

PLACE[®]

STUDY GUIDE

02 Early Childhood Education



**Program for Licensing Assessments
for Colorado Educators[®]**

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® 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 PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 02: EARLY CHILDHOOD EDUCATION

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

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 teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice 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 strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice 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 area.

OBJECTIVES



TEST FIELD 02: EARLY CHILDHOOD EDUCATION

Child Development and Learning
Curriculum: Literacy
Curriculum: Mathematics
Curriculum: Additional Content
Instruction and Assessment
Professionalism
Family and Community Relationships

CHILD DEVELOPMENT AND LEARNING

Understand child development and the integration of development in the various domains.

Includes characteristics of cognitive, physical, social, emotional, language/communicative, and aesthetic development during early childhood; chronological age and developmental level; the relationship between development in one domain and development in other domains; ways in which individual differences affect development in all domains; and theories and research on typical and atypical child development.

Understand differences in development and the importance of recognizing the individual strengths and needs of all children.

Includes variations in development in young children; implications of differences in development; strategies for determining the individual strengths and needs of all children; and approaches to support the development and learning of all children, including those with disabilities, developmental delays, special abilities, and diverse cultural and linguistic abilities.

Understand how children learn and construct knowledge.

Includes the relationship between learning and development in the various domains; the importance of play and active involvement to child development and learning; the role of interactions among children and between children and adults; ways in which children construct concepts and develop new skills; dispositions that facilitate learning (e.g., curiosity, perseverance); activities and resources that encourage children to play, explore, and solve problems; the emergence of literacy; and strategies to help children reflect on their own thinking processes and learning.

Understand conditions and factors that affect the development and learning of all children.

Includes the effects of biological, environmental, familial, cultural, societal, and economic factors on child development and learning; behaviors and factors that affect individual, family, and community health and safety; principles of nutrition; factors that promote children's physical activity; the relationship of physical and emotional health to learning; and the importance of creating a nurturing and supportive environment for all children.

Understand positive guidance and socialization strategies that support the development of individuals and groups.

Includes the relationship between children’s social and emotional development and learning; strategies developed in collaboration with families and staff that promote positive social and emotional skills; individual and group guidance and problem-solving techniques that nurture positive relationships with and among children, encourage interpersonal problem solving and conflict resolution, and develop self-discipline and positive self-concept; knowledge and use of appropriate behavior management techniques; and strategies to help children learn to deal effectively with their emotions.

CURRICULUM: LITERACY

Understand principles of planning and organizing reading instruction based on ongoing assessment.

Includes characteristics of child development in relation to oral language, reading, and writing; factors that influence literacy and language development; types, characteristics, and uses of ongoing language and literacy assessment strategies; the development of a curriculum that promotes language development and literacy based on information obtained through ongoing assessment; the individualization of literacy instruction based on assessment; and strategies for creating an individually, culturally, and age-appropriate environment that nurtures growth toward and interest in literacy.

Understand phonological and linguistic skills related to reading.

Includes how meaning is conveyed through nonverbal and verbal communication; the development of concepts about print, including interest in print; strategies for developing auditory discrimination and memory skills and the relationship between these skills and reading; ways to develop children’s concepts about rhythm and rhyme and understanding that sounds can be manipulated; the development of awareness of the association between sounds and the written letter; methods for assessing phonological and linguistic skills; and awareness of how cultural and language differences influence the development of phonological and linguistic skills.

Understand verbal, nonverbal, story, and reading comprehension.

Includes methods for facilitating verbal, nonverbal, story, and reading comprehension; behaviors that indicate comprehension (e.g., predicting logical next steps in a story, dramatizing stories); the role of cognitive, problem-solving skills in comprehension and ways to promote these skills; strategies for helping children listen and respond to literature read to them; ways to promote children’s understanding that pictures and print convey meaning; the use of picture clues to aid comprehension; the relationship between understanding the structure of books and stories (e.g., beginning, middle, and end) and comprehension; literature for young children and the importance of exposing children to a variety of types of literature; and methods for assessing comprehension.

Understand oral and written language development and their role in supporting reading.

Includes the development of oral proficiency in children (e.g., increasingly complex and abstract use of language); the development of writing skills in children, including associated visual, fine-motor, and gross-motor skills; strategies for promoting oral proficiency development and writing skills; ways to develop vocabulary to express thoughts and feelings, describe experiences, interact with others, and communicate needs; methods for motivating children to use oral and written language to communicate (e.g., telling and retelling stories through play, pictures, illustrations, props, and other materials); ways to help children begin to recognize a variety of symbols and the written form of their own names, letters, and familiar words found in their environment; methods for assessing oral and written language skills; the relationships among reading, writing, and oral language; and awareness of how cultural and language differences influence the development of oral and written language.

Understand developmentally appropriate practices, materials, and resources for supporting literacy development and instruction.

Includes identification of individually, culturally, and age-appropriate practices for promoting various aspects of literacy development; strategies for using play to enhance literacy development; knowledge and use of content standards (e.g., "Colorado Model Content Standards for Reading and Writing") to improve instruction; experiences that lead to competence in literacy (e.g., "Building Blocks to Colorado's Content Standards for Reading and Writing"); types and characteristics of materials and resources for literacy instruction, including criteria for their selection; the use of technology to support literacy instruction; and the importance of and strategies for integrating literacy learning with other areas of the early childhood curriculum.

CURRICULUM: MATHEMATICS

Understand number concepts and the development of number sense.

Includes characteristics of number systems and number sequences; methods and materials that promote the exploration of number meaning, the discovery of number relationships (e.g., one-to-one correspondence), and problem solving; the use of materials to count, estimate quantities, and order, group, and seriate according to various criteria; the development of children's awareness of the association between numbers and their written form; and ways to promote vocabulary related to numbers.

Understand patterns, basic geometric concepts, and spatial reasoning.

Includes strategies for helping children recognize and identify simple patterns (e.g., shapes, sizes, textures, sounds); activities (e.g., labeling, classifying, sorting) that promote the use of mathematical language to identify and describe patterns; activities and materials that promote children's abilities to recognize and describe two- and three-dimensional shapes and to understand geometric relationships; factors and experiences (e.g., awareness of personal space, investigating shapes) that contribute to the development of spatial reasoning; ways to promote vocabulary related to geometric concepts and spatial reasoning; and problem-solving activities involving patterns, geometric concepts, and spatial reasoning.

Understand principles and skills for working with data.

Includes methods for collecting, organizing, describing, and analyzing data; ways to promote vocabulary related to data collection, description, and analysis; the development of children's understanding of the relationship between visual representations (e.g., charts, tables, graphs) and data; activities that encourage simple analysis of observations and data; basic concepts of probability and methods for developing children's understanding of these concepts (e.g., making predictions about everyday events); and problem-solving activities involving data and basic probability.

Understand measurement principles and strategies.

Includes systems of measurement; types and characteristics of measurement tools and techniques; the use of standard and nonstandard units of measurement; strategies for helping children become familiar with measurement concepts, methods, and instruments; development of vocabulary regarding size, distance, time, and change; ways to help children understand how to recognize and measure change; and problem-solving activities involving measurement.

Understand developmentally appropriate practices, materials, and resources for supporting mathematical literacy development and mathematics instruction.

Includes identification of individually, culturally, and age-appropriate practices, including providing opportunities for hands-on experiences with everyday objects and events, for promoting various aspects of mathematical literacy development; strategies for using play to enhance mathematical literacy; knowledge and use of content standards (e.g., "Colorado Model Content Standards for Mathematics") to improve instruction; experiences that lead to competence in mathematics (e.g., "Building Blocks to Colorado's Content Standards for Mathematics"); types and characteristics of various materials and resources for mathematics instruction, including criteria for their selection; the use of technology to support mathematics instruction; methods for assessing mathematical understanding and skills; and the importance of and strategies for integrating mathematics learning with other areas of the early childhood curriculum.

CURRICULUM: ADDITIONAL CONTENT**Understand and use a variety of strategies to facilitate children's development in the various domains.**

Includes strategies and activities to facilitate cognitive development; strategies and activities to promote physical development; strategies and activities to promote social development; strategies and activities to promote emotional development; strategies and activities to promote language and communicative development; and strategies and activities to promote aesthetic development.

Understand social studies content and how to facilitate children's learning in the area of social studies.

Includes basic social studies concepts and skills (e.g., location, community) and strategies and resources for promoting the development of these concepts and skills; knowledge and use of content standards to improve instruction; current research about social studies curriculum content for young children; the role of interactive experiences in building knowledge, language, and concepts related to social studies; the use of everyday events to advance social studies themes; and the importance of and strategies for integrating social studies learning with other areas of the early childhood curriculum.

Understand science content and how to facilitate children’s learning in the area of science.

Includes basic science concepts and skills (e.g., observing, experimenting) and strategies and resources for promoting the development of these concepts and skills; knowledge and use of content standards to improve instruction; current research about science curriculum content for young children; the role of hands-on activities in building knowledge, language, and concepts related to science; the transfer of science skills to everyday life; and the importance of and strategies for integrating science learning with other areas of the early childhood curriculum.

Understand the content of the arts and how to facilitate children’s learning in the area of the arts.

Includes basic concepts and skills (e.g., creating, appreciating) in visual arts, music, movement, and drama; knowledge and use of content standards to improve instruction; the role of hands-on activities in building knowledge, language, and concepts related to the arts; indicators of creative development; activities and resources for promoting children’s aesthetic appreciation of the arts; current research about arts curriculum content for young children; the role of the arts in promoting self-expression, creative thinking, and a healthy self-concept; the interpretation of children’s artistic expressions; and the importance of and strategies for integrating the arts with other areas of the early childhood curriculum.

Understand health, safety, and physical education content and how to facilitate children’s learning in the areas of health, safety, and physical education.

Includes current research about health, safety, and physical education curriculum content for young children; knowledge and use of content standards to improve instruction; the role of movement in promoting emergent literacy and accommodating varied learning styles; activities and resources that foster children’s physical and motor development; activities and resources that promote children’s knowledge of ways to be physically active and to prevent accidents, injury, and illness; the transfer of health, safety, and physical education knowledge to everyday life; and the importance of and strategies for integrating health, safety, and physical education learning with other areas of the early childhood curriculum.

INSTRUCTION AND ASSESSMENT

Understand the selection and use of instructional and facilitation strategies that are appropriate to the learner.

Includes the importance of planning and implementing meaningful, integrated, and developmentally appropriate learning experiences that are based on knowledge of individual strengths and needs of children, the family, the community, and curriculum goals and content; the use of play, themes, and projects in planning experiences that integrate all developmental domains; multiple teaching strategies (e.g., inquiry, cooperative learning, multisensory instruction, modeling); considerations in selecting instructional and facilitation strategies; the use of technology to promote learning in all content areas; appropriate adaptations to address individual differences and needs; the implementation of individualized education plans; and strategies for making learning relevant to children’s lives.

Understand how to create and manage a learning environment that encourages play, active exploration, and learning.

Includes considerations in organizing the physical learning environment (e.g., accessibility, adequacy of space); health and safety considerations; determining appropriate use of time, space, materials, and equipment; strategies for creating a democratic learning environment; selecting and using learning-enriched materials and equipment that encourage play, active exploration, cooperation, and learning; and strategies for adapting the learning environment to address individual, cultural, and group differences.

Understand assessment principles, strategies, and tools.

Includes various assessment strategies, their characteristics, and their strengths and weaknesses; the development of valid and reliable assessment tools for the early childhood classroom; the importance of gaining information by assessing young children's development in all domains and their performance in the content areas; the selection and administration of assessments to make decisions about compliance with established criteria, standards, and laws related to children's learning and development; the use of performance-based assessments to support the planning of individually and age-appropriate activities; considerations in selecting and using assessments for diverse learners; appropriate adaptations to instruction based on given assessment results; strategies for working with families in the assessment process; and the communication of assessment results for various purposes (e.g., planning instruction, making referrals, developing and revising individualized education plans, determining program effectiveness).

PROFESSIONALISM**Understand the foundations of the early childhood profession; the profession's code of ethical conduct; and issues, trends, legislation, public policies, and state and national standards that affect early childhood programs.**

Includes the multiple historical, philosophical, and social foundations of the early childhood profession and how these foundations influence current thought and practice; the profession's code of ethical conduct, the importance of commitment to this code, and incorporating it into professional practice; current issues and trends in early childhood education; state and national standards relating to early childhood programs; legal issues, legislation, and other public policies, including funding, that affect children, families, programs for young children, and the early childhood profession; responsibilities and procedures for reporting known or suspected abuse or neglect; and local, state, and national regulations regarding early childhood programs and work environments (e.g., licensing, health and safety requirements).

Understand how to work with colleagues and other individuals involved in early childhood programs.

Includes appropriate roles and responsibilities of various personnel (e.g., paraprofessionals, volunteers, special education team) in an early childhood program; strategies for establishing and maintaining collaborative relationships with colleagues; team-building skills and methods for working effectively as a team member; the coordination of activities with colleagues, other staff, families, and the community; strategies for organizing, supervising, and leading staff and volunteers in planning and maintaining a safe, appropriate environment for young children's development and learning; and ways to capitalize on and strengthen the skills and expertise of other adults in the learning environment.

Understand the early childhood professional's role in advocating for all young children, their families, and the early childhood profession.

Includes conditions and needs of young children, their families, and early childhood professionals; awareness of personal biases (e.g., racial, ethnic, cultural, linguistic, gender) and the possible effects of these biases on the early childhood program; strategies for advocating on behalf of effective programs and services for young children and their families; resources, programs, and practices to help families with young children adjust to change and transitions; the role of positive public relations; strategies for generating support for developmentally appropriate education programs for young children; and methods of enhancing professional status and working conditions for early childhood educators.

FAMILY AND COMMUNITY RELATIONSHIPS

Understand how to communicate effectively and create partnerships with families.

Includes the roles of families as primary caregivers and informal teachers of young children; the importance of respecting diversity among families and building on family priorities, resources, strengths, values, and circumstances; strategies for communicating effectively with families, including those whose primary language is not English, about the early childhood program and their children's progress; the collaborative role of families and teachers in early childhood programs; strategies for developing partnerships with families to provide support in making decisions related to child development and learning; and ways of encouraging family involvement in the early childhood program and providing resources to parents to promote children's learning at home.

Understand the roles, rights, and responsibilities of family members, professionals, agencies, and community resources and the importance of collaborative relationships.

Includes the roles, rights, and responsibilities of family members and professionals; roles and responsibilities of community agencies and organizations that advocate for and serve children and families; and the importance of and strategies for developing collaborative relationships among families, professionals, agencies, and community resources to support the development and well-being of children and families.

Understand family systems theory and how characteristics of families and communities affect children.

Includes the varying structures and contexts of families; ways in which young children affect and are affected by parents, siblings, extended family, community, and society; the importance of demonstrating sensitivity to families of children with special needs and abilities and to differences in social, economic, cultural, and linguistic backgrounds and family structures; and strategies for making accommodations for societal influences on children and families.

PRACTICE QUESTIONS: EARLY CHILDHOOD EDUCATION



1. According to collective theories of motor development in infants, motor development stems from:
 - A. active exploration by the infant within the constraints and boundaries of his or her biological limitations and demands of the environment.
 - B. the quality of the models of new motor skills to which the infant is exposed on a regular basis.
 - C. the infant's instinctive evaluation of the messages he or she receives from adults in response to the infant's physical experimentation.
 - D. a maturational plan that is grounded in the infant's genetics and neural development.
2. Nutrition planning for young children should include several nutritious snacks throughout the day mainly because:
 - A. children enjoy eating several small meals more than they enjoy eating a few large meals.
 - B. children are often unable to eat enough at mealtimes to satisfy their daily food needs.
 - C. children need to learn that proper nutrition is an important part of their everyday lives.
 - D. children require a greater intake of food when they are young than they do as they get older.
3. The ongoing assessment of the literacy skills of three year olds is most effective and appropriate when preschool teachers use the results to:
 - A. learn whether a child learns best by seeing or hearing new information.
 - B. give parents and other family members a description of a child's abilities.
 - C. determine which children are ready to begin writing letters and words.
 - D. design individualized instruction that matches a child's interests and strengths.
4. While reading a familiar story to a four-year-old child, a preschool teacher repeats a particular sentence and taps out the syllables of some words. According to the *Building Blocks to Colorado's Content Standards*, this learning experience would most typically promote the child's competence with which of the following areas of literacy?
 - A. dramatic storytelling
 - B. expressive vocabulary
 - C. grammatical conventions
 - D. phonemic awareness

5. A child is assigned the task of asking her classmates which beverages should be served at a class picnic. She makes a tally mark for each vote a beverage receives, counts the vote total, and reports the results to the teacher. This activity is likely to help develop the child's number sense by:
 - A. contributing to the child's spatial reasoning abilities.
 - B. enabling the child to apply counting skills in a meaningful context.
 - C. promoting the child's vocabulary related to data analysis.
 - D. helping the child to recognize and measure change.

6. Teaching children to count by twos, threes, fives, and tens would provide a foundation for teaching which of the following concepts?
 - A. regrouping
 - B. carrying
 - C. multiplication facts
 - D. inverse operations

7. An early childhood teacher regularly plays a game with seven-month-old Luis in which she hides a toy under a blanket and asks, "Where is it?" The teacher then lifts the blanket to reveal the toy and says, "Here it is!" This is most likely to help Luis develop an understanding of which of the following concepts?
 - A. object permanence
 - B. conservation
 - C. reversibility
 - D. serial order

10. Friedrich Froebel and Maria Montessori both emphasized the role of early childhood education in:
- A. promoting children's learning through self-directed activities.
 - B. preparing children for adult life roles.
 - C. socializing children to value the collective well-being over that of the individual.
 - D. freeing parents to be productive wage-earners.
11. The kindergarten teachers in an elementary school are discussing how best to help children make a smooth entry into kindergarten in the upcoming school year. Which of the following approaches would best enable the teachers to achieve this goal?
- A. Hold an open house for parents and children within the first few weeks after school has started.
 - B. Send a letter of welcome from the school principal to all the families of entering kindergartners.
 - C. Provide opportunities for contact between families and teachers before school opens.
 - D. Design a kindergarten program to be as similar as possible to local preschool and day care programs.
12. When an Individualized Family Service Plan (IFSP) is developed for a child with special needs, it is most important to specify which of the following types of information about services for the family and child?
- A. the appointments the family will have with service providers
 - B. the annual cost of providing educational services to the child
 - C. the lines of responsibility for services among different providers
 - D. the qualifications of the individuals who will be providing services

ANSWER KEY: EARLY CHILDHOOD EDUCATION



Question Number	Correct Response	Objective
1.	A	Understand child development and the integration of development in the various domains.
2.	B	Understand conditions and factors that affect the development and learning of all children.
3.	D	Understand principles of planning and organizing reading instruction based on ongoing assessment.
4.	D	Understand developmentally appropriate practices, materials, and resources for supporting literacy development and instruction.
5.	B	Understand number concepts and the development of number sense.
6.	C	Understand developmentally appropriate practices, materials, and resources for supporting mathematical literacy development and mathematics instruction.
7.	A	Understand and use a variety of strategies to facilitate children’s development in the various domains.
8.	D	Understand social studies content and how to facilitate children’s learning in the area of social studies.
9.	B	Understand how to create and manage a learning environment that encourages play, active exploration, and learning.
10.	A	Understand the foundations of the early childhood profession; the profession’s code of ethical conduct; and issues, trends, legislation, public policies, and state and national standards that affect early childhood programs.
11.	C	Understand the early childhood professional’s role in advocating for all young children, their families, and the early childhood profession.
12.	C	Understand the roles, rights, and responsibilities of family members, professionals, agencies, and community resources and the importance of collaborative relationships.