

UTAH CTE SKILL CERTIFICATION PERFORMANCE EVALUATION EARLY CHILDHOOD EDUCATION I- A - TEST # 325 - 2016

The performance evaluation is a **required component of the skill certification process**. Each student must be evaluated on the required performance objectives. Performance objectives may be completed and evaluated anytime during the course.

- Students should be aware of their progress throughout the course, so that they can concentrate on the objectives that need improvement.
- Students should be encouraged to repeat the performance objectives until they have performed at a minimum of a number 3 or 4 on the rating scale **(moderately to highly skilled level)**.

4 = highly skilled ⇒ Successfully demonstrated without supervision

3 = moderately skilled ⇒ Successfully demonstrated with limited supervision

2 = limited skill ⇒ Demonstrated with close supervision

1 = not skilled ⇒ Demonstration requires direct instruction and supervision (0 = no exposure)

- When a performance objective has been achieved at a minimum of 80% (moderately to highly skilled level), “**Y**” (**Y=YES**) is recorded on the Summary Score Sheet. If a student **does not** achieve a 3 or a 4 (moderately to highly skilled level), then “**N**” (**N=NO**) is recorded on the Summary Score Sheet for that objective.
- All performance objectives **MUST** be completed and evaluated **prior to the objective test**.
- The signed Summary Score Sheet(s) **MUST** be kept in the teachers’ file for one year.

Students who achieve a 3 or a 4 (moderately to highly skilled) on **ALL** performance objectives and 80% on the written test will be issued a CTE skill certificate.

OBJECTIVES

THE REQUIRED PERFORMANCE OBJECTIVES ARE:

Refer to: The Child Development Associate National Credentialing Program and CDA Competency Standards *Preschool Edition

1. Identify problem behavior and demonstrate appropriate management solutions. (1.02)
2. Draft or evaluate a developmentally appropriate learning environment. (1.04)
3. Create a developmentally appropriate weekly lesson plan; include themes, objectives, concepts, procedures, and transitions. (2.01.c) **CDA Resource Collection I-3 *CDA pg. 13**
4. Create a developmentally appropriate language/literacy activity (fingerplays, stories, show and tell). (5.02.a) **CDA Resource Collection II-2 *CDA pg. 13**
5. Create a developmentally appropriate math activity (sequencing, sorting, classification, matching, and seriation). (2.02.b) **CDA Resource Collection II-9 *CDA pg. 13**
6. Create a developmentally appropriate creative art activity. (2.02.c) **CDA Resource Collection II-3 *CDA pg. 13**
7. Create a developmentally appropriate science/sensory activity. (2.02.d) **CDA Resource Collection II-1 *CDA pg. 13**
8. Create a developmentally appropriate music and movement activity. (2.02.e) **CDA Resource Collection II-5 *CDA pg. 13**
9. Create a developmentally appropriate activity that builds social skills. (2.02.f) **CDA Resource Collection II-8 *CDA pg. 13**
10. Identify and demonstrate appropriate sanitation techniques. (3.01.d)
11. Compare the types of early childhood education programs. (4.01)
12. Identify 10 Utah State Licensing Rules for early childhood education centers. (4.02) **CDA Resource Collection VI-1 *CDA pg. 14**
13. Create or update a personal resume. (5.01)
14. Keep an ongoing log of CDA Professional Education and Work Experience hours (5.03) ***CDA pg. 8-10**
 - Use a CDA tracking worksheet to document professional education/training hours in the eight subject areas (hours obtained while enrolled in Child Development and ECE I & II may be recorded)
 - Work experience must be with a group (five or more) children, ages Birth to five, in a center-based program (hours obtained while enrolled in Child Development and ECE I & II may be recorded)
 - Hours must be verified (i.e. signed off by a teacher, copies of certificates, transcripts, letter)

