

CHLD 101: Introduction to Early Childhood Education – Content Questions

The following questions are suggested for use as an evaluative tool.

Q & A for Chapters 1 & 2

1. The historical underpinnings of the field of early childhood education have led to at least five segmented areas of the field. Identify each of these areas and briefly explain how each area developed.

2. "Professionals within the field of early childhood education have a dramatic ability to impact the present and the future (Darragh, 2010, p. 3)."

Based on Chapter 1, explain how early childhood professionals can impact children, families, and society at large.

3. The history of early childhood education was impacted by the activities of numerous politicians, activists, and historical events. Using Figure 2.2 as a guide, explain the early history of day nurseries, preschool, and kindergarten education.

4. Head Start's history was shaped by political, economic, and social movements. Using Figure 2.3 as a guide, explain the early history of Head Start.

5. Special education was shaped by social and political movements. Using Figure 2.4 as a guide, explain the early history of special education.

Q & A for Chapters 3 & 4

1. The terms inclusion and flexibility are based on four essential components that account for the diversity that encompasses the field. Explain each of these components and identify how understanding inclusion and flexibility can assist in supporting access to the field for all children and families.

2. The teacher's role in supporting children's development and learning has been shaped by the constructivist theories of Jean Piaget and Lev Vygotsky. Provide an overview of each of their theories. Then, summarize the contributions their theories have made regarding the teacher's role in supporting development and learning.

3. Relationships play a critical role in supporting children's development and learning. Provide an overview of how knowledge of hierarchy of needs and attachment theory contribute to our knowledge base regarding supporting secure, consistent relationships between young children and responsive adults.

4. Understanding the diverse needs of families is essential knowledge to supporting child and family development. Provide an overview of family systems theory and explain how knowledge of this theory is relevant to the role of the early childhood professional.

5. Ecological systems theory describes the bidirectional relationship between the child and his or her environment. Explain each of the five systems that comprise ecological systems theory and provide an example of how each of these systems can impact a developing child.

Q & A for Chapters 5 & 6

1. Explain the benefits of using red flags as a tool in understanding children's development.
2. Adaptations, accommodations, and modifications each are adjustments in the environment and/or teaching strategies that support young children's development and learning. Explain each of these terms and identify when each would be effective.
3. What strategies are considered effective in supporting cultural and linguistic diversity in early childhood classrooms?
4. Who are America's families? Respond to this question based on family structure and composition.
5. Social support and family involvement strategies both cultivate partnerships with families. Describe each and explain their role in developing effective family partnerships.

Q & A for Chapters 7 & 8

1. Self-advocacy represents an important component of ongoing professional development and representation of the field to the larger community. What is self-advocacy and what strategies can you use to advocate for yourself?
2. Reflection plays an important role in effective teaching. What strategies can you use to ensure reflection is a daily part of your own growth and development?
3. Provide an overview of each of the curriculum models and approaches presented in Chapter 8, addressing the following questions:
 - a. When was the model/approach developed?
 - b. Who developed the model/approach?
 - c. What is the underlying theory reflected in the model/approach?
 - d. What are the implications of the model/approach for the field today?
4. The emergent curriculum has different foci for infants and toddlers and children ages preschool and older. What is the focus of the emergent curriculum for infants and toddlers and how can the emergent curriculum be supported and developed for this age group?
5. The Project Approach supports intellectual dispositions, offers good processes that support rich content, and leads to high quality products (Katz, 1999). What is the Project Approach and what strategies do teacher's using this approach use to support young children's development and learning?

Q & A for Chapters 9 & 10

1. What role does assessment play in the curriculum process?
2. What are the differences between formal and informal assessment practices?
3. How do play-based, strengths-based, and culturally and linguistically sensitive assessment practices address challenges of effective assessment?
4. Maslow's Hierarchy of Needs Theory, Attachment Theory, and Erikson's Psychosocial Theory contribute to effective practice supporting social and emotional development and early childhood classrooms. Describe each of these theories and explain how knowledge of these theories can support young children's development and learning.
5. How do effective guidance practices mirror the foundations of developmentally appropriate practice?

Q & A for Chapter 11 & 12

1. What is universal design and how does this framework contribute to ensuring access and equity in physical environments?
2. How does knowledge of developmentally appropriate practices contribute to designing effective environments for young children? Consider this question as it relates to infants, toddlers, preschoolers, kindergartners, and children in the primary grades.
3. How can the environment be designed to support the needs of families? Professionals?
4. Provide two examples of how integrated learning activities support children's development and learning in each developmental domain.
5. When planning for play in the early childhood environment, what guidelines need to be considered? How might these guidelines vary for children with disabilities? How do these differ for infants and toddlers, preschoolers, and children kindergarten age and older?

Q & A for Chapters 13 & 14

1. In what ways do standards relate to program planning and evaluation?
2. What recommendations has NACCRA made to ensure that licensing requirements support high-quality early childhood programming? What adaptations are needed to these standards for them to represent high-quality inclusive early childhood programming?
3. What observation and assessment strategies can be used to determine program effectiveness?

4. What role do families and professionals play in program planning and evaluation? How can program planning and evaluation be structured to ensure families and professionals have a voice?

5. What are the components of NAEYC's Vision for Excellence and how do these components work together to create a cohesive field supporting children, families, and professionals?

Q & A for CONNECT & Wrap Up

For each of the following topics, please provide an overview of how you will support each of these key course concepts into your work with young children. You can choose the age group you are working with. For each concept, please provide 3-4 examples of specific practices you will enact related to the overall topic.

- a. Developmentally Appropriate Practices
- b. Inclusion of Culturally and Linguistically Diverse Children and Families
- c. Inclusion of Children with Disabilities
- d. Universal Design for Learning
- e. Differentiated Instruction
- f. Embedded Interventions