

# **Pilot Assessment**

Content is Subject To Change Prior to Full Implementation



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## **Early Childhood Education - Pilot**

# NOCTI

## ***JOB READY ASSESSMENT BLUEPRINT***

### **EARLY CHILDHOOD EDUCATION AND CARE - PILOT**

**Test Code: 4316**

**Version: 1**

#### ***Specific Competencies and Skills Tested 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

##### **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

## *Early Childhood Education and Care - PILOT (continued)*

### **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

### **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

*Early Childhood Education and Care - PILOT (continued)*

***Written Assessment:***

Administration Time: 2 hours and 30 minutes

Number of Questions: 138

***Areas Covered:***

- 9% Health and Safety
- 9% Child Development and Learning
- 11% Social and Emotional Development
- 7% Community and Family Relationships
- 9% Professionalism
- 10% Learning Environment
- 10% Developmentally Appropriate Practice (DAP) and Play-Based Learning
- 10% Diversity in Early Learning
- 7% Inclusion of Children with Diverse Abilities
- 11% Guiding Behavior
- 7% Observation, Documentation, and Assessment

***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

***Early Childhood Education and Care - PILOT (continued)***

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

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

***Early Childhood Education and Care - PILOT (continued)***

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

*Early Childhood Education and Care - PILOT (continued)*

***Performance Assessment:***

Administration Time: 1 hour and 50 minutes

Number of Jobs: 3

***Areas Covered:***

33% **Prepare and Deliver an Interactive Read-Aloud**

*Participant will prepare for a read-aloud activity, deliver the assigned book with enthusiasm and appropriate expression, and engage children through intentional questions and meaningful connections.*

27% **Social Emotional Learning (SEL) Lesson Plan Delivery**

*Participant will use a prepared lesson plan to facilitate a Social Emotional Learning (SEL) activity, providing age-appropriate instructions, asking open-ended questions, and offering positive feedback to each student.*

40% **Sanitize and Disinfect a Table After Contamination**

*Participant will sanitize and disinfect a contaminated table, demonstrating best practices to ensure the surface is safe and ready for student use.*

***Sample Job:*** Prepare and Deliver an Interactive Read-Aloud

***Maximum*** 45 minutes

***Job Time:***

***Participant Activity:*** Participant will have 20 minutes to prepare for an interactive read-aloud of *Pete the Cat: I Love My White Shoes* before delivering the read-aloud, which will include an introductory activity; an introduction to the book and its author and illustrator; reading the book in an enthusiastic and developmentally-appropriate manner; asking at least five intentional, interactive questions to the children; and transitioning the children appropriately back to class.