

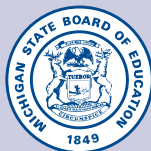


*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**82 Early Childhood  
Education**

This document is effective until September 1, 2012.



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## **PART 1: General Information About the MTTC Program and Test Preparation**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

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

## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test 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 predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Child Development and Learning	19%
Curriculum Development and Implementation	33%
Family and Community Relationships	16%
Assessment and Evaluation	17%
Professionalism and Program Leadership	15%

### CHILD DEVELOPMENT AND LEARNING

**Understand the processes of child growth and development (ages birth–8) and the integrated nature of development across all domains.**

Includes physical growth and development, social-emotional development, cognitive development, language development, and aesthetic development; chronological age versus developmental age; individual differences in development; and the effect of development in one domain on development in other domains.

**Understand how young children differ in their development and apply this understanding to support the development and learning of individual children.**

Includes conditions that affect children's development and learning (e.g., risk factors, developmental variations, developmental patterns), and strategies to create and modify environments and experiences to meet the individual needs of all children, including those with disabilities, developmental delays, and special abilities.

**Understand the significance of diversity for child development and learning.**

Includes the recognition that children are best understood in the contexts of family, culture, and society; the interrelationships among culture, language, and thought; the function of home language in the development of young children; and the importance of creating a supportive and nurturing environment for all children.

**Understand that children, through play, construct knowledge by exploring and interacting with objects, materials, and people in their environment and that play reflects development.**

Includes ways in which children construct and expand concepts; activities and resources that encourage children to explore, to manipulate, to understand relationships, and to use symbols; problem-solving strategies; and strategies to help children reflect on their own thinking processes (metacognition).

### CURRICULUM DEVELOPMENT AND IMPLEMENTATION

**Understand how to plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.**

Includes interrelationships among the content areas; benefits and strategies of integrated learning across the curriculum; and the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

**Understand how to structure a learning climate and select strategies that are responsive to the diverse needs and backgrounds of all children.**

Includes strategies for creating and adapting a classroom environment that provides for individual differences; the selection of appropriate activities, materials, and equipment; the development, implementation, and evaluation of appropriate lesson plans; and strategies for making learning and problem solving relevant to children's lives.

**Understand how to create an environment that fosters young children's social and emotional development, including self-esteem, self-discipline, and cooperative behaviors.**

Includes the relationship between children's social and emotional development and learning; individual and group guidance and problem-solving techniques that develop positive and supportive relationships with children, encourage positive social interaction among children, promote positive strategies of conflict resolution, and develop personal self-control, self-motivation, and self-esteem; methods that promote independence and self-confidence; and strategies for helping children learn to deal effectively with their emotions.

**Understand how to create a language-enriched environment that fosters the use of expressive and receptive language and literacy.**

Includes indicators of language and literacy development, factors that influence children's language development (e.g., being read to every day, given time to use language daily, family literacy), the importance of acknowledging a child's language, strategies for developing children's listening and speaking skills, the relationship between writing and the development of fine-motor control, and methods for promoting children's understanding of the diversity of communication.

**Understand the development of young children's cognition in mathematical and scientific concepts and how to help children make sense of their world.**

Includes factors and practices that promote positive attitudes regarding math and science; the role of hands-on activities in building knowledge, language, and concepts; strategies that promote the transfer of mathematical and scientific concepts and skills to everyday life; the use of everyday events to advance mathematics and science themes; and the use of technology for children.

**Understand how to foster physical competence (including fine-motor, gross-motor, and perceptual development) and promote children's awareness of health, nutrition, and safety.**

Includes the relationship between physical development and learning; activities and resources that foster children's physical development; behaviors and factors that affect individual, family, and community health and safety; principles of nutrition; influences of culture on practices relating to health, nutrition, and safety; activities and resources that extend children's knowledge of ways to prevent accidents, injuries, and the spread of germs; hazards and dangerous substances; and roles of people in the community who are responsible for health and safety.

**Understand young children's creative development and how to promote self-expression through the creative arts and enhance children's understanding and appreciation of the arts.**

Includes indicators of creative development, the integration of the arts with other content areas to promote learning and to provide a way for children to demonstrate what they know (e.g., drawing a picture instead of explaining in words), the role of creative arts in promoting self-expression and creative thinking and in developing a healthy self-concept, and activities and resources for promoting children's aesthetic appreciation of the arts (e.g., exposure to arts of various cultures) and building knowledge about the arts and artists (e.g., creating one's own art, talking about elements of artistic works).

**FAMILY AND COMMUNITY RELATIONSHIPS****Understand the importance of establishing and maintaining positive, collaborative relationships with families.**

Includes the importance of respecting families' choices and goals for children, strategies for communicating effectively with families about curriculum and children's progress, ways to involve families in assessing and planning for individual children, strategies for supporting families in making decisions related to child development and parenting, and ways of encouraging family involvement in the early childhood program.

**Understand variations in family structure and social and cultural backgrounds.**

Includes the varying contexts and configurations of family, and strategies for creating a climate of respect and appreciation for both the diversity and the uniqueness of individuals, families, and community.

**Understand how the dynamics, roles, and relationships within families and communities affect children.**

Includes ways in which physical and environmental factors (e.g., nutrition, health, economic issues, family issues) may affect children's success as learners, and strategies that build on positive factors and minimize the effects of environmental factors that may have a negative impact on children.

**Understand the importance of coordination, cooperation, and program support to meet children's needs and to ensure learning.**

Includes the identification of institutions, agencies, programs, and organizations that advocate for and serve children and families (e.g., Head Start, social services, teacher associations); practices that ensure a smooth transition for both children and families to public schools; the role of positive public relations; sources of funding; goals and benefits of collaborating with community institutions and businesses; and functions of an interagency council.



## ASSESSMENT AND EVALUATION

### **Understand informal assessment strategies to plan and individualize curriculum and teaching practices.**

Includes ongoing observation, recording, and assessment of young children's development; the development and use of authentic, performance-based assessments; ways to engage children in self-assessment; the importance of matching assessments to the diverse needs of children; the selection of appropriate assessments for a given purpose; and the use of informal assessments for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.

### **Understand formal assessment strategies to plan and individualize curriculum and teaching practices.**

Includes the selection, evaluation, and interpretation of formal, standardized assessment instruments and information used in the assessment of children; the integration of authentic classroom assessment data with formal assessment information; and the use of formal assessments for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.

### **Understand the use of formative and summative program evaluation to ensure comprehensive quality of the total environment, reflecting the diversity of children, families, and community.**

Includes the role of ongoing evaluations in program accountability and in making adjustments to the early childhood education program (e.g., curriculum, staffing, environment), and the awareness of local, state, and national standards for various program models.

### **Understand the communication of assessment information.**

Includes ways to communicate (e.g., checklists, portfolios, anecdotal records, progress reports, surveys) and their strengths and weaknesses; an understanding of a family's role as an active participant in the development, implementation, and interpretation of assessments; and the communication of assessment information to children, families, and others.

## PROFESSIONALISM AND PROGRAM LEADERSHIP

### **Understand the framework of the early childhood profession.**

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; and current research, trends, and issues in early childhood.

### **Understand the development and role of an articulated philosophy in an early childhood education program.**

Includes purposes for developing an articulated philosophy (e.g., shaping the early childhood curriculum, accountability), sources of input in creating the philosophy, factors that should be reflected in the philosophy (e.g., research; national, state, and local goals, standards, and guidelines; recognition of the diverse needs of children and their families), and the dissemination and application of the philosophy.

**Understand the aspects of effective advocacy to improve the quality of services for young children and their families.**

Includes the conditions of children, families, and professionals; legal issues; legislation and public policies affecting children, families, programs for young children, and the early childhood profession; methods for improving the quality of programs and services for young children; and ways of enhancing professional status and improving working conditions for early childhood educators.

**Understand how to work with and supervise colleagues and others in an early childhood program.**

Includes strategies for coordinating activities with members of the classroom team, families, and the community (e.g., social services departments, administrators, other school personnel); appropriate roles and responsibilities of various personnel (e.g., paraprofessionals, associate teachers, volunteers); and types and sources of professional development activities and organizations that help maintain and improve the effectiveness of the early childhood education program.

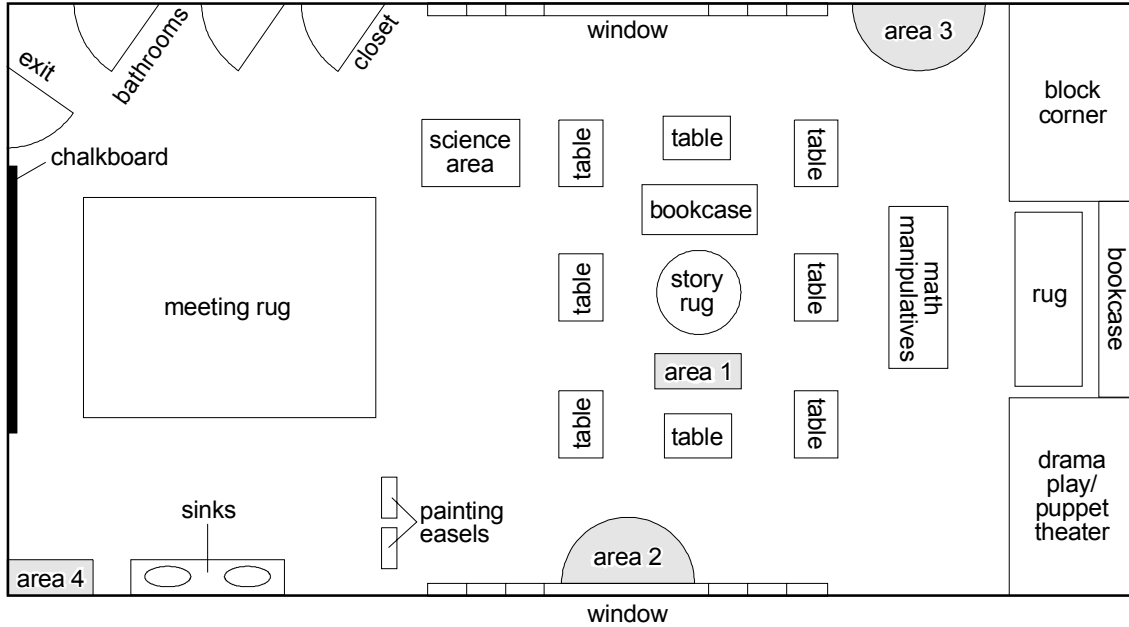
**Understand the basic principles of administration, organization, and operation of early childhood programs.**

Includes local, state, and national standards, rules, and regulations regarding early childhood programs and work environments (e.g., licensing, accreditation, health and safety requirements); communication skills and techniques; funding streams and funded programs such as Head Start; the enrollment, qualification, and recruitment of children; the responsibility and procedures for recognizing, reporting, and making referrals of children and families to other resources (e.g., other early childhood programs, child abuse prevention and treatment agencies); and principles of management.

**SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

1. Bronfenbrenner's theory of an ecological context of child development helps early childhood educators focus on the:
  - A. child and family contexts.
  - B. child and family within the educational context.
  - C. educational context within society.
  - D. child's biological, immediate socioeconomic, and social cultural context.
2. A kindergarten teacher has set up a sand table in her classroom with which the children can explore and play. The sand table is most likely to benefit the children by providing them with the opportunity to:
  - A. develop creative skills using an unusual artistic material.
  - B. explore with concrete materials and make discoveries about their world.
  - C. explore scientific concepts they have learned previously.
  - D. develop fine-motor coordination.
3. Which of the following activities best promotes mathematical understanding among preschool children?
  - A. naming geometric shapes that can be found around the room and drawing pictures of them
  - B. counting by rote to ten on a daily basis
  - C. learning about the calendar
  - D. sorting objects in a variety of ways and talking about how they are sorted
4. In preparing a curriculum for the optimal development of infants under ten months, the teacher should provide:
  - A. riding toys for outside play.
  - B. musical swings for movement.
  - C. multichild buggies for walks.
  - D. soft mats and blocks for rolling, climbing, and tumbling.

5. Use the diagram below to answer the question that follows.



A primary teacher wishes to make room in the classroom for an area where children can experience hands-on study of plants and seeds. One of the children is physically challenged and uses a wheelchair to move around the classroom. Based on the diagram above, which of the following areas would be most appropriate for setting up the plant and seed center?

- A. area 1
- B. area 2
- C. area 3
- D. area 4

6. During a parent-teacher conference, a parent reveals to her child's teacher that her four-year-old daughter Tisha is often extremely aggressive at home, causing disharmony among family members. Which of the following would be the best suggestion the teacher could make to help this parent cope with her daughter's home behavior?
- A. Allow Tisha to have a space at home where she can go when she is angry so as not to affect other family members with her angry mood or actions.
  - B. Begin each day at home talking with Tisha about her feelings and how she can express them without lashing out at people around her.
  - C. Set up a reward system through which Tisha can earn simple material rewards and privileges when she displays control of her temper.
  - D. Invite Tisha's school friends to share ways they express their own angry feelings at home and at school.
7. While reading a story to first graders about a family going on a weekend camping trip together, the teacher notices that Karen, a child whose parents have recently divorced, has become upset. After speaking with Karen privately and notifying her parents about her reaction, the teacher makes a point the following day of reading a book about a child living with his mother during the week and with his father on the weekends. It is most likely that the teacher's reasons for doing this are because it is important for:
- I. every child to see his or her lifestyle reflected and represented in the classroom.
  - II. the teacher to maintain positive home-school relations and be certain that parents/guardians see their children enjoying school.
  - III. children to see that fictional stories sometimes reflect real-life situations.
  - IV. Karen to know that her peers accept her and see her as having a common family experience, even if she does not feel positive about it.
- A. I and III only
  - B. II and IV only
  - C. I and II only
  - D. III and IV only

8. An early childhood center has added an additional toddler component for eight children. Which of the following adjustments must the center make to accommodate this change?
- A. hiring staff to ensure a ratio of one adult to four children in the toddler group
  - B. adding more large-group activities
  - C. removing activity centers from the classroom
  - D. decreasing the per-child fee because the toddler teaching staff does not require as much training and compensation
9. David Elkind's description of "hurried child" syndrome has led to an increased awareness in early childhood education of the:
- A. importance of formal public schooling beginning at a very early age.
  - B. measurement of academic performance through formal assessment.
  - C. importance of play rather than formal academics.
  - D. need for highly structured and predictable classroom environments.
10. Developing an articulated philosophy for an early childhood education program is most likely to contribute to program accountability by:
- A. making clear the expectations of the program and the responsibilities of those involved in the program.
  - B. satisfying both state and federal program documentation requirements.
  - C. providing a way to compare easily the effectiveness of various early childhood education programs.
  - D. serving as a legally binding contract that parents/guardians can expect to be fulfilled.

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>D</b>	Understand the processes of child growth and development (ages birth–8) and the integrated nature of development across all domains.
2.	<b>B</b>	Understand that children, through play, construct knowledge by exploring and interacting with objects, materials, and people in their environment and that play reflects development.
3.	<b>D</b>	Understand the development of young children's cognition in mathematical and scientific concepts and how to help children make sense of their world.
4.	<b>D</b>	Understand how to foster physical competence (including fine-motor, gross-motor, and perceptual development) and promote children's awareness of health, nutrition, and safety.
5.	<b>B</b>	Understand how to structure a learning climate and select strategies that are responsive to the diverse needs and backgrounds of all children.
6.	<b>B</b>	Understand the importance of establishing and maintaining positive, collaborative relationships with families.
7.	<b>A</b>	Understand how the dynamics, roles, and relationships within families and communities affect children.
8.	<b>A</b>	Understand the use of formative and summative program evaluation to ensure comprehensive quality of the total environment, reflecting the diversity of children, families, and community.
9.	<b>C</b>	Understand the framework of the early childhood profession.
10.	<b>A</b>	Understand the development and role of an articulated philosophy in an early childhood education program.