice (D A P) in early childhood education. Three knowledge bases form the core considerations of D A P, and these include all of the following EXCEPT:
   1. Knowledge of the content of literacy and mathematics instruction
   2. Knowledge of the processes of child development
   3. Knowledge of the child as an individual
   4. Knowledge of the social and cultural contexts in which children live
10. Marcus teaches kindergarten in a culturally diverse community and assures parents that his teaching reflects culturally appropriate practice. Which of the following aspects of Marcus’s teaching illustrates his culturally appropriate practice?
    1. Beginning each day with a morning meeting on the rug
    2. Learning the family background of each child
    3. Singing a different song each week
    4. Teaching children the months of the year
11. Today there is a growing emphasis on incorporating S T E M content into the curriculum beginning in preschool. S T E M includes all of the following content areas EXCEPT:
    1. Technology
    2. Mathematics
    3. Science
    4. Economics
12. The cycle of reflective practice involves which of the following?
    1. Changing the pattern of teaching to implement diverse technologies
    2. Thinking and planning before, during, and after teaching
    3. Alternating teacher-centered and student-centered activities
    4. Changing the pattern of teaching to implement new techniques
13. Professional dispositions are the values, commitments, attitudes, and professional ethics that influence teachers’ behaviors. Based on ideas presented by Morrison, what is the most important disposition that all early childhood professionals should exhibit?
    1. Organization
    2. Alertness
    3. Caring
    4. Preparedness
14. Which of the following should be included in the professional portfolio of an early childhood professional?
    1. Philosophy of teaching
    2. IQ test scores
    3. Copies of college transcripts
    4. Evidence of good parenting
15. Devyn earned a degree in business several years ago and now wants to make a career change and teach in an early childhood education program. What educational pathway is recommended for Devyn’s career change?
    1. No additional education
    2. An associate degree program
    3. An additional baccalaureate degree in early childhood education
    4. An alternative certification program
16. Devyn earned a degree in business several years ago and now wants to make a career change and teach in an early childhood education program. As part of her preparation for teaching, Devyn must articulate her philosophy of teaching. Which of the following most closely relates to a philosophy of teaching?
    1. Concerns about children’s well-being
    2. Beliefs about how children learn
    3. Knowledge of children’s health risks
    4. Ideas about children’s socioeconomic status
17. Shelby teaches in an inclusive second grade. Which children would be included in her inclusive classroom?
    1. Children who have disabilities
    2. Children who are nondisabled
    3. Children who are gifted, children who are average, and children who are disabled
    4. Children who are gifted
18. Corrine teaches two students who are gifted in mathematics. She provides opportunities for these students to work on special math-related projects every Friday for one hour. She has met with several community agencies to acquire extra funding for these projects. She has also met with the superintendent and the board and discussed additional ways to provide appropriate challenges for gifted students. In this role, Corrine is which of the following?
    1. Advocate
    2. General classroom teacher
    3. Special education teacher
    4. Resource room teacher
19. Corrine and another second-grade teacher work together during their planning time. They discuss solutions to children’s learning problems and share teaching strategies that improve their teaching. They are involved in which of the following?
    1. Mentoring
    2. Peer coaching
    3. Ethical practice
    4. Professional learning community
20. Dr. Thomas is the principal at Highland Early Childhood Center. She has worked hard to establish a professional learning community at her school. Professional learning communities are designed to do which of the following?
    1. Attract the best teachers to elevate the school’s prestige
    2. Follow the letter of the law in early childhood education practices
    3. Work collaboratively to improve teaching and learning
    4. Implement concepts from brain-based research

Short-Answer Questions (Chapter 1)

1. Describe the three knowledge bases that form the core considerations of D A P. Discuss the implications for teaching.
2. Why do early childhood educators need to understand inclusion? What recommendations by the D E C and the N A E Y C help early childhood professionals prepare for inclusion?

**Chapter 1 Test Answer Key**

**ANSWER KEY: Chapter 1 Test (Multiple Choice)**

| Question Number | Answer | Answer Content |
| --- | --- | --- |
| 1 | B | Birth to eight years of age |
| 2 | A | Scientific knowledge about how young children develop and learn |
| 3 | C | In a regular early childhood education setting |
| 4 | C | Physical, social, mental, and linguistic growth |
| 5 | B | To provide high-quality affordable programs for families who qualify |
| 6 | C | Culture |
| 7 | D | Family partnerships |
| 8 | B | Assessment |
| 9 | A | Knowledge of the content of literacy and mathematics instruction |
| 10 | B | Learning the family background of each child |
| 11 | D | Economics |
| 12 | B | Thinking and planning before, during, and after teaching |
| 13 | C | Caring |
| 14 | A | Philosophy of teaching |
| 15 | D | An alternative certification program |
| 16 | B | Beliefs about how children learn |
| 17 | C | Children who are gifted, children who are average, and children who are disabled |
| 18 | A | Advocate |
| 19 | B | Peer coaching |
| 20 | C | Work collaboratively to improve teaching and learning |

Suggested Answers to Short-Answer Questions (Chapter 1)

1. Describe the three knowledge bases that form the core considerations of DAP. Discuss the implications for teaching.

The three knowledge bases that form the core considerations of DAP are knowledge of the processes of child development, the child as an individual, and the social and cultural contexts in which children live.

For teachers, this involves developing a classroom community where all children feel safe and respected. Activities provide opportunities for exploration and hands-on learning. The learning needs of all children are met, and accommodations are made to help children with diverse learning styles.

1. *Why do early childhood educators need to understand inclusion? What recommendations by the DEC and the NAEYC help early childhood professionals prepare for inclusion?*

Every classroom today is an inclusive classroom. Teachers need to be prepared to create an effective learning environment for children from diverse backgrounds and children with diverse learning and developmental needs. Early childhood educators are responsible for accommodating the naturally occurring diversity in the classroom.

Recommendations by the DEC and the NAEYC include:

* 1. Create an environment where every child, regardless of ability, thrives. Teachers must have high expectations for each child. This means that teachers provide the appropriate challenges and supports for each child to meet learning standards.
  2. Embrace inclusion as a program philosophy. Such a philosophy ensures that teachers and staff operate under a similar set of assumptions, values, and beliefs about the most effective ways to support infants and young children who have disabilities and ways to support their families.
  3. Ensure that all children have the services and supports they need to succeed. These supports apply to children with varying types of disability and varying levels of severity.