

CUSTOMIZED TEACHER ASSESSMENT BLUEPRINT

CHILD CARE AND SUPPORT SERVICES MANAGEMENT PA

Test Code: 5930 Version: 01

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:

9%	Professionalism
17%	Health and Safety
10%	Learning Environment (Physical Space)
15%	Child Development (Social, Emotional, Physical, Intellectual, Language Development)
6%	Classroom Management and Positive Guidance
8%	Standards, Curriculum, and Assessment
8%	Curriculum Development
21%	Learning Activities/Experiences
6%	Program Partnerships

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.