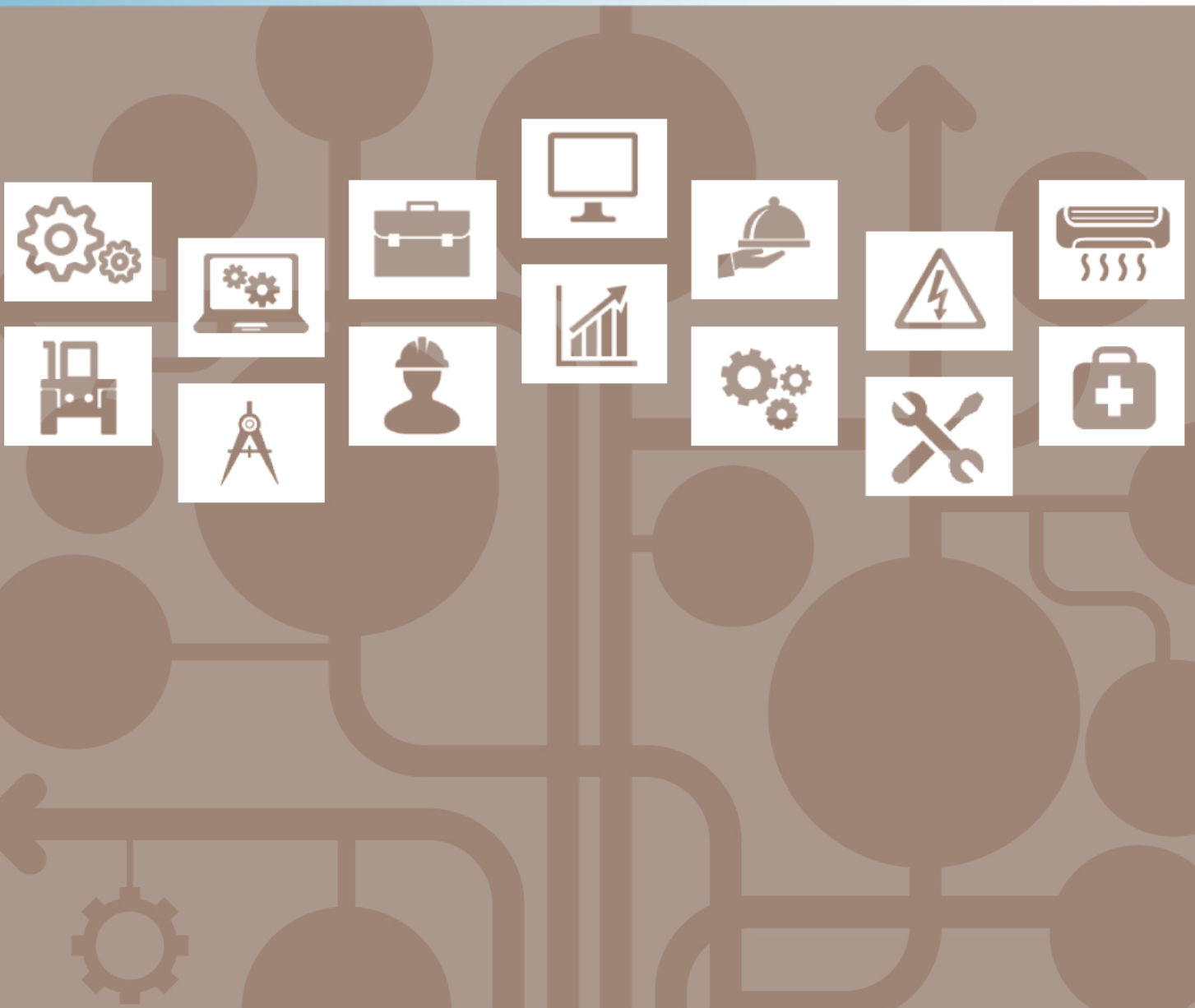


Entry Level Assessment Blueprint

Early Childhood Education and Care - Advanced



Specific Competencies and Skills Tested in this Assessment:

Health and Safety

- Identify safety hazards in and around the child care setting
- Instruct children in personal safety awareness (e.g., stranger danger, fire safety)
- Identify characteristics of common childhood illnesses
- Describe universal (standard) precautions and infection control
- Explain rest and relaxation techniques
- Plan, prepare, and explain the importance of nutritionally balanced meals and snacks
- Identify indicators and reporting procedures involving child abuse and neglect

Cognitive Development

- Explain cognitive development stages and how they correlate to social, emotional, and physical development
- Provide examples of cognitive development
- Describe equipment and activities that promote cognitive development
- Identify learning opportunities and conditions that develop creative and critical thinking
- Recognize the factors that impact brain development
- Identify important theories and research involving cognitive development



Language Development and Communication

- Describe the stages of language development
- Describe strategies to encourage expressive and receptive language
- Identify materials that encourage and support literacy skills
- Demonstrate effective literacy strategies
- List various methods of story presentation
- Describe the factors affecting language development

Physical Development

- Explain the stages of fine and gross motor development
- Recognize the factors that impact physical development
- Describe strategies and conditions that encourage physical development
- Select age-appropriate indoor and outdoor play equipment and activities for physical development
- Describe the effects of play on children's physical development
- Explain how physical development correlates to social, emotional, and cognitive development

Specific Competencies and Skills continued:

Social and Emotional Development

- Discuss teaching techniques that encourage the development of a positive self-concept
- Describe the stages of social and emotional development of children
- Recognize the factors that impact social and emotional development
- Discuss caregiving techniques that develop appropriate social skills
- Identify positive techniques for conflict resolution and mediation
- List strategies to promote self-help skills and autonomy



Community and Family Relationships

- Describe the importance of cooperative relationships with families
- Identify and plan methods of family and community involvement
- Describe the components of effective school and home communication

Observation, Documentation, and Assessment

- Identify observation purposes, techniques, and tools
- Observe and record children's developmental learning
- Interpret, communicate and apply observation results

Professionalism

- Identify career-related skills and employment opportunities
- Identify resources for professional development
- Recognize the need for self-assessment for continued professional growth
- Explain the role of a child advocate
- Identify the importance and legal mandates of confidentiality
- Exhibit appropriate characteristics in an educational team setting
- Identify research and current issues in the field of child development
- Apply the NAEYC Code of Ethical Conduct to professional practices

Specific Competencies and Skills continued:

Classroom Organization and Arrangement

- Arrange an age-appropriate classroom environment
- Prepare and maintain materials and equipment storage
- Identify characteristics of a balanced daily schedule
- Implement developmentally appropriate activities
- Describe a variety of transition-time activities
- Demonstrate awareness of licensing laws and regulations
- Identify recordkeeping and clerical functions in a child care setting



Creativity

- List strategies for facilitating creative experiences
- Display or present creative products
- Identify appropriate materials and equipment that encourage creative development
- Explain sensory activities and supporting materials

Diversity in the Classroom

- Identify components of a diverse, multicultural curriculum
- Display awareness of diversities in family structures
- Describe ways to incorporate children's home language and traditions

Inclusion of Children with Special Needs

- Identify characteristics of various types of exceptionalities
- Identify concerns and basic rights of children with special needs
- Differentiate the learning environment and curriculum to accommodate special needs

Positive Guidance Techniques and Reinforcement

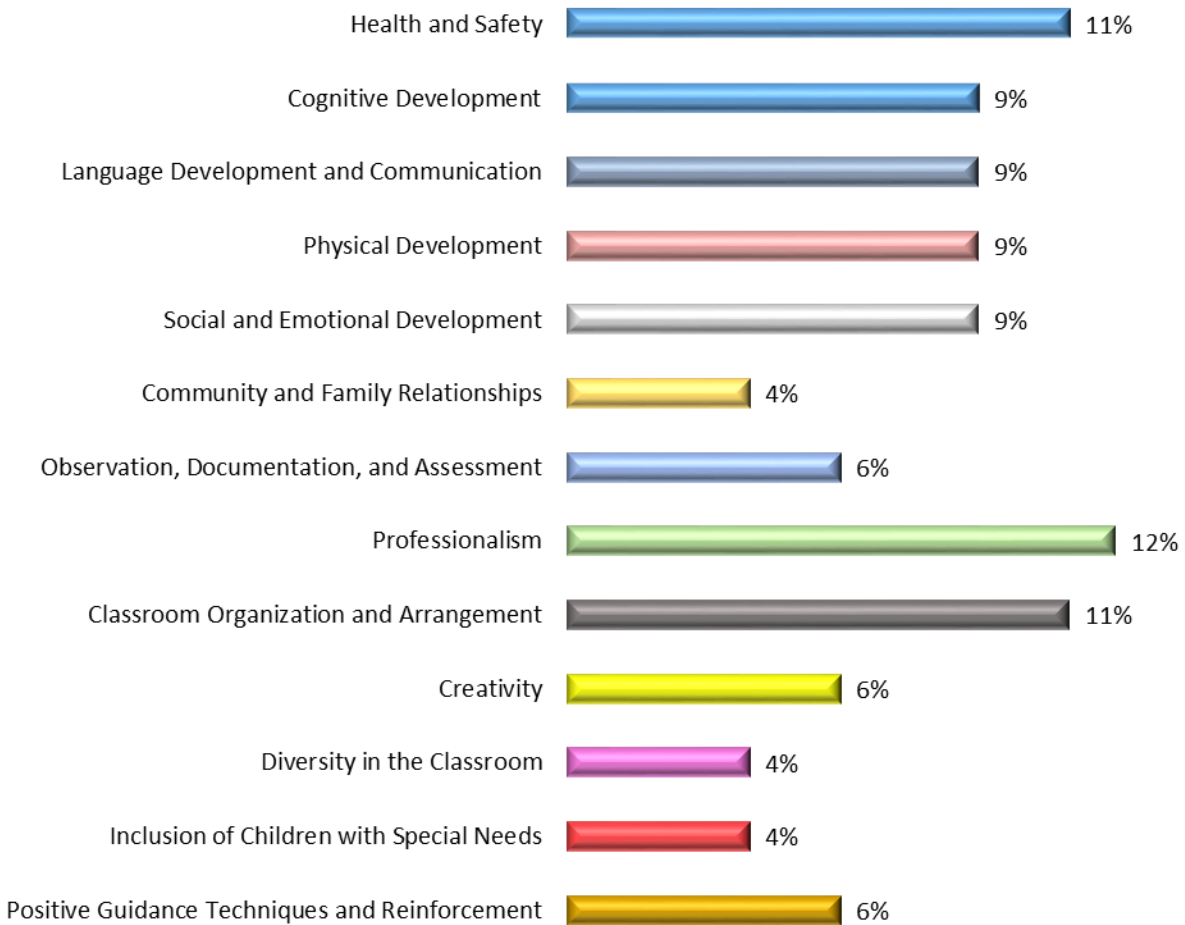
- Demonstrate positive adult-child communication
- Describe positive classroom management
- Identify child guidance techniques

Written Assessment:

Administration Time: 3 hours

Number of Questions: 206

Areas Covered:



Sample Questions:

Finger plays are usually

- A. poems or music the child acts out with hand movements
- B. manipulative games played by children
- C. presentations with puppets and vocal chorus
- D. demonstrations of large motor activities

Children can express their feelings by

- A. listening to music
- B. participating in dramatic play
- C. having a story read to them
- D. playing a board game

When providing creative musical activities for children

- A. show the children how to move and play the instruments
- B. offer them only as a large group activity
- C. offer them as a once-a-week activity
- D. encourage conventional use of the instruments

Multicultural curriculum should be

- A. used only during specific ethnic holidays
- B. integrated into props, projects, and materials
- C. offered on the first Friday of the month
- D. integrated only when there is diversity in the room

Drawing a child's attention toward a more appropriate behavior describes what type of guidance technique?

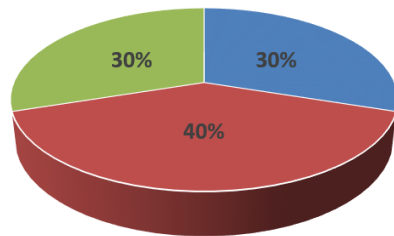
- A. time-out
- B. redirection
- C. taking turns
- D. cooperative play

Performance Assessment:

Administration Time: 3 hours
Number of Jobs: 3

Areas Covered:

- 30% **Curriculum Planning**
Participant will complete curriculum web form and small group Lesson Plan.
- 40% **Small Group Teaching**
Participant will develop an appropriate Lesson Plan, introduce the lesson with a professional appearance and demeanor, implement the Lesson Plan, and demonstrate positive interaction with a group of three to five children (age 3 to 5).
- 30% **Room Arrangement**
Participant will arrange the room, indicate traffic patterns, and draw neat lines showing boundaries.



Sample Job: Small Group Teaching

Maximum Job Time: 25 minutes

Participant Activity: Using a provided copy of the Small Group Lesson Plan, the participant will direct and supervise the activity with a group of preschool children.

