



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 Care and Support Services Management PA (continued)

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

Child Care and Support Services Management PA (continued)

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

Child Care and Support Services Management PA (continued)

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

