

Fullerton College/CDES Dept.  
122 ECE: Principles  
Study Guide - Assessment #3 - Fall 2009

**Assessment #3 will cover:** Information in Chapters 6, 7, 8 & 9, as well as information covered in class. Questions will be a combination of multiple choice and essay format.

**Directions:**

- The Assessment is worth 50 points.
- Paper will be provided for the essays.
- Bring #882 Scantron for the Multiple Choice questions.
- You may bring a 4"x6" index with notes to use during the assessment (both sides okay).
- It is your responsibility to be sure you have completed 50 points worth of answers.
- Answer each question as thoroughly as time allows. Divide your time among the questions to avoid the trap of leaving questions unanswered.
- **Be sure to use your own words when writing your essay response.**
- The second half of class will begin the next section of course content (there will be an in-class activity during the second half of class).

**Assessment Essay Questions & Multiple Choice Questions will be developed from the following:**

**Chapter 6 - The Teacher as Model:**

- Modeling Nonviolent Problem Solving
- Six Step Approach to Social Problem Solving
  - Identify the 6 steps in correct order for social problem solving.
  - Briefly identify a scenario of a conflict between two or more children that you might observe in a children's center (do not use the ones in the readings or on the video)
  - Using the 6-Step Approach, identify each step and then write the actual language that you and the children might use. "Use quotation marks."
- Modeling as a Teaching Strategy
- Coopersmith's Models of Self-Esteem
  - Modeling virtue
  - Modeling power
  - Modeling significance
  - Modeling competence
- Modeling Equity
- Modeling Learning
- Based on Coopersmith's Models of Self-Esteem (plus additional models mentioned in text & class discussion), discuss how adult self-esteem relates to the self-esteem of children. Which one of the Models of Self-Esteem do you identify with most? Explain why?

**Chapter 7 - Modeling Adult Relationships in Early Childhood Settings**

- Working with Each Other: Relationships with other Professionals
  - Respectful behavior towards classmates & colleagues
  - Being sensitive to cultural diversity
  - Recognizing some differences in the way adults approach problems
  - The importance of being authentic
  - Handling adult disagreements through dialoguing

- Working with Families: Professionals' Relationships with Families
  - Making families feel part of the program
  - Honoring diversity
  - Recognizing that parents' and providers' roles are different
  - Handling conflicts with parents
  - Taking another perspective
  - Resolving Conflicts (RERUN)
  - Four Outcomes to Conflict
  - Facilitating Communication with Families
  - Video: Building Bridges

**Chapter 8 – Setting Up the Physical Environment:**

1. Know steps in planning an ECE environment.
2. Know educational theorists that emphasize the importance of environmental set-up.
3. Author's opinion regarding the setting for ECE programs.
4. Know the dimensions of the Teaching-Learning Environment.
5. Know what to consider when planning & designing the physical space.
6. Know appropriate types of material & equipment for the ECE setting.
7. Know the difference between promoting interdependence vs. independence.
8. Know the NAEYC Standards that apply to setting up the physical environment.
9. Know what research tells us about setting up the physical environment.
10. Know how the environment reflects the following goals: individuality, independence, interdependence cooperation, anti-bias focus, authenticity, exploration, and aesthetics.

**Chapter 9 – Creating a Social-Emotional Environment:**

1. Look at factors that contribute to a positive social-emotional environment.
2. Know the quality indicators.
3. Know how continuity is reflected in an ECE setting.
4. Know the various program models: family model, center-based model.
5. Look at cultural influences.
6. Look at the early childhood culture and the family culture.
7. Know the NAEYC Standards that apply.
8. Look at interdependence vs independence as a focus of programs.
9. Look at the issue of inclusion of children with special needs.