



Early Childhood Education and Care

General Assessment Information

Blueprint Contents

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Test Type: The Early Childhood Education and Care industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready 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. .



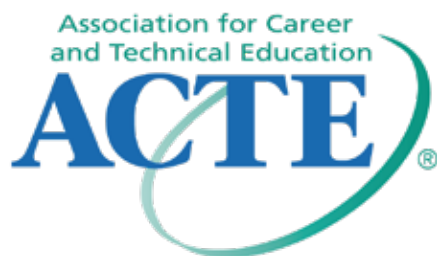
19.0708-
Child Care and Support
Services Management



Career Cluster 5 -
Education and Training



25-2011.00- Preschool Teachers,
Except Special Education



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

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

When children of different ages are combined, the staff-to-child ratio and maximum group size must be based on the

- A. number of exits
- B. youngest child
- C. oldest child
- D. director

The most rapid brain development occurs

- A. during the first 3 years of life
- B. during the prenatal period
- C. when the child learns to read
- D. when the child starts school

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

Inviting local service providers to talk about their jobs is a way to

- A. teach children about families
- B. teach children about their community
- C. introduce safety rules
- D. explore cultural differences

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

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Sample Questions (continued)

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

Including music, stories, and foods from many traditions demonstrates that a teacher is

- A. using examples only from their own culture
- B. focusing on universally familiar content to avoid confusion
- C. emphasizing one cultural perspective to maintain consistency
- D. planning a multicultural curriculum

Ensuring the classroom is physically accessible is an example of a/an _____ practice

- A. encouraging
- B. segregated
- C. exclusionary
- D. inclusionary

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

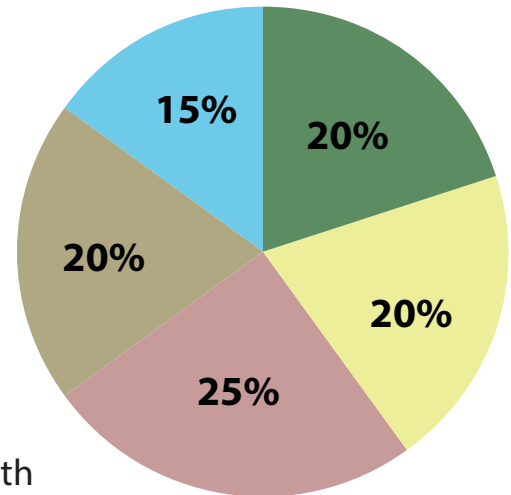
Participant will complete a story presentation for the children.

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..

