NOCTI

Teacher Credential Blueprint



Early Childhood Education and Care

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General Assessment Information

Blueprint Contents

General Assessment Information
Written Assessment Information
Specific Competencies Covered in the Test
Sample Written Items
Performance Assessment Information
Sample Performance Job

Test Type: The Early Childhood Education and Care assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Florida, Georgia, New York, Oklahoma, Pennsylvania, South Carolina, Washington, and Wyoming. .

CIP Code

19.0708-
Child Care and Support Services Management

Learning that works for America CTE™

Career Cluster -
Education and Training

O*net™ in*it

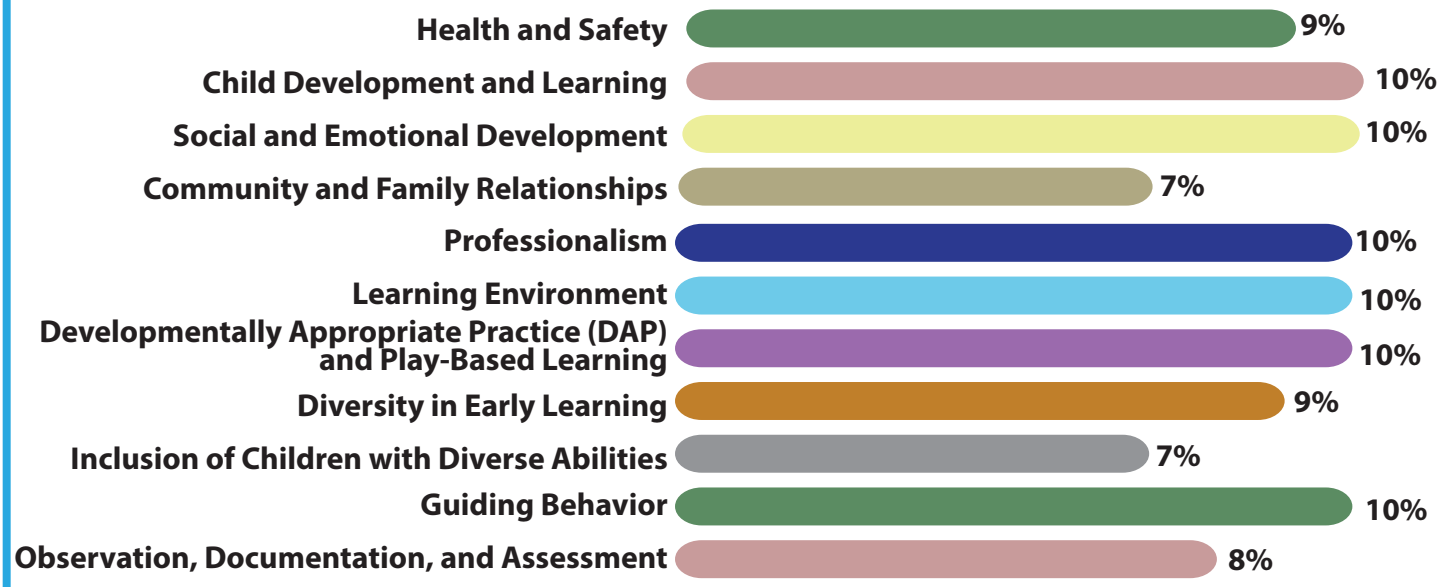
25-2011.00- Preschool Teachers, Except Special Education

Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 2 hours and 30 minutes
Number of Questions: 135
Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Health and Safety

- Identify strategies to maintain a safe classroom and playground environment
- Understand and follow mandated reporter laws and regulations
- Understand the health needs of children
- Recognize and manage safety hazards and protocols

Child Development and Learning

- Identify age-specific examples of executive functioning and cognitive development and identify strategies to support growth
- Identify age-specific examples of language development and identify strategies to support growth
- Identify age-specific examples of physical development and identify strategies to support growth

Social and Emotional Development

- Identify teaching techniques that encourage the development of a positive self-concept
- Demonstrate understanding of behavior that is typical for children at different developmental levels
- Recognize the factors that impact social and emotional development
- Identify caregiving techniques that develop age-appropriate social skills

Community and Family Relationships

- Demonstrate understanding of the importance of cooperative relationships with families
- Identify and plan methods of family and community involvement
- Identify, understand, and value the diversity of family structures

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Specific Standards and Competencies (continued)

Professionalism

- Demonstrate understanding of the importance of consent and boundaries in the classroom
- Identify emotional activators
- Recognize the importance of collaboration, confidentiality, and respect for all adults and children
- Demonstrate understanding of ethical work habits

Learning Environment

- Identify characteristics of a positive, healthy, accessible, inclusive, and culturally welcoming environment
- Demonstrate understanding of the methodology behind classroom arrangement
- Recognize how flexible schedules, routines, and daily transitions meet the needs of children
- Identify strategies for providing culturally and individually responsive learning opportunities

Developmentally Appropriate Practice (DAP) and Play-Based Learning

- Demonstrate understanding of the importance of developing a child's approach to learning
- Identify the key aspects and benefits of Developmentally Appropriate Practice (DAP) and play-based learning
- Demonstrate understanding of differences in cultural backgrounds regarding play
- Recognize the importance of play and the elements of intentional play

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Specific Standards and Competencies (continued)

Diversity in Early Learning

- Identify components of a diverse, multicultural curriculum
- Recognize that affirming diversity within the classroom is an essential aspect of whole child development
- Identify strategies to include representation in the classroom
- Recognize how personal bias/culture/experiences may influence practice

Inclusion of Children with Diverse Abilities

- Identify the role of a teacher in supporting children with exceptionalities
- Identify examples of inclusion, exclusion, segregation, and integration
- Identify strategies for learning opportunities that are inclusive of all children in developmental domains

Guiding Behavior

- Recognize positive, respectful, culturally responsive approaches to guidance
- Recognize how all behavior is communication
- Identify skills needed to support children in increasing social competence
- Recognize that positive relationships are the foundation for working with children

Observation, Documentation, and Assessment

- Demonstrate understanding of the purpose and value of observation and documentation
- Demonstrate understanding of the importance of communicating children's observation and assessment information to families in a culturally and linguistically sensitive and supportive manner
- Recognize the difference between objective and subjective observations

Sample Questions

A teacher might facilitate a play-planning conversation in the dramatic play area to

A. redirect children to a quieter activity
B. ensure each child has a turn with the most popular props
C. address persistent bickering among children
D. limit the number of children allowed to participate in play

The most important principle of the NAEYC Code of Ethics is that the needs of the _____ come first.

A. children
B. colleagues
C. community
D. families

In a classroom, a _____ would typically be found in the sensory area.

A. beanbag chair
B. set of tricycles
C. water or sand table
D. table for eating meals

Preschool students using blocks to build a bridge together is an example of

A. extending circle time activities
B. improving workbook completion
C. practicing memorization and mnemonics
D. developmentally appropriate, play-based learning

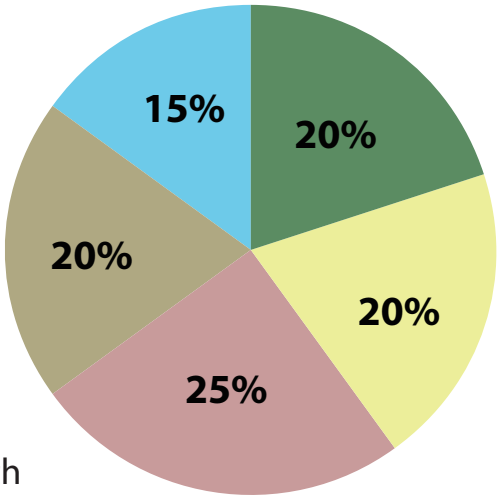
Choosing developmentally appropriate activities

A. encourages children to follow highly detailed instructions
B. limits toy options and promotes sharing
C. ensures all children participate regardless of interest
D. reduces frustration in children

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 45 minutes
Number of Jobs: 5



Areas Covered:

20% Demonstrate Washing of a Caregiver's Hands
Participant will correctly wash their hands.

20% Introduction Activity
Participant will complete an introduction activity with a group of five children (3 to 4 years old).

25% Story Presentation
Participant will complete a story presentation for the children.

20% Gross Motor Stretching Activity
Participant will complete a gross motor stretching activity with the children.

15% Closure Activity
Participant will complete a closure activity with the children.

Sample Job

Demonstrate Washing of a Caregiver's Hands

Maximum Time: 5 minutes

Participant Activity: The participant will demonstrate the appropriate handwashing for a caregiver, using liquid soap and paper towels, at a sink area with running water. The evaluator will grade on the proper steps of handwashing.

