

**Early Childhood
Education and Care**

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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 subject matter experts representing the the states of Georgia, Indiana, Michigan, New York, and Pennsylvania.



19.0708-
Child Care and Support
Services Management



Career Cluster -
Education and Training



25-2011.00- Preschool Teachers,
Except Special Education

Written Assessment

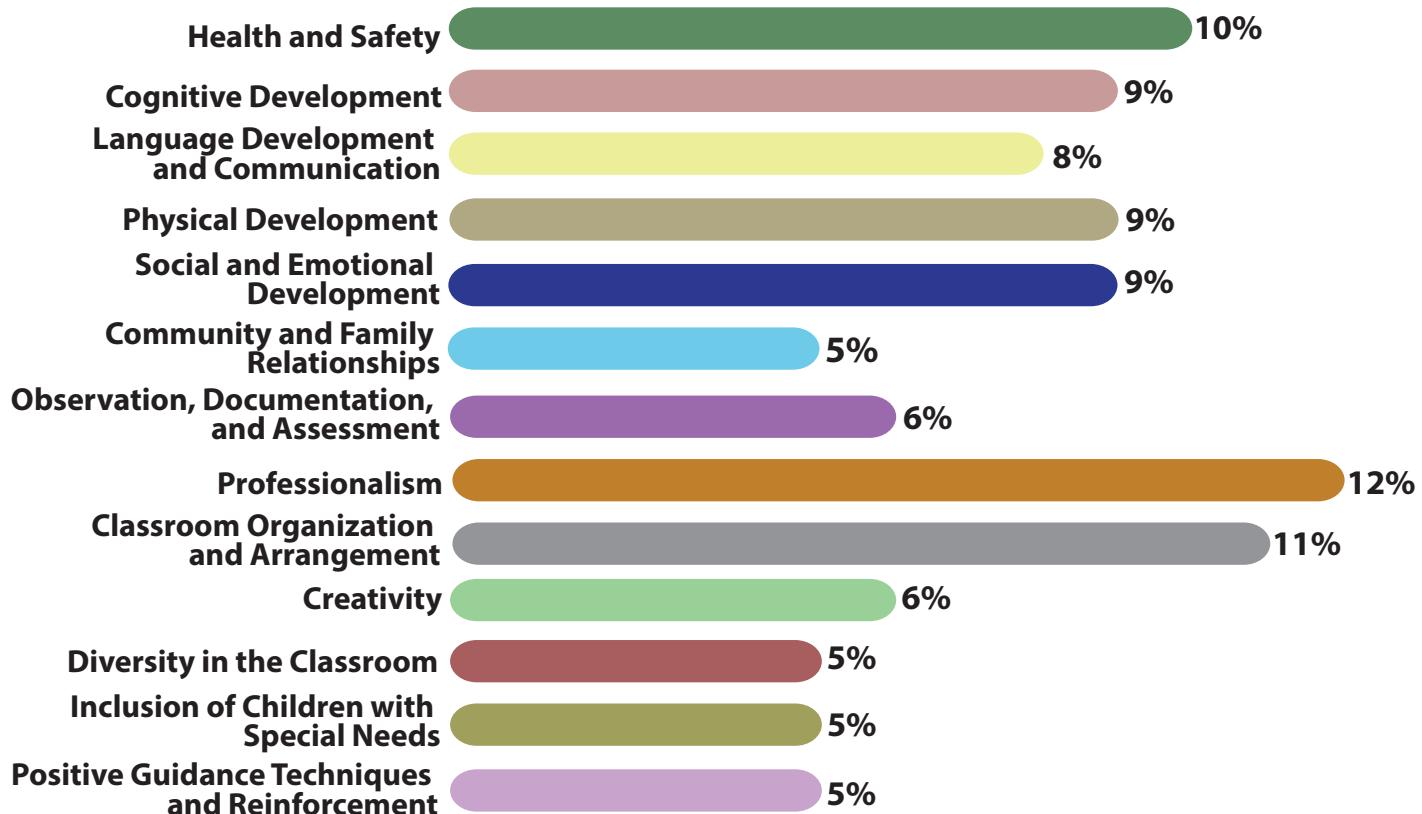
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 200

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 safety hazards in and around the childcare setting
- Instruct children in personal safety awareness (e.g., stranger danger, fire safety)
- Identify characteristics of common childhood illnesses
- Describe universal (standard) precautions and infection control
- Explain rest and relaxation techniques
- Plan, prepare, and explain the importance of nutritionally balanced meals and snacks
- Identify indicators and reporting procedures involving child abuse and neglect

Cognitive Development

- Explain cognitive development stages and how they correlate to social, emotional, and physical development
- Provide examples of cognitive development
- Describe equipment and activities that promote cognitive development
- Identify learning opportunities and conditions that develop creative and critical thinking
- Recognize the factors that impact brain development
- Identify important theories and research involving cognitive development

Language Development and Communication

- Describe the stages of language development
- Describe strategies to encourage expressive and receptive language
- Identify materials that encourage and support literacy skills
- Demonstrate effective literacy strategies
- Describe various methods of story presentation
- Describe factors affecting language development

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Specific Standards and Competencies (continued)

Physical Development

- Explain the stages of fine and gross motor development
- Recognize the factors that impact physical development
- Describe strategies and conditions that encourage physical development
- Select age-appropriate indoor and outdoor play equipment and activities for physical development
- Describe the effects of play on children's physical development
- Explain how physical development correlates to social, emotional, and cognitive development

Social and Emotional Development

- Discuss teaching techniques that encourage the development of a positive self-concept
- Describe the stages of social and emotional development of children
- Recognize the factors that impact social and emotional development
- Discuss caregiving techniques that develop appropriate social skills
- Identify positive techniques for conflict resolution and mediation
- List strategies to promote self-help skills and autonomy

Community and Family Relationships

- Describe the importance of cooperative relationships with families
- Identify and plan methods of family and community involvement
- Describe the components of effective school and home communication

Observation, Documentation, and Assessment

- Identify observation purposes, techniques, and tools
- Observe and record children's developmental learning
- Interpret, communicate, and apply observation results
- Identify various age-appropriate assessment methods

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Specific Standards and Competencies (continued)

Professionalism

- Identify career-related skills and employment opportunities
- Identify resources for professional development
- Recognize the need for self-assessment for continued professional growth
- Explain the role of a child advocate
- Identify the importance and legal mandates of confidentiality
- Exhibit appropriate characteristics in an educational team setting
- Identify research and current issues in the field of child development
- Apply the NAEYC Code of Ethical Conduct to professional practices

Classroom Organization and Arrangement

- Arrange an age-appropriate classroom environment
- Prepare and maintain materials and equipment storage
- Identify characteristics of a balanced daily schedule
- Implement developmentally appropriate activities
- Describe a variety of transition-time activities
- Demonstrate awareness of licensing laws and regulations
- Identify recordkeeping and clerical functions in a childcare setting



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Creativity

- Identify strategies for facilitating creative experiences
- Display or present creative products
- Identify appropriate materials and equipment that encourage creative development
- Explain sensory activities and supporting materials

Diversity in the Classroom

- Identify components of a diverse, multicultural curriculum
- Display awareness of diversities in family structures
- Describe ways to incorporate children's home language and traditions

Inclusion of Children with Special Needs

- Identify characteristics of various types of exceptionalities
- Identify concerns and basic rights of children with special needs
- Differentiate the learning environment and curriculum to accommodate special needs

Positive Guidance Techniques and Reinforcement

- Demonstrate positive adult-child communication
- Describe positive classroom management
- Identify child guidance techniques



Sample Questions

Which activity is best before rest or quiet time?

- A. playing outside
- B. playing musical chairs
- C. listening to a short story
- D. eating cookies

The most rapid brain development occurs

- A. during the first three years of life
- B. when the child starts school
- C. when the child learns to read
- D. during the prenatal period

Finger plays are usually

- A. poems or music the child acts out with hand movements
- B. manipulative games played by children
- C. presentations with puppets and vocal chorus
- D. demonstrations of large motor activities

Physical development is positively impacted by

- A. popular TV and video games
- B. caffeinated drinks
- C. active play and exercise
- D. superhero role models

Children can express their feelings by

- A. listening to music
- B. participating in dramatic play
- C. having a story read to them
- D. playing a board game

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.

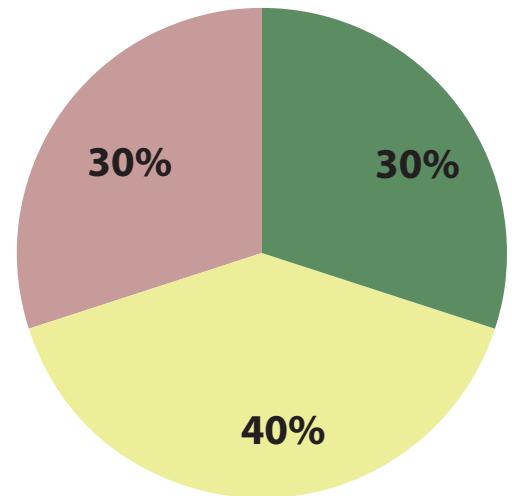
Administration Time: 2 hours, 55 minutes

Number of Jobs: 3

Areas Covered:

30% Curriculum Planning

Participant will complete curriculum web form and small group Lesson Plan.



40% Small Group Teaching

Participant will develop an appropriate Lesson Plan, introduce the lesson with a professional appearance and demeanor, implement the Lesson Plan, and demonstrate positive interaction with a group of three to five children (ages 3 to 5).

30% Room Arrangement

Participant will arrange the room, indicate traffic patterns, and draw neat lines showing boundaries.

Sample Job

Small Group Teaching

Maximum Time: 25 minutes

Participant Activity: Using a provided copy of the Small Group Lesson Plan, the participant will direct and supervise the activity with a group of preschool children.

