

**UTAH ATE SKILL CERTIFICATION
PERFORMANCE EVALUATION
EARLY CHILDHOOD EDUCATION— TEST # 323
Curriculum and Lab - 2011**

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:

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| 1.02 | Identify 10 Utah State Licensing Standards for early childhood education centers. |
| 1.01 | Compare the types of early childhood education programs. |
| 2.01 | Create or update a personal resume. |
| 3.01 | Practice appropriate sanitation techniques. |
| 4.02.b | Identify problem behavior and demonstrate appropriate management solutions. |
| 4.04 | Draft or evaluate a developmentally appropriate learning environment. |
| 4.02.c | Teach in a large and a small group setting. |
| 5.01.c | Develop and implement developmentally appropriate lesson plans; include themes, objectives, concepts, procedures, and transitions. |
| 5.02.a | Develop and implement a developmentally appropriate language/literacy activity (finger plays, stories, show and tell). |
| 5.02.b | Develop and implement a developmentally appropriate math activity (sequencing, sorting, classification, matching, and serration). |
| 5.02.c | Develop and implement a developmentally appropriate creative art activity. |
| 5.02.d | Develop and implement a developmentally appropriate science/sensory activity. |
| 5.02.e | Develop and implement a developmentally appropriate music and movement activity. |

