

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 082: EARLY CHILDHOOD EDUCATION

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

TEST OBJECTIVES
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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.

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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).

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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.

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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.

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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.