

Name: _____

Child Care Provider/Assistant

Directions:

Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:

- 3 Mastered** – can work independently with no supervision
- 2 Requires Supervision** – can perform job completely with limited supervision
- 1 Not Mastered** – requires instruction and close supervision
- N No Exposure** – no experience or knowledge in this area

NOTES: Numbers in brackets (e.g., A01) represent the IDs used in computerized tracking software.

3	2	1	N	A. Providing a Safe Environment	CDA
				1. Plan and implement safe and legal trips [A8]	1
				2. Provide and maintain safety indoors and outdoors [A4]	1
				3. Respond to emergency situations appropriately [A7]	1.2
				4. Practice secure procedures for releasing children from the center [A9]	1.2
				Other:	

3	2	1	N	B. Providing a Healthy Environment	CDA
				1. Meet health requirements (child care worker) [B1]	
				2. Plan, prepare and serve nutritious meals or snacks [B2]	2
				3. Assess child’s health status and follow appropriate health procedures [B5]	2
				4. Provide and maintain proper sanitary conditions [B4]	2
				5. Help children develop proper health habits [B6]	2.2
				6. Recognize signs of suspected child abuse/neglect [B7]	2.2
				Other:	

3	2	1	N	C. Creating a Learning Environment	CDA
				1. Plan and arrange learning centers for an early childhood program [C9]	3.2
				2. Establish a balanced daily schedule [C7]	
				3. Plan for individual and group needs [C8]	
				4. Develop plans for daily activities [C10]	2, 5.1, 5.3
				Other:	

3	2	1	N	D. Promoting Physical Development	CDA
				1. Observe and describe a child’s physical development [D7]	4
				2. Provide and develop appropriate large motor activities [D1]	4.1

				3. Provide activities to promote small motor skills [D8]	4.2
				4. Plan and guide activities appropriate for outdoor play [D9]	4.1, 4.2
				5. Interact appropriately with child's physical activities [D5]	4
				6. Provide opportunities for sensory experiences [D6]	4.4
				Other:	

3	2	1	N	E. Facilitating Cognitive Development	CDA
				1. Plan and guide appropriate language experiences [E1]	6.2, 6.3, 6.5, 12
				2. Guide the child in problem solving and decision making [E2]	5.1, 5.2
				3. Offer opportunities for emerging literacy [E3]	6.5
				4. Use play to support cognitive development [E8]	5.2
				5. Plan and guide developmentally appropriate pre-math activities [E5]	5.1
				6. Plan and guide developmentally appropriate science and nature activities [E6]	5.1, 5.2, 5.3
				7. Plan and guide developmentally appropriate social studies activities [E9]	
				8. Observe and describe a child's cognitive development [E10]	
				Other:	

3	2	1	N	F. Communicating Effectively (Child Care Worker)	CDA
				1. Use effective oral communication [F1]	6.1, 6.2
				2. Listen actively [F2]	6.3, 6.4
				3. Use written communication competently [F5]	12
				Other:	

3	2	1	N	G. Encouraging Creativity	CDA
				1. Evaluate characteristics of process-oriented activities for encouraging children's self-expression [G1]	7.4, 7.5
				2. Plan and guide opportunities for dramatic play [G3]	7.1, 7.5
				3. Plan and guide creative art activities [G4]	7.1, 7.3
				4. Plan and guide activities for self-expression through music and dance [G5]	7.1, 7.2
				Other:	

3	2	1	N	H. Developing Social Skills	CDA
				1. Encourage cooperation in play [H1]	9.1
				2. Identify the levels of play [H2]	

				3. Help children develop appropriate social skills [H8]	
				4. Observe and describe child's level of social development [H9]	
				Other:	

3	2	1	N	I. Enhancing Self-concepts	CDA
				1. Interact with child as an individual and in group settings [I2]	6.1, 6.2, 6.3, 6.4, 8.1, 8.2
				2. Identify behaviors that reflect negative and positive self-concepts [I4]	10.3
				3. Recognize and respect the individual differences of child and family [I5]	5.3
				4. Recognize children's special needs [I8]	4.3
				Other:	

3	2	1	N	J. Providing Guidance	CDA
				1. Set and communicate limits for acceptable behavior [J1]	10.1, 10.2
				2. Direct and guide positive behaviors [J2]	10.1, 10.2, 10.3
				3. Use strategies to provide guidance/intervention for inappropriate behavior [J8]	10.1, 10.3
				Other:	

3	2	1	N	K. Relating to Families	CDA
				1. Develop and implement strategies to strengthen school/family partnerships [K9]	11.1, 11.2, 11.3
				2. Communicate with family members [K10]	11.3, 11.4
				Other:	

3	2	1	N	L. Maintaining the Program	CDA
				1. Recognize roles within the program [L1]	12, 13
				2. Support other staff members and professionals [L2]	12, 13
				3. Keep all appropriate records [L3]	1, 2, 12
				4. Comply with licensing regulations [L4]	12, 13
				5. Comply with philosophy and personnel/program policies [L5]	13
				6. Meet ongoing program needs [L11]	2, 11, 12, 13
				7. Develop a program budget [L12]	12
				8. Develop curriculum for the program [L13]	4, 5, 6, 9, 12, 13
				9. Conduct various program observations [L14]	12

				10. Conduct various program evaluations [L15]	1, 2, 11, 12, 13
				11. Locate community resources [L10]	1, 2, 11, 12, 13
				Other:	

3	2	1	N	M. Displaying Professionalism	CDA
				1. Demonstrate professional behavior [M11]	8, 13
				2. Provide a positive role model for child, parent(s) and coworker(s) [M2]	12, 13
				3. Demonstrate enjoyment of working with young children [M12]	2, 12, 13
				4. Display good work habits [M5]	2, 12, 13
				5. Use problem-solving skills to enhance the program [M6]	13
				6. Balance social, home and work lives [M13]	13
				7. Accept constructive criticism [M8]	13
				8. Show interest in professional growth [M9]	13
				9. Recognize standards of accreditation of child-care programs [M10]	13
				10. Utilize technology and other resources to influence positive change for children and families [M14]	
				11. Maintain confidentiality about the child and family [M15]	11, 13
				Other:	

3	2	1	N	P. Assuming Leadership Roles as Responsible Family Members and Citizens	CDA
				1. Utilize professional organizations to advocate for early childhood issues [P1]	13
				2. Utilize leadership qualities and skills [P2]	13
				Other:	