Specific competencies and skills tested 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

**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

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
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

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
Written Assessment:

Administration Time: 3 hours
Number of Questions: 195

Areas covered:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>Professionalism</td>
</tr>
<tr>
<td>17%</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>10%</td>
<td>Learning Environment (Physical Space)</td>
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<tr>
<td>15%</td>
<td>Child Development (Social, Emotional, Physical, Intellectual, Language Development)</td>
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<tr>
<td>6%</td>
<td>Classroom Management and Positive Guidance</td>
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<td>8%</td>
<td>Curriculum Development</td>
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<tr>
<td>21%</td>
<td>Learning Activities/Experiences</td>
</tr>
<tr>
<td>6%</td>
<td>Program Partnerships</td>
</tr>
</tbody>
</table>

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
**Performance Assessment:**

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.

- **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 Job 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.