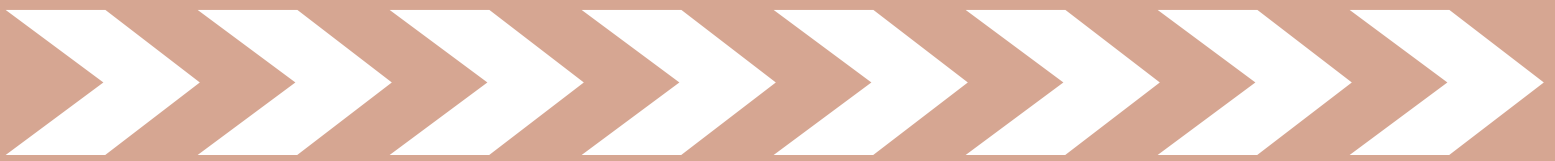




ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

93 Professional Knowledge—Early Childhood

**This test is now delivered as a computer-based test.
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PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION

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

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



PART 2: FIELD-SPECIFIC INFORMATION

Field 93: Professional Knowledge—Early Childhood

INTRODUCTION

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

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

Practice questions. The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

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

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

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

TEST OBJECTIVES

Field 93: Professional Knowledge—Early Childhood

SUBAREAS:

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

FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHILD GUIDANCE AND INCLUSIVE LEARNING COMMUNITIES**0008 Understand positive guidance and socialization strategies that support young children’s development and learning.**

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

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

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

FAMILY AND COMMUNITY RELATIONSHIPS

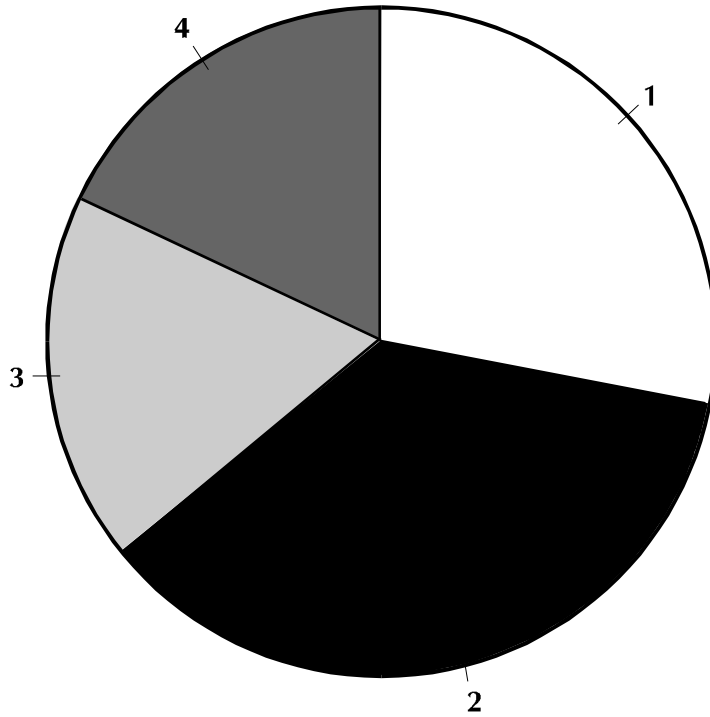
0010 Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.

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

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

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

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



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

PRACTICE QUESTIONS

Field 93: Professional Knowledge—Early Childhood

1. Which of the following criteria is most important when evaluating an early childhood education program?
 - A. Does the program offer an appropriate variety of educational activities and materials that it rotates constantly?
 - B. Are most or all of the students in the program progressing at approximately the same rate?
 - C. Does the teaching staff consist entirely of licensed early childhood professionals?
 - D. Are the program's defined goals and the regulations governing the program being met?
2. Which of the following expresses the primary reason that early childhood professionals are required to participate in ongoing professional development activities?
 - A. There is a direct correlation between participation in teacher training activities and higher student scores on standardized achievement tests.
 - B. Knowledge of the latest educational research and teaching methods promotes increased teacher effectiveness in the classroom.
 - C. Participating in periodic opportunities to compare experiences outside of the classroom decreases teacher burnout.
 - D. Many new teachers fail to recognize how further training will build on the foundation provided by their teacher preparation program.

3. At the beginning of the school year, Mr. Benally learns that Kayla, a student with special needs, will be in his class. Mr. Benally meets with the special education teacher to review the goals in Kayla's Individualized Education Program (IEP). Which of the following best describes Mr. Benally's responsibilities with regard to Kayla's IEP goals?
- A. choosing and prioritizing Kayla's IEP goals for instructional planning
 - B. incorporating Kayla's IEP goals into classroom activities across the curriculum
 - C. setting up a reward system to use whenever Kayla attains an IEP goal
 - D. providing information on which of Kayla's IEP goals need modification to correspond to classroom goals
4. As a kindergarten teacher makes her plans for the upcoming school year, she intends to take advantage of a wide variety of resources in the community. For example, in conjunction with a unit on "Community Helpers," she will arrange a trip to the fire station. Likewise, for a unit on "The Foods We Eat," the class will visit a local farmers' market. Such activities are especially important in an early childhood program because they:
- A. provide children with direct personal experiences that promote conceptual understanding.
 - B. foster the children's awareness and appreciation of the resources in their own community.
 - C. motivate local citizens to reflect on how to support school programs for the children in their community.
 - D. prompt the children to recognize the relevance of school to themselves and their families.

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

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

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

7. A teacher wishes to modify an infant room to better support the gross-motor needs of children who are making the transition from the crawling stage to the prewalking stage. The teacher could best accomplish this goal by:
- A. arranging tables, chairs, and play equipment around the room so that children can easily reach one object while holding on to another.
 - B. creating a small obstacle course using blocks, pillows, and toys through which the children can maneuver.
 - C. creating a matted area with soft, sturdy materials that children can use to pull themselves erect and support themselves.
 - D. placing favorite items on shelves at just the right height to allow most children to reach them from a standing position.
8. The children in a class of three year olds typically arrive between 7:45 and 8:15 in the morning. After greeting each child by name, the teacher could best facilitate each child's transition into the classroom by:
- A. reading a story to the class as children continue to arrive.
 - B. allowing children to self-select from a variety of activities, such as puzzles or play dough.
 - C. having children deposit their things at their cubbies and then sit down on the circle rug.
 - D. helping children form small groups and participate in role-playing in the drama center.
9. In the upcoming school year, a preschool teacher plans to make sociodramatic play an important feature of the program. This decision would be especially appropriate for children of this age because such play:
- A. encourages cooperation and communication.
 - B. promotes individuals' awareness of their own strengths and needs.
 - C. fosters self-help/adaptive skills.
 - D. provides practice in working toward a common goal.

10. Which of the following learning center activities would be most appropriate for promoting a kindergarten student's understanding of the concept of classification?
- A. arranging plastic rings on a cone in order from largest to smallest
 - B. examining the veins in a leaf with a magnifying lens
 - C. sorting manipulatives into piles based on size and color
 - D. using scissors to cut construction paper into strips of varying lengths
11. A third-grade teacher is responsible for planning a weekly forty-minute computer lab for her class. Which of the following would be the most appropriate principle on which to base the computer lab lessons?
- A. Computer lab activities should focus on teaching discrete computer skills in the context of games in which individuals try to beat their own personal best scores.
 - B. Computer lab activities should support classroom instruction through assignments differentiated according to individuals' computer proficiency.
 - C. Computer lab activities should be devoted to individuals' use of the programs most relevant to their own interests, whether graphics, word processing, or games.
 - D. Computer lab activities should consist primarily of individualized drill-and-practice tasks based on students' needs in specific academic areas.

12. A second-grade teacher is planning to begin a unit about insects by having a classroom discussion. Which of the following questions posed by the teacher would most likely promote students' use of higher-order thinking skills?
- A. "Who can tell me the name of the insect in this picture?"
 - B. "Why do we have insects in our environment?"
 - C. "How many hundreds of ants do you think live in one colony?"
 - D. "Which insects are most often found around our homes?"
13. In general, which of the following would likely be a first-grade teacher's best strategy for fostering students' sense of confidence and self-efficacy?
- A. complimenting students on their work regardless of the quality of the finished product
 - B. establishing a series of competitions designed to ensure that each student will have the experience of being the "winner"
 - C. planning engaging tasks that students will be able to accomplish through their own efforts
 - D. choosing a different "student of the week" every week, rotating through the class roster over the course of the year
14. At the end of a week punctuated by arguments and aggressive incidents, a preschool teacher decides that she needs to help the children develop a greater sense of community. Earlier in the year, the teacher involved the children in creating classroom rules, which included being polite and helpful, respecting each other's property, and not hurting others. Which of the following additional strategies would be most effective in creating the type of climate the teacher envisions?
- A. calling a meeting to remind the class of the rules, discussing the number of conflicts the teacher has seen, and warning that any incidents will result in serious consequences from now on
 - B. asking the school counselor to visit the classroom to make a presentation about the importance of sharing materials and getting along with one another
 - C. immediately intervening at the first sign of an incident, making everyone involved take a time-out, and requiring students to apologize to each other afterward
 - D. regularly holding discussions about how to create a safe and happy classroom and taking advantage of opportunities to affirm acts of kindness by individual students

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

Juan: Can I help you cook?

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

Juan: But I know how to cook.

Linda: Just girls.

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

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

16. Warren is a third grader who has moderate mental retardation. Each morning Warren spends two hours in Mr. Gupta's general education classroom, where he participates in language arts and science activities. In conjunction with the current science unit, Mr. Gupta is planning an experiment that he believes may pose some difficulties for Warren. Which of the following strategies would be most appropriate for Mr. Gupta to use in this situation?

- A. pairing Warren with an aide or peer partner who can provide natural support as the two perform the experiment together
- B. asking Warren to be his helper while he demonstrates the required techniques and procedures to the class
- C. having students perform the experiment later in the day when Warren is receiving services in the resource room
- D. planning a special language arts project for Warren to work on while the rest of the class conducts the experiment

17. Several parents/guardians have confessed to a toddler teacher that they are feeling anxious about how well their children will handle being in the toddler program, which will be their first school experience. The teacher's best response to these families would be to:
- A. invite them to visit and observe in the classroom for as long as it takes to feel reassured that their children are engaged and comfortable in their new surroundings.
 - B. explain that all parents/guardians feel this way initially and advise them to leave quickly to avoid communicating their own feelings of anxiety to their children.
 - C. promise to provide each family with a daily written report on their child's activities, behaviors, and general state of mind during the first week of school.
 - D. introduce the parents/guardians who are feeling anxious to others who feel the same way and suggest that these families get together to commiserate.
18. Before the opening of school, a teacher in an infant classroom contacts the children's families to schedule home visits. One family has repeatedly cancelled scheduled visits, and the teacher has gotten the strong impression that they do not want her to visit their home. Which of the following would be the teacher's best response to the family in this situation?
- A. asking whether the visit could be held somewhere in the family's neighborhood, such as a playground or community center, as appropriate
 - B. asking the family directly if they have some reason for objecting to the teacher's visiting their home
 - C. stressing that, to work as effectively as possible with any child, the teacher must observe that child in his or her most familiar environment
 - D. offering to keep the visit short and to use it primarily to get an idea of the child's physical surroundings

19. As part of a community outreach initiative, employees from a local business will be allowed to donate an hour per week volunteering in a local elementary school. Which of the following would likely be the most appropriate way for a first-grade teacher to use the services of such volunteers?
- A. asking them to conduct lessons with small groups of students
 - B. having them oversee recess while the teacher does administrative tasks
 - C. assigning them to prepare materials for mailings to families
 - D. pairing them with students to read stories together in the book corner
20. In the second half of the school year, Ms. Chee begins giving her third graders brief homework assignments on Tuesday, Wednesday, and Thursday nights. Several students have been turning in work that is careless or incomplete or failing to submit their homework entirely. Which of the following would be Ms. Chee's best strategy for addressing this issue?
- A. informing parents/guardians of the homework schedule and asking them to initial their children's completed homework
 - B. requiring students to work on any incomplete or missing homework during the following day's recess
 - C. keeping track of each student's record of homework submission and raising the topic during regular parent-teacher conferences
 - D. giving out stickers or other rewards to students who submit their homework complete and on time

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

DIRECTIONS FOR SECTION TWO: PERFORMANCE ASSIGNMENTS

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

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

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

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

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

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

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

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

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

PROFESSIONAL KNOWLEDGE TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

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

Practice Performance Assignment A

21. Examinee Task

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

Sample Performance Assignment A Response: Score Point 3

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

Practice Performance Assignment B

22. Examinee Task

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

Sample Performance Assignment B Response: Score Point 3

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

Practice Performance Assignment C

23. Examinee Task

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

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

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

Sample Performance Assignment C Response: Score Point 3

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

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

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

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

ANSWER KEY

Field 93: Professional Knowledge—Early Childhood

Question Number	Correct Response	Objective
1.	D	Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.
2.	B	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
3.	B	Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.
4.	A	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
5.	D	Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.
6.	C	Understand how to use a variety of assessment strategies to gather information about children's development and interests, plan appropriate learning experiences, monitor children's progress, and modify teaching to enhance children's development and learning.
7.	C	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children's active exploration and learning.
8.	B	Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children's active exploration and learning.
9.	A	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
10.	C	Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.
11.	B	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children's development and learning.
12.	B	Understand appropriate instructional methodologies and how to provide effective experiences that promote young children's development and learning.
13.	C	Understand positive guidance and socialization strategies that support young children's development and learning.
14.	D	Understand positive guidance and socialization strategies that support young children's development and learning.
15.	C	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.
16.	A	Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.

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Professional Knowledge—Early Childhood

Question Number	Correct Response	Objective
17.	A	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
18.	A	Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.
19.	D	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children's learning and development.
20.	A	Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children's learning and development.