

## **Chapter 1: The Early Childhood Teacher Test Bank**

1. Significant turnover rates in early childhood education are the result of
  - a. high ratios and large group size.
  - \*b. low salaries and the benefits that teachers receive.
  - c. lack of parent involvement.
  - d. feelings of inadequacy.
  - e. teacher shortages.
2. The primary reason why directors leave their jobs is due to the
  - \*a. high level of teacher turnover.
  - b. low salaries.
  - c. lack of respect.
  - d. amount of paperwork.
  - e. parents.
3. Early childhood education is the education of children
  - a. preschool through elementary.
  - b. birth through kindergarten.
  - c. birth through age five.
  - d. birth through age three.
  - \*e. birth through age eight.

Type: MR

4. CHOOSE ALL THAT APPLY. An intentional teacher is one who
  - \*a. plans.
  - \*b. thinks about the goals of the lesson.
  - c. prepares the morning before class.
  - \*d. organizes the learning experiences of the children.
5. Having intrinsic motivation for doing something means that you want to engage in the activity because
  - a. you will get a pay raise.
  - b. you will not get fired.
  - \*c. it gives you internal satisfaction.
  - d. parents will like you.
  - e. children are fun.

6. People who choose teaching as their career stay in the profession because
- a. of the high pay.
  - \*b. their routine is not the same every day.
  - c. they enjoy children.
  - d. the hours are flexible.
  - e. the job is easy.
7. A philosophy of teaching
- a. is not something every teacher needs.
  - b. takes time to develop.
  - c. is the same as your co-teacher.
  - d. is your guidance policy.
  - \*e. is your approach to and beliefs about teaching.
8. The demand for child care
- \*a. is high.
  - b. is low.
  - c. has not changed.
  - d. changes every day.
  - e. is higher in large cities.
9. CHOOSE ALL THAT APPLY. An inconsistent teacher-child relationship can affect children's
- a. peer relationships.
  - b. parent relationships.
  - \*c. socio-emotional development.
  - d. physical development.
  - \*e. language development.
10. Burnout is defined as
- \*a. physical, emotional, and attitudinal exhaustion.
  - b. a stressful situation.
  - c. mental exhaustion.
  - d. feeling underappreciated.
  - e. not enjoying your job.

11. What type of degree is typically awarded after a two-year course of study at an institution such as a community or junior college?

- a. CDA credential
- \*b. associate's degree
- c. bachelor's degree
- d. high school diploma
- e. master's degree

12. Currently, most states don't require teachers in preschool programs to have this type of degree, but some states are moving toward this requirement.

- a. CDA credential
- b. high school diploma
- c. associate's degree
- \*d. bachelor's degree
- e. master's degree

13. In order for an early childhood program to operate, it must obtain this from the state government.

- \*a. a state license
- b. accreditation
- c. a health inspection
- d. certification
- e. accommodation

Type: F

14. \_\_\_\_\_ is when early childhood programs voluntarily apply to attain national recognition for their high-quality program.

- a. Assessment
- b. Certification
- \*c. Accreditation
- d. Program improvement
- e. Accommodation

Type: F

15. Being \_\_\_\_\_ will help you develop a teaching style that makes you comfortable.

- a. an intentional teacher
- b. competent
- c. motivated
- d. friendly
- \*e. self-aware

16. \_\_\_\_\_ are principles that help us make decisions about how to act morally and socially.
- a. Responsibilities
  - b. Intrinsic motivation
  - \*c. Ethics
  - d. Teaching styles
  - e. Goals
17. Which developmental stage of teachers includes the teacher having reached a comfortable level of self-confidence?
- a. survival
  - b. renewal
  - c. trust
  - d. consolidation
  - \*e. maturity
18. The most important role a teacher plays is that of a
- \*a. friend.
  - b. confidant.
  - c. disciplinarian.
  - d. parent.
  - e. babysitter.
19. \_\_\_\_\_ focuses on the students as active learners with the teacher acting as more of a facilitator than an instructor.
- \*a. Indirect instruction
  - b. Programmed instruction
  - c. Direct instruction
  - d. Immediate instruction
  - e. Facilitated instruction
20. With \_\_\_\_\_ the teacher determines what to teach and what students should learn.
- a. facilitated instruction
  - b. indirect instruction
  - c. immediate instruction
  - d. creative instruction
  - \*e. direct instruction
21. An intentional teacher plans, thinks about the goals of the lesson, and organizes the learning experiences of the children.

\*a. True

b. False

22. Teacher shortage is not as much of a problem in early childhood education as it is in elementary education.

a. True

\*b. False

23. Early childhood education encompasses the ages of birth through age five.

a. True

\*b. False

24. The educational curriculum for preschoolers and early elementary children is the same.

\*a. True

b. False

25. It is important to understand your own behavior, motivation, and personality when developing a teaching style.

\*a. True

b. False

26. Teachers are role models for the children in their care, but not for the parents.

a. True

\*b. False

27. Your teaching philosophy will change over time as you gain knowledge and experience.

\*a. True

b. False

28. It is important to understand what is considered developmentally appropriate for the children in your care.

- \*a. True
- b. False

29. Supporting diversity is not part of your job as a teacher.

- a. True
- \*b. False

30. Teachers are responsible for teaching the children in their care, not making sure that parents are aware of what is being taught.

- a. True
- \*b. False

Type: E

31. List the five roles of the early childhood education teacher.

- a. Teacher as nurturer, teacher as instructor and facilitator, teacher as advocate, teachers and diversity, and teachers and parents

Type: E

32. Explain the difference between direct and indirect instruction.

- a. With direct instruction, also known as programmed instruction, the teacher determines what to teach and what students should learn. Indirect instruction focuses on the students as active learners with the teacher acting as more of a facilitator than an instructor.

Type: E

33. Define advocate. How can an early childhood education teacher be a successful advocate?

- a. Being an advocate for children means that you take action and speak out on their behalf. As a teacher, if you encounter children and families facing issues such as poor health, abuse and neglect, or living in poverty, you can find ways to support or assist them. For example: Learn more about the problem, get involved in activities that support children and their families, continue your education to learn more about developments in the field, convey your knowledge to others, and become informed of the state, federal, and local policies that affect children and their families.

Type: E

34. What skills and knowledge are needed to manage a diverse classroom?

- a. Teachers need to be prepared. This would include gaining an understanding of the differences among children and being trained to work effectively with a diverse student population. Learn as

much as you can about the children in your classroom by having conversations with the parents. Understand the different learning styles and make sure to incorporate them into your classroom. Be aware that you may have to change your teaching style to ensure that all children are being included.

Type: E

35. Why is it crucial to involve parents in a child's education?

a. Parents are the child's first teacher. Children learn how to behave from their parents, and what happens at home affects what happens at school. There should be open communication between the home and the school, so that there are no surprises with behavior, learning, and so forth. The parents and teacher must work together to help the child reach his or her full potential.

36. Lilian Katz called the stages that most teachers go through over the first few years of their career developmental stages. Name and describe these four stages, as well as some of the training needs of the teacher during each stage.

a. Stage 1: Survival

Developmental Tasks: Surviving daily challenges of being responsible for whole groups of young children and anticipating successes and classroom realities that may intensify feelings of inadequacy and unpreparedness.

Training Needs: Receive support, understanding, encouragement, reassurance, comfort, and guidance and receive direct, timely, on-site help with specific skills and insight into complex causes of children's behavior.

Stage 2: Consolidation

Developmental Tasks: Consolidating overall gains made during the first stage and differentiating specific tasks and skills to be mastered next and beginning to focus on individual children and problem situations.

Training Needs: Receive on-site training, become familiar with a wider range of resources, such as psychologists and social workers, exchange ideas with more experienced colleagues, and share feelings with other teachers in the same stage.

Stage 3: Renewal

Developmental Tasks: Repeating tasks and activities with each new class may be insufficiently interesting; asking questions about new developments in the field.

Training Needs: Meet colleagues from different programs, attend conferences and workshops; become active in professional associations, widen scope of reading; view films and videotapes; use Internet as source of ideas, and watch video recordings of own classroom teaching.

Stage 4: Maturity

Developmental Tasks: Having reached a comfortable level of self-confidence, teacher now asks deeper questions, such as: What is the nature of growth and learning? How are educational decisions made? Can schools change societies?

Training Needs: Continue to participate in conferences and seminars, work toward advanced degree, and read widely; interact with educators working on many different problem areas.

37. NAEYC has developed a set of recommendations for early childhood educators to create a welcoming environment that will support linguistically diverse children and their families. Talk about these best practices when working with young children and families.

a. The following is a list of best practices that teachers should be aware of when working with young children and their families:

1. Ensure that children remain cognitively, linguistically, and emotionally connected to their home language and culture.
2. Encourage literacy development in their native language, knowing that this contributes to children's ability to acquire English language proficiency.
3. Help develop essential concepts using cultural contexts and the children's first language.
4. Support and preserve home-language usage.
5. Develop and provide innovative, alternative strategies to promote all children's participation and learning.
6. Provide children with a variety of ways to show what they know and can do.
7. Actively involve families in the early learning program.
8. Help all families realize the cognitive advantages of knowing more than one language, and provide them with strategies to support, maintain, and preserve home-language learning.
9. Convince families that their home's cultural values and norms are honored at school.

38. NAEYC has established ten standards for early childhood programs to receive NAEYC accreditation. List and describe these standards.

a.

1. Relationships: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth; to facilitate each child's being part of a community, and to foster each child's ability to contribute as a responsible community member.
2. Curriculum: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: socio-emotional, physical, linguistic, and cognitive.
3. Teaching: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development within the context of the program's curriculum goals.
4. Assessment of Child Progress: The program is informed by ongoing, systematic formal and informal assessment approaches that provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results inform sound decisions about children, teaching, and program improvement and, thus, benefit children.



5. Health: The program promotes the nutrition and health of children and protects children and staff from illness and injury.
6. Teachers: The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
7. Families: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.
8. Community Relationships: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.
9. Physical Environment: The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate the learning and development of children and staff.
10. Leadership and Management: The program effectively implements policies, procedures, and systems that support stable staff, strong personnel, and appropriate fiscal and program management so all children, families, and staff have high-quality experiences.

39. A standards-based environment presents risks and benefits for the field of early childhood education. Compare and contrast these risks and benefits.

a. One major risk is that standards will be developed and implemented in rigid, superficial, or culturally and educationally limited ways, driving the curriculum toward a narrow fact- and skill-driven approach that loses depth and coherence. Also, narrowing a teacher's focus to ensuring that children meet the standards could result in the loss of teacher creativity and the setting aside of innovative practices. In contrast, well-developed and well-implemented early learning standards could contribute to a responsive and effective system of education for all young children, creating significant benefits for children's learning and development. They could also contribute to a more coherent, unified approach for children's overall education. Early learning standards that are clear and developmentally appropriate can bring together content and instruction, helping teachers and families provide appropriate educational opportunities for all children. Standards can help families better understand their children's development, including skills developed through play and exploration in early education settings. A developmental continuum of standards, curriculum, and assessment, extending from the early years into later schooling, can support better transitions from infant-toddler care, through preschool programs, to kindergarten, and into the primary grades. This is because teachers would be working within a consistent framework across educational settings.

40. Explain how a teachers' philosophy of teaching is created or developed.

a. Your philosophy of teaching—your approach to and beliefs about teaching—reflects your values, knowledge, education, and experience. The following things come together to comprise

your philosophy of teaching: what you know and believe about yourself, schools, children, colleagues, and so on; what you have studied and learned; and what you have experienced in school, on the job, and in your personal life. Your philosophy of teaching will change and develop over time as you gain knowledge and experience and grow as a person and as a professional. Your teaching philosophy will guide your daily teaching practices in the classroom, and administrators are well aware of that fact. Keep in mind the special importance of understanding children's different needs, interests, and learning styles, both in general and individually. This kind of understanding—gained from your studies and from your practical classroom experiences—will enrich your teaching philosophy. At a practical level, it will also help you select materials and activities that are developmentally appropriate for your students as a group and for each student individually.