

Florida Teacher Certification Examinations
Test Information Guide
for
Exceptional Student Education K–12



FLORIDA DEPARTMENT OF EDUCATION

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Exceptional Student Education K–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in Exceptional Student Education K–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university educator preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

The sample questions in this test information guide are representative of the content of the actual test and will acquaint you with the general format of the examination; however, these sample questions do not cover all of the skills that are tested and will only approximate the degree of examination difficulty. This guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool for your comfort.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and work through the questions that require more thought.
 - When you are not certain of the correct answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

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Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Exceptional Student Education K–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table can serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover each specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions
(test blueprint)*

Competency

Competency/Skill	Approx. %
2 Knowledge of assessment and evaluation	13%
1 Determine the purposes and characteristics of different types of assessments and the appropriate use.	
2 Apply the legal requirements and ethical principles regarding assessment of students with exceptionalities.	
3 Identify measurement concepts (e.g., reliability and validity), characteristics, and uses of norm-referenced and criterion-referenced assessments for students with exceptionalities.	
4 Determine the purpose and requirements for participation of students with disabilities in the statewide assessment program and available accommodations, waivers, and exemptions.	
5 Interpret and apply the results of formal, informal, and performance-based assessments to address specific needs of students with exceptionalities.	
6 Analyze assessment data to identify student needs and evaluate student progress in acquiring, generalizing, and maintaining skills across settings.	

Skills (1–6)

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
<p>1 Knowledge of foundations of exceptional student education</p> <ol style="list-style-type: none"> 1 Identify state and federal legislation that govern the education of students with exceptionalities. 2 Classify the characteristics of students with exceptionalities using the eligibility criteria of categories included in current state and federal laws and regulations governing K–12 educational programs. 3 Compare typical and atypical development of physical, cognitive, linguistic, social, and emotional stages of students in the K–12 educational system. 4 Interpret principles and practices in the provision of education for students with exceptionalities based on legal and ethical standards. 5 Apply knowledge of the requirements for developing individual educational plans (IEPs), educational plans (EPs), and transition IEPs. 6 Evaluate the role and function of systemwide models of support for assisting all students, including students with exceptionalities, in accessing the general education curriculum and achieving high expectations. 7 Apply effective methods of communication, consultation, and collaboration with students, parents, caregivers, and all other stakeholders, including those from culturally and linguistically diverse backgrounds, as equal members of educational teams. 8 Use effective methods for coaching and supporting paraprofessionals, tutors, and volunteers to assist students with exceptionalities across settings. 9 Determine the purposes and functions of professionals, advocacy organizations, and agencies relevant to educating students with exceptionalities. 10 Determine the factors associated with disproportionality in exceptional student education. 	<p>24%</p>
<p>2 Knowledge of assessment and evaluation</p> <ol style="list-style-type: none"> 1 Determine the purposes and characteristics of different types of assessments and the appropriate use. 2 Apply the legal requirements and ethical principles regarding assessment of students with exceptionalities. 3 Identify measurement concepts (e.g., reliability and validity), characteristics, and uses of norm-referenced and criterion-referenced assessments for students with exceptionalities. 	<p>13%</p>

Competency/Skill	Approx. %
<p>4 Determine the purpose and requirements for participation of students with disabilities in the statewide assessment program and available accommodations, waivers, and exemptions.</p> <p>5 Interpret and apply the results of formal, informal, and performance-based assessments to address specific needs of students with exceptionalities.</p> <p>6 Analyze assessment data to identify student needs and evaluate student progress in acquiring, generalizing, and maintaining skills across settings.</p>	
3 Knowledge of instructional practices in exceptional student education	21%
<p>1 Select reliable sources of evidence-based instructional practices and interventions.</p> <p>2 Apply appropriate instructional approaches, strategies, and materials based on assessments of the student's educational needs (e.g., grade-level standards, academic and functional performance, effect of exceptionality).</p> <p>3 Choose effective instructional strategies to promote a student's generalization of knowledge and skills across content areas, curriculum, and settings.</p> <p>4 Identify the characteristics and purposes of the core curriculum, supplemental programs, and intensive interventions as they relate to language arts and mathematics in a multi-tiered system of supports.</p> <p>5 Apply techniques for differentiating, accommodating, and modifying classroom instruction to meet the educational needs of individual students with exceptionalities.</p> <p>6 Apply flexible grouping strategies (e.g., academic, behavioral, social) for specific instructional activities.</p> <p>7 Use criteria for selecting and utilizing print and nonprint media for instructional use to match student needs and interests.</p> <p>8 Analyze characteristics of specialized instructional approaches for students with significant disabilities.</p>	
4 Knowledge of the positive behavioral support process	12%
<p>1 Identify and choose appropriate prevention and intensive intervention strategies for students who display challenging behaviors.</p> <p>2 Distinguish the various concepts and models of positive behavior support.</p> <p>3 Analyze the legal and ethical issues pertaining to positive behavior support strategies and disciplinary procedures for students with exceptionalities.</p>	

Competency/Skill		Approx. %
4	Interpret individual and group data to apply interventions that increase positive behavior.	
5	Interpret the essential elements of a functional behavior assessment and measure the effects of the behavior intervention plan through data collection strategies.	
5	Knowledge of multiple literacies and communication skills	22%
1	Identify language development and the components of language structure.	
2	Distinguish characteristics of communication disorders and the impact on academic achievement and functional skills.	
3	Identify appropriate assistive technology and alternative communication systems to facilitate communication across all educational settings.	
4	Determine the sequence of reading development and the critical components of reading proficiency included in the state standards.	
5	Apply specialized instructional strategies and techniques to address deficits in phonological processing in students with exceptionalities.	
6	Apply evidence-based instructional methods for increasing reading proficiency in phonics, word recognition, and fluency that meet the specific educational and functional needs of individual students with exceptionalities.	
7	Apply evidence-based instructional methods for increasing literacy (e.g., oral language, vocabulary, reading comprehension) in all content areas that meet the specific educational and functional needs of individual students with exceptionalities.	
8	Determine and apply strategies for facilitating students' critical-thinking, executive functioning, and metacognition skills.	
9	Select and use effective instructional methods and supports for teaching writing foundations, the writing process, and purposes of writing to meet specific educational and functional needs of individual students with exceptionalities across all content areas.	
10	Apply evidence-based instructional methods for increasing mathematic skills in all content areas that meet the specific educational and functional needs of individual students with exceptionalities.	
6	Knowledge of the transition process	8%
1	Determine appropriate programs for career development and career and technical education that meet the needs of individual students with disabilities.	

Competency/Skill	Approx. %
2 Use results of transition assessments to determine appropriate planning strategies to assist the student, parents, caregivers, and stakeholders in developing postsecondary education, career goals, and postschool outcomes.	
3 Select instructional approaches to assist students with exceptionalities to engage in self-determination and self-advocacy practices.	
4 Identify and compare resources and strategies that can assist individual students with disabilities to function independently in postsecondary education, home and community living, and employment.	

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Test Format and Sample Questions

The Exceptional Student Education K–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options. You will choose the best response of the four options and indicate your choice by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
Sentence completion Select the response option that best completes the sentence.	Question 1, page 11
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 7, page 12
Direct question Choose the response option that best answers the question.	Question 8, page 12

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. Developmentally appropriate characteristics of an 8-year-old include the ability to
 - A. attend to short tasks, stay seated during teacher instruction, and play cooperatively.
 - B. take turns, display good self-esteem, and seek constant attention.
 - C. raise a hand for attention, define career goals, and be prepared for class.
 - D. complete simple assignments without constant guidance, be echolalic, and run errands.

2. Assistive technology must be provided by the school district when it is
 - A. necessary for a student's optimal functioning.
 - B. necessary for a student's appropriate education.
 - C. desired by a student's parents.
 - D. desired by a student.

3. A student with an emotional or behavioral disability is enrolled in a general education classroom with consultative services. Behavioral difficulties are escalating and interfering with the student's learning, as well as the learning of others. Another placement is being considered to better meet the student's needs. Choose the next least restrictive placement.
 - A. part-time ESE classroom
 - B. full-time ESE classroom
 - C. self-contained ESE classroom
 - D. self-contained ESE classroom at a special school

4. A school psychologist has reviewed a student's evaluation data with the student's parents and the rest of the staffing committee. The committee has recommended that the student, age 13, is eligible for the program for students with emotional or behavioral disabilities. After the committee writes the goals for the student, what is the next step?
 - A. selecting the least restrictive environment for the student
 - B. requesting the student's parents to present their independent evaluation
 - C. asking the student to express an opinion of the decision
 - D. placing the student in an ESE class

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5. Factors to consider while preparing the annual goals section of a student's IEP include the
- A. severity of the student's disability, attention skills, and special abilities.
 - B. presence of different types of services.
 - C. availability of instruments that can be used to measure student progress.
 - D. competency of the student's teacher and therapy that is available at the school site.
6. Consultative services provided by an ESE teacher include
- A. continuous provisions for part-time placement services.
 - B. coteaching in the general education classroom.
 - C. parent counseling on a regular basis.
 - D. maintaining communication with general education teachers.
7. While attending a parent conference, a new ESE teacher explains that a basic classroom expectation is for students in the class to function academically at approximately half the rate of average children. A more experienced ESE teacher, serving as the meeting chairperson, waits until after the meeting to comment to the new teacher. What comment should the more experienced teacher make?
- A. "It is unwise to give parents rules that, when applied, may lead them to have lower, rather than higher, expectations of their children."
 - B. "It is good to affirm by established rules that most students with exceptionalities are the same and this child is no different."
 - C. "Information that is difficult to interpret into easy-to-apply rules should be condensed."
 - D. "Rules for behavioral expectations should be developed by all exceptional education programs and applied to predict student behavior."
8. Which of the following yields a work sample analysis?
- A. A teacher and parents use a checklist to rate a student on motor and language development.
 - B. A teacher identifies the skills needed to copy numbers from the board and requests that the student arrange skills in a sequence.
 - C. A teacher examines a mathematics assignment to identify types of errors made in computation.
 - D. A teacher administers a vocabulary test that indicates how well the student compares with students of comparable age.

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9. In terms of diagnostic testing for initial placement in ESE, the Individuals with Disabilities Education Improvement Act requires that
- A. all students are assessed in social skills.
 - B. the assessment is conducted by a multidisciplinary team or a group of specialists.
 - C. assessments are administered in English.
 - D. the same procedure is always used as the sole criterion for identification.
10. A 5th grade student in ESE with an emotional or behavioral disability scored at the 10th percentile in reading recognition on an individually administered diagnostic reading test. What can be concluded from this information?
- A. The student's emotional problems have affected their reading recognition level.
 - B. The student is on the appropriate level for a 5th-grade student with an emotional or behavioral disability.
 - C. The student's score in reading recognition is below average for a student in the 5th grade.
 - D. The student scored 10% above average for a student in the 5th grade.
11. An ESE teacher taught a 5th-grade ESE class a social skills unit on acceptable classroom behavior. Which of the following is the most appropriate way to document skill maintenance in the students' general education classrooms?
- A. The students maintain a log documenting their use of each new skill.
 - B. The general education teacher places a poster with the new skill steps in a visible location of the classroom.
 - C. The general education teacher designates students to watch and document each time the students use each skill.
 - D. The school counselor observes the students' use of each new skill in the classroom.
12. In reviewing the cumulative records for a new student in the middle school ESE program, an ESE teacher notices that the student functions at a 5.5 level in mathematics and a 5.0 level in reading. The other students in the teacher's class function at a lower level. What should be the teacher's first step in meeting the student's current needs?
- A. placing the student in a general education classroom for mathematics and language arts instruction
 - B. performing diagnostic teaching to determine the appropriate instruction for the student
 - C. assigning the student to the same reading and mathematics groups as the other students in the class so the student does not feel different
 - D. rejecting the student since the student does not have an intellectual disability

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13. Having a classmate of similar background and gender assist a student with learning disabilities in solving both social and academic problems is an example of
- A. peer tutoring.
 - B. team teaching.
 - C. direct instruction.
 - D. cooperative learning.
14. A student has difficulty identifying consonant and vowel sounds. The student would most likely benefit from training in
- A. syntax analysis.
 - B. haptic processing.
 - C. spelling patterns.
 - D. phoneme discrimination.
15. Select the rationale for electing to use a task analysis approach to teach a particular skill.
- A. Students will learn abstract concepts more thoroughly and quickly.
 - B. Students who have mastered several steps will practice by repeating material learned previously.
 - C. Students can be kept at the same pace regardless of their skill mastery background.
 - D. Students can participate at their individual levels of mastery and need.
16. After carefully reviewing a student's reading test, the student's teacher found that the student guesses at words. Which of the following is the most appropriate remedial intervention?
- A. application of word attack skills
 - B. language experience approach
 - C. perceptual training
 - D. visual tracking training
17. A 5-year-old student in ESE who is hypertonic with quadriplegic cerebral palsy has limited grasping skills. The student is having difficulty eating with a standard spoon. An appropriate adaptation for the student is a
- A. swivel-spoon with built-up handle.
 - B. spoon-like fork.
 - C. teacher's aide to spoonfeed the student.
 - D. long-handled spoon.

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18. Students in a teacher's class are loud and disruptive when walking from the classroom to the lunchroom. The teacher tells the students that if they walk in a straight, quiet line for 5 consecutive days, they will have an ice cream party. All of the students agree to the deal. Which of the following behavior management techniques is the teacher using?
- A. tension decontamination
 - B. shaping
 - C. interest boosting
 - D. group contingency
19. In recording the occurrence of target behaviors for use with a behavior intervention program, it is essential that each behavior be exactly defined in observable terms. This will enable the recorder to
- A. decide if a class change is necessary.
 - B. count the desired behavior accurately.
 - C. understand a child more completely.
 - D. diagnose a student's behavior.
20. A 7-year-old 2nd grader has difficulty remaining on task for more than 5 or 10 minutes at a time. The student's teacher decides to reward the student every 10 minutes when the student remains on task. This is an example of
- A. intermittent reinforcement.
 - B. fixed-interval reinforcement.
 - C. fixed-ratio reinforcement.
 - D. continuous reinforcement.
21. A student is having difficulty getting along with peers in the ESE class. The student frequently calls out in class and often uses foul language. The student's teacher develops a plan with the student that allows rewards when the student's behavior is controlled and specific consequences when it is not. The teacher and the student meet to develop an agreement.
- This strategy is an example of
- A. planned ignoring.
 - B. positive consequences.
 - C. negative practice.
 - D. contingency contracting.

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22. The sequence of behaviors related to language development in children has several stages. Which of the following stages follows the babbling stage in language development?
- A. cooing
 - B. echolalia
 - C. crying
 - D. modulation
23. A student, with or without disabilities, has reached the highest level of language development when the student uses different rules of language in different contexts. This level is called
- A. phonology.
 - B. morphology.
 - C. pragmatics.
 - D. syntax.
24. A student who is nonverbal and has an orthopedic impairment is ready for augmentative communication evaluation when the student has
- A. established vocalization patterns.
 - B. learned to read.
 - C. developed communicative intent.
 - D. discriminated sounds.
25. An 11-year-old student attends an inclusive 5th-grade classroom. The student's expressive language skills and reading skills are significantly lower than those of classmates. The student refuses to read from appropriate grade-level books and materials because "They are too hard" or "This stuff doesn't interest me—it's boring." What linguistically sound strategy should the student's teacher use?
- A. a language experience approach
 - B. a rebus symbol method
 - C. precision teaching
 - D. augmentative communication
26. Poor listening skills have frequently been identified as a receptive language deficit for ESE students. Which of the following pairs of strategies would be most appropriate for a teacher to employ when communicating instructions?
- A. using short and clear directions; pairing spoken messages with visual stimuli
 - B. using a question-and-answer technique; previewing work sample sheets
 - C. using visual stimuli; reminding students to listen carefully
 - D. using positive reinforcers; modeling by role-playing

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27. When discussing the outcomes of augmentative and alternative communication systems, several questions must be considered to answer the question, "Does it work?" Which of the following questions is considered the most important?
- A. What effects, if any, are there on the student's other areas of functioning?
 - B. How is the augmentative and alternative communication user accepted by others?
 - C. Has the student increased communication ability?
 - D. Is the communication system voice natural sounding and not synthesized?
28. The most appropriate initial step for building vocabulary is
- A. listening to speakers with large vocabularies.
 - B. copying new vocabulary words five times.
 - C. memorizing lists of words.
 - D. having primary concrete experiences related to the new words.
29. Students receive instruction in filling out employment applications and comparing prices for items they might purchase. This is an example of a
- A. basic skills remediation curriculum.
 - B. functional curriculum.
 - C. work-study curriculum.
 - D. learning-strategies curriculum.
30. A 12th-grade student has been involved for 2 years in ESE community-based instruction and work-experience training at a local dry cleaners. Upon completion of the school year the student will continue to work at the dry cleaners with additional training as needed. This model is called
- A. job shadowing.
 - B. sheltered work.
 - C. supported employment.
 - D. career education.

Answer Key

Question Number	Correct Response	Competency
1.	A	1
2.	B	1
3.	A	1
4.	A	1
5.	A	1
6.	D	1
7.	A	1
8.	C	2
9.	B	2
10.	C	2
11.	A	2
12.	B	3
13.	A	3
14.	D	3
15.	D	3
16.	A	3
17.	A	3
18.	D	4
19.	B	4
20.	B	4
21.	D	4
22.	B	5
23.	C	5
24.	C	5
25.	A	5
26.	A	5
27.	C	5
28.	D	5
29.	B	6
30.	C	6



Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts as reflected in the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Alberto, P.A. & Troutman, A.C. (2013). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.

Describes the ethical use of applied behavioral analysis and discusses common data collection systems. Discusses functions of behavior and behavior support plans. Describes procedures to increase or maintain desired or appropriate academic and social behaviors. Useful for review of competency 4.

2. Armbruster, B.B., Lehr, F., & Osborn, J. (2008). *Put reading first, kindergarten through grade 3: The research building blocks for teaching children to read* (3rd ed.). Jessup, MD: National Institute for Literacy. Retrieved from <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Describes the findings of the National Reading Panel Report and provides an analysis and discussion in five areas of reading instruction. Useful for review of competency 3.

3. Beech, M. (2015). *Developing quality individual educational plans* (4th ed.). Tallahassee, FL: Florida Department of Education. Retrieved from <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>

Provides information to support the development of quality individual educational plans for students with disabilities. Reflects both required and recommended practices and is intended as a reference for all IEP process participants. Useful for review of competency 1.

4. Brown, F., McDonnell, J., & Snell, M.E. (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Describes the separate categories and subcategories of disabilities included in the Individuals with Disabilities Education Act (IDEA). Discusses best practices associated with each disability. Explains the application of universal design for learning and inclusion. Discusses the need for schools to respond to the growing needs of a diverse society and the prevention of disproportionality. Offers considerations and strategies for guiding instruction of students with severe disabilities. Useful for review of competency 3.

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5. Bursuck, W.D., & Damer, M. (2015). *Teaching reading to students who are at risk or have disabilities: A multi-tier, RTI approach* (3rd ed.). Boston, MA: Pearson.

Provides a comprehensive description of a systematic approach for reading instruction using a multi-tier Response to Intervention model. Useful for review of competency 3.
 6. Cook, B.G., & Tankersley, M. (2013). *Research-based practices in special education*. Boston, MA: Pearson.

Details studies examining the content of and transition plans for individualized educational programs (IEPs). Provides research on accommodations, including assessment accommodations. Provides an overview of historical, legal, and ethical contexts of assessment in special education for eligibility determination. Reviews best practices for high-incidence disabilities. Discusses the challenges faced by students with disabilities due to the increased demands, expectations, and rigor of the general education curriculum and provides evidence-based practices to address these challenges. Provides information related to the Response to Intervention model and placement in the least restrictive environment. Discusses current issues related to curriculum-based assessment (CBA). Provides explanations of the benefits, precautions, and safeguards of using scientific research. Presents research-based practices for addressing students' difficulties with mathematics, communication, behavior, memory, transfer and generalization, and social relationships. Describes differentiated curriculum enhancement and co-teaching. Includes strategies for enhancing parent involvement. Discusses practices for teaching handwriting, spelling, and composition skills. Describes interventions to address developmental language disorders, reading fluency, and vocabulary development. Useful for review of competencies 1–5.
 7. Council for Exceptional Children (2014). *Council for Exceptional Children standards for evidence-based practices in special education*. Arlington, VA: Author. Retrieved from http://www.cec.sped.org/Standards/Evidence-Based-Practice-Resources-Original?sc_lang=en

Provides an approach for categorizing the evidence-based practices in special education. Useful for review of competency 3.
 8. Flexer, R.W., Baer, R.M., Luft, P., & Simmons, T.J. (2013). *Transition planning for secondary students with disabilities* (4th ed.). Boston, MA: Pearson.

Describes culturally responsive transition planning and postsecondary education as a means to employment. Discusses systems of support in the transition to employment. Provides a history of community residential programs. Useful for review of competency 6.

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9. Florida Department of Education (2013, August 28). 2013 legislation—Senate bill 1108 [Memorandum DPS: 2013-105]. Tallahassee, FL: Author. Retrieved from <https://info.fldoe.org/docushare/dsweb/Get/Document-6804/dps-2013-105.pdf>
Includes provisions directly impacting policies that affect students with disabilities and parents' rights. Useful for review of competency 1.
 10. Florida Department of Education (2014, August 8). Senate bill 850 [Technical Assistance Paper DPS: 2014-136]. Tallahassee, FL: Author. Retrieved from <https://info.fldoe.org/docushare/dsweb/Get/Document-7134/dps-2014-136.pdf>
Provides a pathway for a standard diploma for students with disabilities working on state standards access points curriculum and students with disabilities for whom mastery of both academic and employment competencies is most appropriate. Useful for review of competency 1.
 11. Florida Department of Education (2015, March 20). *Statewide assessment for students with disabilities*. [Technical Assistance Paper DPS: 2014-208]. Tallahassee, FL: Author. Retrieved from <https://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>
Describes the participation of students with disabilities in statewide assessments. Useful for review of competency 2.
 12. Florida Department of Education (2015, April 17). *High school graduation options for students with disabilities*. [Technical Assistance Paper DPS: 2015-34]. Tallahassee, FL: Author. Retrieved from <https://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>
Clarifies new high school graduation options for students with disabilities. Useful for review of competency 1.
 13. Florida Department of Education (2015, April 17). *Waiver of statewide, standardized assessment results for students with disabilities*. [Technical Assistance Paper DPS: 2015-16]. Tallahassee, FL: Author. Retrieved from <https://info.fldoe.org/docushare/dsweb/Get/Document-7321/dps-2015-16.pdf>
Provides an updated description of the process for a waiver of statewide standardized assessment results. Useful for review of competency 2.
 14. Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc>
Provides research-based recommendations intended to help educators use Response to Intervention or multi-tier system of supports to identify and support students needing assistance in mathematics. Useful for review of competency 3.

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15. Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2009). *Assisting students struggling with reading: Response to Intervention (RtI) and multi-tier intervention in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc>
Provides research-based recommendations intended to help educators use Response to Intervention or multi-tier system of supports to identify and support students needing assistance in reading. Useful for review of competency 3.
 16. Gleason, J.B., & Ratner, N.B. (2013). *The development of language* (8th ed.). Boston, MA: Pearson.
Provides a comprehensive description of how language develops in children, including the role and function of literacy on language acquisition. Useful for review of competency 5.
 17. Hudson, P.P., & Miller, S.P. (2006). *Designing and implementing mathematics instruction for students with diverse learning needs*. Boston, MA: Pearson.
Provides the fundamentals and specific guidelines for mathematics assessment and instructional design for various lesson types. Useful for review of competency 3.
 18. Kamhi, A.G., & Catts, H.W. (2012). *Language and reading disabilities* (3rd ed.). Boston: Pearson.
Discusses current theories of spelling development and the assessment of multiple language knowledge areas. Summarizes information relevant to writing development for emergent and early school writing and learning to write genre-specific texts. Presents theories of reading development. Presents research-based evidence that addresses assessment and instruction of phonemic awareness, word recognition skills, and reading comprehension. Useful for review of competency 5.
 19. Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE 2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc>
Provides research-based recommendations intended to help educators impact the reading achievement of middle school and high school students. Useful for review of competency 5.
 20. McKenna, M.C., & Robinson, R.D. (2014). *Teaching through text: Reading and writing in the content areas* (2nd ed.). Boston, MA: Pearson.
Discusses activities and techniques to develop content literacy. Describes methods of matching text to student reading ability. Useful for review of competencies 3 and 5.

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21. Overton, T. (2016). *Assessing learners with special needs: An applied approach* (8th ed.). Boston, MA: Pearson.

Discusses the legal requirements and ethical practices regarding the assessment of learners with special needs. Provides information related to assessment, including descriptive statistics, reliability and validity, norm-referenced assessment, academic assessment, and measures of intelligence and adaptive behavior. Reviews guidelines for writing objective, meaningful reports and discusses the use of test results in determining student level of performance. Describes strategies to improve the assessment process and policies and procedures to prevent ethnic and cultural disproportionality. Discusses curriculum-based measurement (CBM) and associated research as well as additional techniques for informal assessment. Describes the Response to Intervention (RtI) model and progress monitoring. Useful for review of competencies 1 and 2.

22. Star, J.R., Caronongan, P., Foegen, A., Furgeson, J., Keating, B., Larson, M.R., Lyskawa, J., McCallum, W.G., Porath, J., & Zbiek, R.M. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students* (NCEE 2015-4010). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <https://whatworks.ed.gov>

Presents evidence-based recommendations for improving algebra knowledge and skills for students in grades 6 through 12. Useful for review of competency 3.

23. Turnbull, A.A., Turnbull, H.R., Wehmeyer, M.L., & Shogren, K.A. (2016). *Exceptional lives: Special education in today's schools* (8th ed.). Boston, MA: Pearson.

Describes the separate categories and subcategories of disabilities included in the Individuals with Disabilities Education Act (IDEA). Discusses best practices associated with each disability. Explains the application of universal design for learning and inclusion. Discusses the need for schools to respond to the growing needs of a diverse society and the prevention of disproportionality. Includes techniques for family-professional collaboration. Useful for review of competencies 1 and 2.

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- 24.** Vaughn, S.R., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston, MA: Pearson.

Describes typical difficulties presented by students with learning and behavior problems. Provides research evidence associated with successful individual education programs. Discusses the approaches of Response to Intervention (RtI) and multi-tiered systems of support. Provides information about adaptations and strategies to make text and assignments more understandable for students. Promotes consultation and collaboration between professionals and families. Discusses classroom management and evidence-based practices related to social interactions. Presents three general approaches to learning and teaching. Suggests instructional practices to address difficulties in planning, writing, and revising text. Discusses strategies to promote language and literacy development and to support reading fluency, reading comprehension, and vocabulary development. Useful for review of competencies 1, 3, and 5.

- 25.** Wehmeyer, M.L., & Webb, K.W. (Eds.). (2012). *Handbook of adolescent transition education for youth with disabilities*. New York, NY: Routledge.

Discusses major theoretical models of self-determination. Describes options for structured work experiences and developing skills for later employment. Discusses evidence-based practices related to diversity and transition education. Describes methods to increase student and family involvement in goal attainment and the transition process. Discusses transition assessment methods and the use of assistive technology in transition education. Useful for review of competency 6.

- 26.** Westling, D.L., Fox, L., & Carter, E.W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson.

Discusses the development of individual education programs (IEPs) and transition plans for students with severe disabilities, with a focus on self-determination and quality of life. Describes personal futures planning, McGill Action Planning System MAPS, and Choosing Options and Accommodations for Children (COACH). Explains specific student characteristics and conditions that may affect the teaching, intervention, and management strategies used in educational environments and provides technologies and practices that may increase these students' educational outcomes. Discusses the planning of meaningful inclusion and collaboration among teachers, service professionals, and paraprofessionals. Describes strategies for teaching skills for generalization and maintenance. Discusses the use of alternate assessments of student progress. Considers issues of self-determination and transitioning to adulthood. Useful for review of competencies 1, 2 and 6.

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27. Witte, R.H., Bogan, J.E., & Woodin, M.F. (2015). *Assessment in special education*. Boston, MA: Pearson.

Describes 13 categories of disabilities identified in IDEA 2004. Identifies the process steps to determine program eligibility. Discusses issues related to the use of Response to Intervention to determine the presence of a specific learning disability. Explains the Standards for Teacher Competence in Educational Assessment in the context of the use of assessments in the school and classroom. Discusses use of formal and informal classroom assessments as well as test accommodations. Describes various functional uses of assessments in the classroom. Discusses the important role of grading systems in the communication of outcomes and the use of a multidisciplinary team model that involves the parents. Useful for review of competencies 1, 2, and 3.

28. Yell, M.L. (2016). *The law and special education* (4th ed.). Boston, MA: Pearson.

Identifies legislation and case law that have impacted critical aspects of the educational system. Summarizes the historical development of the Individuals with Disabilities Education Act (IDEA). Defines free and appropriate public education (FAPE) and the mandate of least restrictive environment (LRE). Provides a description of the case law supporting the procedural protections (safeguards) that were included in federal law (1975). Defines the individualized education program (IEP) and discusses procedural and substantive requirements. Describes issues associated with bullying and the harassment of students with disabilities. Useful for review of competencies 1, 2, and 4.

29. Zirpoli, T.J. (2016). *Behavior management: Positive applications for teachers* (7th ed.). Boston, MA: Pearson.

Discusses legal considerations of schools in establishing and enforcing standards for behavior and holding students accountable. Discusses data collection techniques and associated concerns. Describes behavioral intervention plans as well as associated components and strategies, formal behavioral assessment strategies, and functional and curriculum-based assessment. Describes various challenging behaviors and recommended intervention approaches. Contains positive behavioral supports, including reinforcement strategies. Useful for review of competency 4.



Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/

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