



NOCTI
State Customized
Credential Blueprint



Child Care and Support Services Management (PA)

Code: 7933 / Version: 01
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General Assessment Information

Blueprint Contents

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

Test Type: The Child Care and Support Services Management PA assessment Art Assessment was developed based on a Pennsylvania statewide competency task list and contains a multiple-choice and performance component. This assessment is meant to measure technical skills at the occupational level and includes items which gauge factual and theoretical knowledge.

Revision Team: The assessment content is based on input from Pennsylvania educators who teach in approved career and technical education programs.



19.0708- Child Care & Support
Services Management



Career Cluster 7-
Human Services



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division
baccalaureate/associate degree
category, 3 semester hours in Child
Care and Support Services
Management

Written Assessment

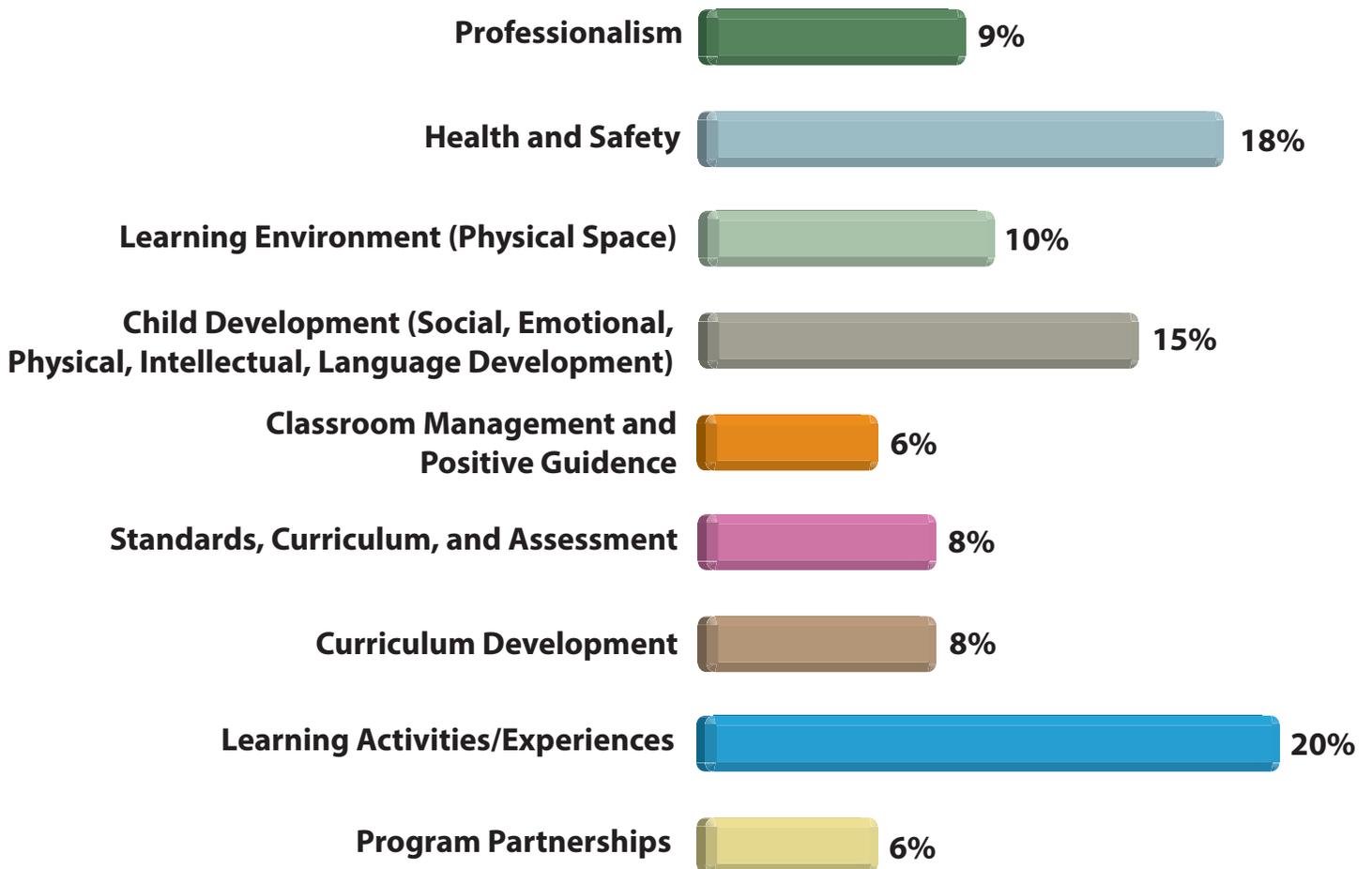
NOCTI written assessments consist of questions to measure an individual’s factual theoretical knowledge.

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

Professionalism

- Compare and analyze types of early learning programs
- Identify personal qualities and career opportunities needed for employment
- Develop a personal and professional portfolio
- Investigate the requirements of the CDA-Ready Certificate and School-Age Credential
- Analyze NAEYC Standards and the Code of Ethical Conduct
- Analyze the Pennsylvania Early Learning Standards
- Investigate the importance of advocacy in the profession
- Identify resources for professional development
- Identify state, national, and international models of pre-kindergarten

Health and Safety

- Identify Department of Public Welfare regulations and PA Department of Education codes
- Identify types of child abuse
- Identify communicable diseases and chronic medical conditions
- Identify characteristics of safe, healthy environment
- Identify and describe infection control procedures and prevention of illness policies
- Identify nutritional requirements
- Plan nutritious meals and snacks
- Care for the mildly ill child
- Identify and follow adult health regulations
- Complete a health and safety checklist and develop recommendations
- Identify and demonstrate safe transportation practices in child care settings
- Identify components and develop an emergency management plan for a child care setting
- Identify liability issues of child care workers regarding children's safety in a child care setting
- Identify and manage program records, budgets, and reports
- Describe and apply best practices for reducing stress on children and caregivers in the early learning environment

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Specific Standards and Competencies (continued)

Learning Environment (Physical Space)

- Examine the value of play and use best practices to support children's play
- Examine the process and use best practices for developing children's creativity
- Examine, evaluate, and use culturally relevant learning centers and materials
- Evaluate and maintain the indoor and outdoor learning environments
- Evaluate classroom environment using the ITERS, ECERS, and/or SACERS

Child Development (Social, Emotional, Physical, Intellectual, Language Development)

- Identify educational theorists and their concepts
- Identify developmental stages or areas
- Identify the stages of artistic and musical development
- Identify characteristics of infant development
- Identify characteristics of toddler development
- Identify characteristics of preschool development
- Identify characteristics of school-age development
- Identify characteristics of special needs children
- Research the importance of early language and literacy development for school success
- Integrate literacy/language development throughout all activities



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Specific Standards and Competencies (continued)

Classroom Management and Positive Guidance

- Use positive methods to guide children's behavior
- Analyze the influence of environment and caregiver management techniques on children's behavior and make appropriate adjustments
- Supervise the daily routines of children

Standards, Curriculum, and Assessment

- Use basic tools and types of observations
- Observe, record, and analyze children's behavior
- Develop appropriate learning experiences based on observations
- Link Early Learning Standards for Early Childhood (infant-toddler, pre-kindergarten, and kindergarten) to all learning experiences
- Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources)

Curriculum Development

- Investigate a variety of curriculum models
- Develop long- and short-range curriculum goals
- Determine and write objectives
- Create a file of culturally relevant instructional resources
- Create a resource of learning experiences
- Complete, investigate, and document a resource unit card
- Plan weekly curriculum
- Develop daily lesson plans

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Specific Standards and Competencies (continued)

Learning Activities/Experiences

- Prepare, present, and evaluate self-care activities
- Prepare, present, and evaluate activities which promote a positive self-concept
- Prepare, present, and evaluate science activities
- Prepare, present, and evaluate music activities
- Prepare, present, and evaluate puppetry activities
- Prepare, present, and evaluate flannel board activities
- Prepare, present, and evaluate children's literature
- Prepare, present, and evaluate language and literacy activities
- Prepare, present, and evaluate math activities
- Prepare, present, and evaluate creative art activities
- Prepare, present, and evaluate food and nutrition related activities
- Prepare, present, and evaluate health and safety activities
- Prepare, present, and evaluate social studies activities
- Prepare, present, and evaluate fine motor activities
- Prepare, present, and evaluate gross motor activities
- Prepare, present, and evaluate transition activities
- Prepare, present, and evaluate creative drama activities
- Prepare, present, and evaluate creative movement activities
- Prepare, present, and evaluate woodworking activities
- Prepare field trips as a learning experience
- Use current technology and equipment



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Specific Standards and Competencies (continued)

Program Partnerships

- Communicate with families
- Create a resource file of community services
- Describe and implement best practices for supporting children and families during transition
- Identify the family's role in developing individualized goal plans for children
- Recognize the role that cultures and values of the family play in children's upbringing and individualize experiences for children



Sample Questions

Appropriate teacher and child care staff conversation topics in the classroom include

- A. confidential information
- B. children's activities
- C. behavioral problems
- D. staff related matters

Teachers introduce children to good nutritional habits by

- A. providing only foods they like
- B. serving a variety of foods
- C. following the latest nutrition fads
- D. punishing children who do not want to finish their food

Social, emotional, intellectual, and physical development are

- A. based on unknown factors
- B. not inter-related
- C. all inter-related
- D. totally independent of each other

A language assessment checklist helps to identify a problem with stuttering, articulation, or

- A. seriation
- B. critical thinking
- C. pronunciation
- D. sensory delay

In a preschool classroom, puppets are used

- A. only by the teacher
- B. only on special occasions
- C. by children when they ask
- D. by both teachers and children

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Sample Questions (continued)

The best example of an activity that allows children to solve problems alone is a

- A. board game
- B. puzzle
- C. coloring book
- D. storybook

When two preschool children fight over a toy, it is a good idea to

- A. ignore the situation
- B. ask who had it first
- C. remove the toy entirely
- D. help children find a solution

The goal of providing a multicultural program is to

- A. encourage respect for diversity
- B. create opinions
- C. decide which abilities are superior
- D. highlight differences

Self-help skills such as toileting and dressing are indicators of _____ development.

- A. physical
- B. emotional
- C. cognitive
- D. social

Mutual respect and common goals contribute to

- A. unattainable expectations for the child
- B. competition between family members
- C. successful partnerships with families
- D. the need for mediation among teachers

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

Number of Jobs: 6

Areas Covered:

10% Demonstrate Washing of Caregiver's Hands

Participants will demonstrate the proper handwashing steps for a caregiver at a sink with running water and using liquid soap and paper towels.

19% Arrange a Room

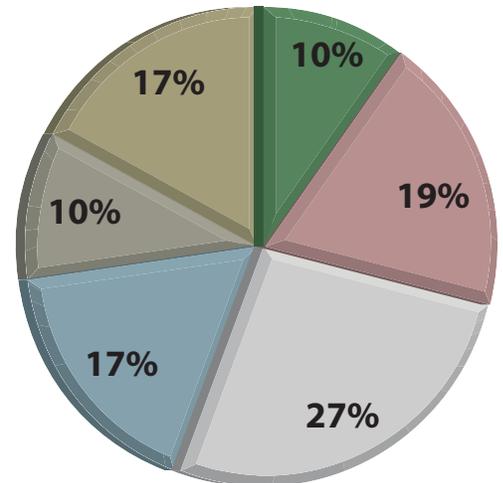
Participants will arrange a room considering traffic patterns, and availability of toys and materials. Scoring will include the quality of the graphic layout.

27% Prepare a Lesson Plan

Participants will create a lesson plan demonstrating a consistent theme with developmental and objectives clearly stated. Appropriate equipment and materials will be included with written introductions and procedures as well as open-ended questions. Participant will be required to list back-up activities and identify all resources.

17% Storytelling

Participants will select an age-appropriate book and ensure a proper introduction of the book. Scoring will include presentation techniques as well as group interaction.



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Areas Covered (continued)

10% Gross Motor Stretching Activity

Participant will lead a group in a gross motor stretching activity following proper safety procedures. Scoring will include the participant's interaction and management of the group.

17% Present a Lesson Plan

Participant will present a lesson plan which should include an effective introduction and clear instructions for the children. Participant should consider the use of appropriate equipment and materials in implementing the lesson plan.

Sample Job

Arrange a Room

Maximum Time: 30 minutes

Participant Activity: Arrange learning centers in a preschool classroom for children ages 3 to 5; cut out the nine learning centers on the page provided; glue the learning centers in the appropriate places; draw lines to indicate learning center boundaries in the classroom; draw arrows to indicate traffic patterns; and list 5 different types of supplies/toys that would be appropriate to put in the learning center.

