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).
- $4 = \text{highly skilled} \Rightarrow \text{Successfully demonstrated without supervision}$

2 =limited skill \Rightarrow Demonstrated with close supervision

- $1 = \text{not skilled} \Rightarrow \text{Demonstration requires direct instruction and supervision } (0 = \text{no exposure})$
- 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 REOUIRED 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)

Early Childhood Education I-A – TEST #325 SUMMARY SCORE SHEET

I verify that this is an accurate record of student performance. Date $_$	Period	School							
Teacher Signature	_Teacher Name (Print)								
The signed Summary Score Sheet(s) MUST be kept in the teachers' file for two years.									

Indicate student achievement for each performance standard.		of 3		Yes																
(This score sheet corresponds with the optional Performance Skills Evaluation Checklist.) A minimum	Did the student	achieve a score of 3	or 4 f <u>or e</u> very skill	Circle		Step														
score of 3 for each performance must be achieved to	le st	/e a	or e	ard?	CLA.	One St)2	4(2.01.c	5.02.a	2.02.b	2.02.c	2.02.d	2.02.e	2.02.f	3.01.d)1)2)1)3
meet state skill certification requirements—which	1	Jie.	4 f	pu		ò	1.02	1.04	7.0	2.0	7.(7.0	7.0	7.(7.0	3.0	4.01	4.02	5.01	5.03
represents attaining at least 80% competency within	ä	acl	o	Sta	5															
1	Υ		N																	
2	Υ		N																	
3	Υ		N																	
4	Υ		N																	
5	Y		N					1												
6	Y		N					1		1										
0	Y		N					1												
0	Y V		N N																	
10	т У		N																	
11	· V		N					1												
12	V		N																	
13	Y		N					1												
14	Υ		N																	
15	Υ		N																	
16	Υ		Ν																	
17	Υ		N																	
18	Υ		Ν																	
19	Υ		N																	
20	Υ		Ν																	
21	Υ		Ν																	
22	Υ		N							1										
23	Υ		N							1										
24	Υ		Ν																	