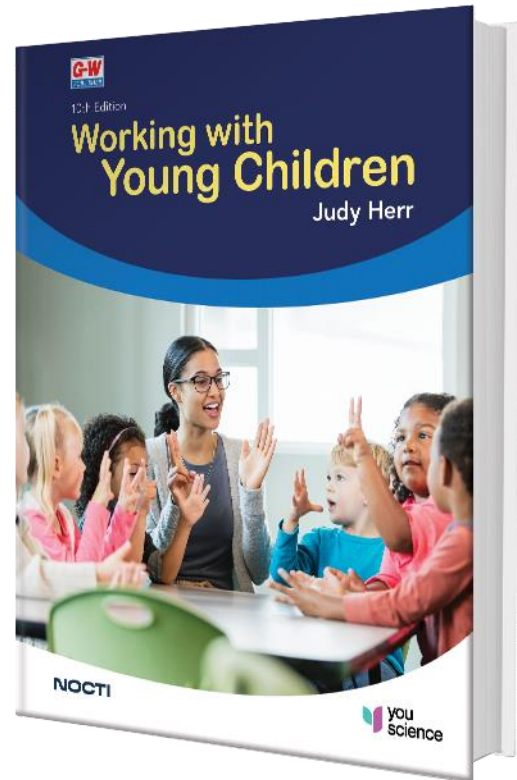


Goodheart-Willcox is pleased to partner with NOCTI, a leading provider of industry certification solutions for CTE programs across the nation. With over 50 years of experience, NOCTI is a valuable partner in the CTE community’s efforts to improve America’s workforce.

NOCTI certifications (knowledge-based and skill-based) are developed by national teams of subject matter experts as part of the process that meets personnel accrediting standards and requirements under ISO 17.024, resulting in credentials measuring skills and competencies critical for learner success outside the classroom. From online test delivery and psychometric services to digital badging and professional development, NOCTI uses the latest tools and methods to provide relevant solutions for those in CTE.

The correlation chart below lists the specific standards and competencies for the Early Childhood Education and Care written assessment in the left column. Corresponding content from *Working With Young Children* that can be used by a student to help achieve the standards and competencies is listed in the right column.

For more information about NOCTI, visit [www.nocti.org](http://www.nocti.org).



Standards / Competencies	Textbook Pages
<b>Health and Safety</b>	
Identify safety hazards in and around the child care setting	89, 200, 221, 224, 228-244, 275, 295, 379, 407, 474, 539, 553, 608
Identify characteristics of common childhood illnesses	289-291
Describe universal precautions/infection control	295-297, 728
Explain rest and relaxation techniques	288-289
Explain the importance of nutritionally balanced meals and snacks	256-270
Identify indicators and reporting procedures involving child abuse/neglect	244-255
<b>Cognitive Development</b>	
Explain cognitive development stages and how they correlate to social, emotional, and physical development	58, 74-76, 94, 95-100, 134-142, 152-160
Give examples of cognitive development	58, 74-76, 94, 95-100, 134-142, 152-160

Standards / Competencies	Textbook Pages
Describe equipment and activities that promote cognitive development	206-208, 216
List learning opportunities and conditions that develop creative/critical thinking	466-487, 524-530, 546-555
Recognize the factors that impact brain development	62-67
Identify important theories involving cognitive development	69-83
<b>Language Development and Communication</b>	
Describe the stages of language development	94-99, 116-118, 137-144, 160
Describe strategies to encourage expressive and receptive language	137-138
List materials that encourage and support literacy skills	212, 215, 505-509, 512, 513-521
Demonstrate effective literacy strategies	505-509, 512, 513-521
List various methods of story presentation	510-521
Describe the factors affecting language development	94-99, 116-118, 137-144, 160
<b>Physical Development</b>	
Explain the stages of fine and gross motor development	88-93, 134-142, 152-160
Recognize the factors that impact physical development	88-93, 134-142, 152-160
Describe strategies and conditions that encourage physical development	88-93, 134-142, 152-160
Select age-appropriate indoor and outdoor play equipment and activities for physical development	204-218, 224
Describe the effects of play on children’s physical development	88-93, 134-142, 152-160, 532-533
Explain how physical development correlates to social, emotional, and cognitive development	88-93, 134-142, 152-160
<b>Social and Emotional Development</b>	
Discuss teaching techniques that encourage the development of a positive self-concept	58-60, 127-128, 161-166
Describe the stages of social and emotional development of children	72-74
Recognize the factors that impact social and emotional development	339, 360
Discuss caregiving techniques that develop appropriate social skills	58-60, 127-128, 161-166
Identify positive techniques for conflict resolution and mediation	469
List strategies to promote self-help skills	390-394
<b>Community and Family Relationships</b>	

Standards / Competencies	Textbook Pages
Describe the importance of cooperative relationships with families	818-832
Identify methods of family involvement	817-831
Describe the components of effective school and home communication	817-831
<b>Observation, Documentation, and Assessment</b>	
List observation purposes and techniques	331, 334, 412-427
Observe and record children’s developmental learning	412-427, 479, 488, 532, 533, 535, 553, 681, 766
Communicate and interpret observation results	417, 420-419
<b>Professionalism</b>	
Identify career-related skills and employment opportunities	219, 393, 417, 520, 603, 678, 781, 830, 844-859
Identify resources for professional development	844-859
Recognize the need for self-assessment for continued professional growth	846-849
Explain the role of a child advocate	16-22
Identify the importance and legal mandates of confidentiality	45
Exhibit appropriate characteristics in an educational team setting	22-27
Apply the NAEYC Code of Ethical Conduct to professional practices	20-22, 876-880
<b>Classroom Organization and Arrangement</b>	
Arrange age-appropriate classroom environment	172-184
Prepare and maintain materials and equipment storage	176, 178, 181-182, 186
Develop a balanced daily schedule	388-395
Develop an effective lesson plan	436-438
Describe a variety of transition-time activities	389, 395, 404-407
Recognize laws and regulations that pertain to licensing	11, 13-14, 31, 33, 43-51
Identify recordkeeping and clerical functions in a child care setting	44
<b>Creativity</b>	
List strategies for facilitating and displaying/presenting creative products	187-194
Identify appropriate materials and equipment that encourage creative development	204-218

Standards / Competencies	Textbook Pages
Explain sensory activities and supporting materials	189-190
<b>Diversity in the Classroom</b>	
Identify components of a diverse/multicultural curriculum	718, 504-505, 657-658, 575-759
Describe ways to incorporate children’s home language and traditions	504-505, 739
<b>Inclusion of Children with Special Needs</b>	
Identify concerns and basic rights of special needs children	777-778
Describe how to adapt the learning environment to accommodate special needs	784-785, 793-794, 804-805
Identify various forms of communication	785-791
<b>Positive Guidance Techniques and Reinforcements</b>	
Demonstrate positive adult-child communication	326-330
Identify positive guidance techniques	318- 362, 365, 528
Describe how rules and supervision should be set and managed	318- 362, 384