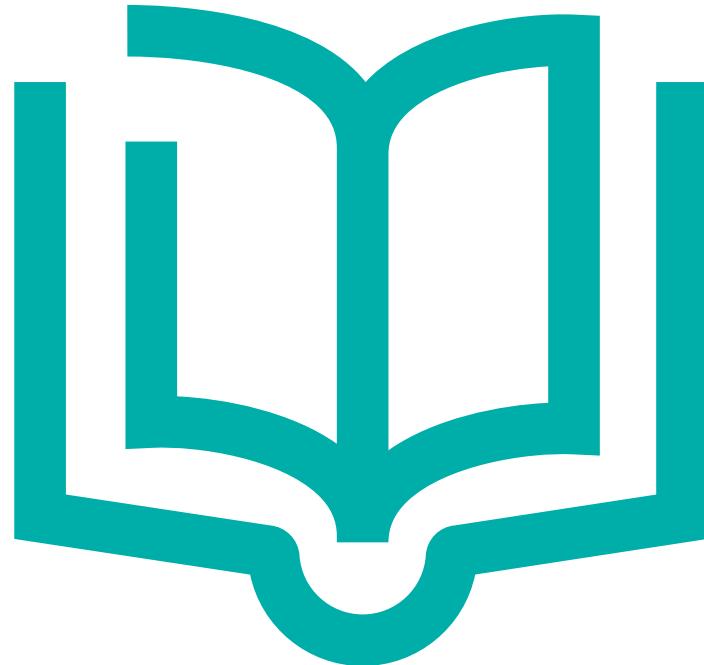


Pilot Assessment

Content is Subject To Change Prior to Full Implementation



Early Childhood Education - Pilot

Code: 4316 / Version: 01



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%	<u>Prepare and Deliver an Interactive Read-Aloud</u>
	<i>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.</i>
27%	<u>Social Emotional Learning (SEL) Lesson Plan Delivery</u>
	<i>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.</i>
40%	<u>Sanitize and Disinfect a Table After Contamination</u>
	<i>Participant will sanitize and disinfect a contaminated table, demonstrating best practices to ensure the surface is safe and ready for student use.</i>

Sample Job: Prepare and Deliver an Interactive Read-Aloud

Maximum Job Time: 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.