

**Florida Teacher Certification Examination
Test Information Guide
for
Hearing Impaired K-12**



FLORIDA DEPARTMENT OF EDUCATION

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Third Edition

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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 Examination (FTCE), which has 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 Hearing Impaired K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. 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 initial teacher subject area test in Hearing Impaired 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 teacher-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.

This test information 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. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



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 presents information about the content of the test.

Section 4 lists question formats and includes sample test items.

Section 5 offers strategies for taking the test.

Section 6 identifies sources of further information.

Self-Assessment

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

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

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

Section 4 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**

Section 5 includes suggestions for improving your performance on the examination.



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Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Hearing Impaired 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 could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

<i>Competency</i>	<i>Percentage of total test items</i>
Competency/Skill	%
1 Knowledge of philosophical, historical, and legal foundations and their impact on the education of students who are deaf or hard of hearing	5%
1 Identify federal and Florida laws, rules, and legal decisions that pertain to persons who are deaf or hard of hearing. 2 Identify philosophical bases of current educational practices. 3 Relate significant historical events, persons, institutions, and controversies in the education of students who are deaf or hard of hearing to current events, trends, and theories.	
2 Knowledge of the auditory mechanism and hearing loss and its impact upon communication and learning	7%
1 Identify the primary components and functions of the auditory mechanism.	

Skill

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

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

Table of Competencies, Skills, and Percentages

Competency/Skill	%
<p>1 Knowledge of philosophical, historical, and legal foundations and their impact on the education of students who are deaf or hard of hearing</p>	<p>5%</p>
<ul style="list-style-type: none"> 1 Identify federal and Florida laws, rules, and legal decisions that pertain to persons who are deaf or hard of hearing. 2 Identify philosophical bases of current educational practices. 3 Relate significant historical events, persons, institutions, and controversies in the education of students who are deaf or hard of hearing to current events, trends, and theorists. 	
<p>2 Knowledge of the auditory mechanism and hearing loss and its impact upon communication and learning</p>	<p>7%</p>
<ul style="list-style-type: none"> 1 Identify the primary components and functions of the auditory mechanism. 2 Identify causes of hearing loss and additional disabilities associated with specific etiologies. 3 Compare the nature and characteristics of unilateral, bilateral, conductive, mixed, sensorineural, progressive, and intermittent hearing loss. 4 Identify current educational definitions of hearing loss, identification criteria, labeling issues, and current incidence and prevalence data. 5 Identify the potential impact of amplification devices on the communicative and social-emotional development of students who are deaf or hard of hearing. 	
<p>3 Knowledge of language development and methods of communication for students who are deaf or hard of hearing</p>	<p>15%</p>
<ul style="list-style-type: none"> 1 Identify the developmental sequence of normal language development. 2 Analyze the relationships between reading and writing skills and the communication and language development of students who are deaf or hard of hearing. 3 Analyze language samples of students who are deaf or hard of hearing, using linguistic principles. 4 Identify various communication methods used with students who are deaf or hard of hearing. 	

Competency/Skill	%
<ul style="list-style-type: none"> 5 Identify methods to maximize speech reception and recognition through the use of residual hearing, including amplification and cochlear implants. 6 Identify a hierarchy of auditory skills, including vowel and consonant acoustic information, used for an individual auditory training program. 7 Identify the factors that influence the visual reception of speech and the visual reception of sign language. 8 Contrast the linguistic features of ASL with sign systems and with spoken English. 9 Identify the primary components and functions of the speech mechanism. 10 Identify causes, errors, and remediation techniques for articulation and voice clarity errors found in the speech of students with various degrees and configurations of a hearing loss. 	
4 Ability to comprehend signing	5%
<ul style="list-style-type: none"> 1 Translate a basic message given in English-based signs. 2 Translate a basic message given in ASL. 3 Identify the correct sign(s) when given a written phrase or sentence. 	
5 Knowledge of the psychosocial aspects of students who are deaf or hard of hearing	6%
<ul style="list-style-type: none"> 1 Compare the stages of adjustment that deaf and hearing families may experience when developing acceptance of a child's hearing loss. 2 Identify common perceptions held by (a) hearing persons concerning persons who are deaf or hard of hearing and (b) persons who are deaf or hard of hearing concerning hearing persons. 3 Identify the social effects of hearing loss. 4 Identify the psychosocial impact of severe language delay and/or other disabilities on a student who is deaf or hard of hearing. 	
6 Knowledge of deaf and family cultures and their impact on students who are deaf or hard of hearing	5%
<ul style="list-style-type: none"> 1 Identify the cultural practices and defining characteristics unique to the Deaf Community. 2 Identify the role of ASL in the Deaf Community. 	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
<p>3 Identify the psychosocial implications for students who are culturally diverse and deaf or hard of hearing.</p>	
<p>7 Knowledge of service delivery models for students who are deaf or hard of hearing</p>	4%
<p>1 Identify provisions of the Florida Administrative Code that apply to the identification and placement procedures for students who are deaf or hard of hearing.</p> <p>2 Identify service delivery models for students who are deaf or hard of hearing.</p> <p>3 Identify the factors involved in the placement of students who are deaf or hard of hearing related to the least restrictive environment.</p> <p>4 Identify the roles and responsibilities of the various professionals who provide educational and support services for students who are deaf or hard of hearing.</p>	
<p>8 Knowledge of the design, development, and implementation of Individual Educational Plans (IEP), Individualized Family Service Plans (IFSP), and Transition Individual Educational Plans (TIEP)</p>	11%
<p>1 Identify the components of the IEP, IFSP, and TIEP and the required participants and their roles.</p> <p>2 Relate the accountability implied by the IEP, IFSP, and TIEP to the procedural safeguards associated with the process.</p> <p>3 Identify appropriate present level of functioning statements based on specific assessment data for the following areas: communication, academic achievement, developmental functioning, social-emotional functioning, and independent living.</p> <p>4 Identify the appropriate use of assessment data for instructional planning of the IEP, IFSP, and TIEP.</p> <p>5 Identify methods for assessing mastery of objectives of the IEP, IFSP, and TIEP and for determining an appropriate timeline for mastery.</p> <p>6 Identify measurable annual IEP, IFSP, and TIEP goals.</p>	

Competency/Skill	%
9 Knowledge of transitional services for students who are deaf or hard of hearing	5%
<ol style="list-style-type: none"> 1 Identify postsecondary programs and alternatives for students who are deaf or hard of hearing, given their career interests and abilities. 2 Relate content areas to career awareness, exploration, and preparation for students who are deaf or hard of hearing. 	
10 Knowledge of assessments appropriate for students who are deaf or hard of hearing	8%
<ol style="list-style-type: none"> 1 Interpret the results of an audiological assessment that includes unaided/aided test results. 2 Distinguish between assessment instruments and procedures used for evaluating expressive and receptive language of students with various types and degrees of hearing loss. 3 Distinguish between assessment instruments and procedures of assessing speech production and intelligibility of students with various types and degrees of hearing loss. 4 Identify informal assessment techniques used for determining communication mode and competency for students who are deaf or hard of hearing. 5 Identify standardized and criterion-referenced tests appropriate for the assessment of developmental, academic, and social-emotional abilities of students who are deaf or hard of hearing. 6 Identify methods to informally assess the academic performance of students who are deaf or hard of hearing. 7 Interpret assessment information to determine curriculum needs of students who are deaf or hard of hearing. 8 Recognize the behaviors associated with deaf or hard of hearing students who have other exceptionalities and determine the referral process for evaluation. 9 Identify appropriate and allowable modifications and accommodations in formal and informal assessment procedures. 	
11 Knowledge of instructional strategies and modifications for students who are deaf or hard of hearing	15%
<ol style="list-style-type: none"> 1 Identify current curricula, methods, and procedures of language instruction for students who are deaf or hard of hearing. 	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
<ul style="list-style-type: none"> 2 Identify teaching strategies to enhance the acquisition of syntactic, semantic, and pragmatic competence of students who are deaf or hard of hearing. 3 Use information about language development in hearing and deaf children to identify an appropriate instructional program for students who are deaf or hard of hearing. 4 Identify appropriate adaptations of language in academic materials to the linguistic competence of students who are deaf or hard of hearing. 5 Identify procedures to adapt textbooks and other instructional materials used in general education for students who are deaf or hard of hearing. 6 Identify current curricula and research-based strategies for academic instruction used with students who are deaf or hard of hearing. 7 Apply an appropriate hierarchy in questioning skills. 8 Identify ways to individualize instruction to accommodate students with additional handicaps. 9 Identify a variety of instructional strategies for diverse learning styles in individual or group lessons. 10 Identify methods to foster positive social-emotional growth for students who are deaf or hard of hearing. 11 Identify the basic components of reading instruction and modifications for students who are deaf or hard of hearing. 	
<p>12 Knowledge of unique technologies, media, and resources for students who are deaf or hard of hearing</p>	<p>5%</p>
<ul style="list-style-type: none"> 1 Identify the major parts of amplification devices, including cochlear implants, the minor problems that may occur with these devices, and the skills necessary to monitor and maintain them. 2 Identify special media and assistive devices for students with hearing loss. 3 Identify the acoustical components involved in designing an appropriate classroom environment and ways to make accommodations in the existing school environment for students who are deaf or hard of hearing. 4 Identify appropriate procedures for the evaluation and selection of technology for use with students who are deaf or hard of hearing. 	

Competency/Skill	%
13 Knowledge of content design and requirements for general education	5%
<ol style="list-style-type: none"> 1 Identify major content areas and State standards in general education. 2 Identify the requirements for a standard diploma, special diploma, and certificate of attendance. 3 Identify the content area components of a balanced instructional day for a variety of grade levels. 	
14 Knowledge of professional communication, advocacy, and collaboration to meet the needs of students who are deaf or hard of hearing	4%
<ol style="list-style-type: none"> 1 Identify activities, literature, resources, and references designed to help parent/guardian participation in the development and enhancement of their child's communicative, social-emotional, and academic skills. 2 Identify strategies for assisting general education teachers in the successful mainstreaming or inclusion of students who are deaf or hard of hearing. 3 Identify strategies for collaborating with a variety of support personnel (e.g., speech-language pathologists, paraprofessionals, general education mainstream facilitators). 4 Identify strategies for developing students' self-advocacy in the home, school, and community. 5 Identify the names and functions of the major associations, organizations, and research publications related to hearing loss and other disabilities. 	





Test Format and Sample Questions

The Hearing Impaired 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, and you will indicate your answer by selecting **A**, **B**, **C**, or **D** on the answer sheet.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

Type of question	Sample item
Direct question Choose the response option that best answers the question.	Item 2, page 15
Sentence completion Select the response option that best completes the sentence.	Item 9, page 16
Command Select the best response option.	Item 11, page 17
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.	Item 27, page 20
Videotape After viewing a videotape of a deaf person signing a basic message in English-based signs, ASL, and Pidgin Signed English, select the response option that contains the corresponding message.	

Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 28.

DIRECTIONS: Read each item and select the best response.

- 1. A deaf education program that advocates the use of aural, oral, and manual methods of communication is using**
 - A. signed English.
 - B. cued speech.
 - C. total communication.
 - D. American Sign Language.

- 2. What impact did A.G. Bell and Thomas Gallaudet have on deaf education?**
 - A. They offered two different methods of teaching people who are deaf.
 - B. They made several discoveries about the education of children who are deaf.
 - C. They both advocated the teaching of sign language.
 - D. They helped develop one main theory of educating children who are deaf.

- 3. Identify the part of the auditory mechanism that conducts sound from the outer ear to the middle ear.**
 - A. the cochlea
 - B. the organ of corti
 - C. the ossicular chain
 - D. the tympanic membrane

- 4. Which of the following is a list of common causes of deafness?**
 - A. heredity, cytomegalovirus, meningitis
 - B. meningitis, rubella, maternal drug addiction
 - C. scarlet fever, measles, maternal drug addiction
 - D. heredity, poor maternal nutrition, meningitis

- 5. Identify the characteristics of a conductive hearing loss.**
 - A. Pathology is with the outer or middle ear.
 - B. Pathology is with the inner ear.
 - C. Pathology is with both the outer and inner ear.
 - D. Pathology is centered on the auditory nerve.

-
6. **A child who currently expresses the idea "The boy is going home" by saying, "The boy go home," is likely to say which of the following in his next stage of language development?**
- A. "The boy going home."
 - B. "The boy is go home."
 - C. "The boy is going home."
 - D. "The boy will be going home."
7. **Which option most appropriately describes the relationship of reading, writing, and the language development of a student who is deaf or hard of hearing?**
- A. Language development is only indirectly related to reading and writing.
 - B. Reading skills increase writing skills, which increase language development.
 - C. Writing skills increase reading skills, which in turn promote language development.
 - D. Reading, writing, and language development are interrelated.
8. **Which pair of linguistic components identifies the variation from standard English in "Last night, my friend and I, TV watch"?**
- A. syntax and semantics
 - B. morphology and pragmatics
 - C. morphology and syntax
 - D. semantics and pragmatics
9. **A visual/gestural language that has its own syntax is**
- A. Pidgin Signed English.
 - B. cued speech.
 - C. visual phonics.
 - D. American Sign Language.
10. **Which of the following methods would best ensure that students who are deaf or hard of hearing receive the clearest auditory signal in a classroom?**
- A. use of personal hearing aids
 - B. use of an FM amplification system
 - C. use of acoustic ceiling tiles in the room
 - D. use of carpeting on the floors in the room

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- 11. Identify the feature that differentiates education sign systems (e.g., signed English, SEE II) from ASL.**
- A. use of iconicity
 - B. use of facial expression
 - C. use of onomatopoeia
 - D. use of English syntax
- 12. Which of the following components allows for the inhalation of air in the speech process?**
- A. articulators
 - B. diaphragm
 - C. larynx
 - D. vocal folds
- 13. What is hyponasality in speech?**
- A. excessive use of phonation
 - B. excessive use of nasal resonance
 - C. diminished use of nasal resonance
 - D. diminished use of phonation
- 14. A child who is deaf in a hearing family might be highly protected and controlled by his or her parents. What is the most likely outcome on the behavior of this child?**
- A. social competence in group settings
 - B. immaturity or learned helplessness
 - C. increased ability to communicate
 - D. increased impulsivity
- 15. A significant psychological consequence of growing up with a profound sensorineural hearing loss in a hearing environment is the absence of**
- A. incidental learning.
 - B. group learning.
 - C. visual acuity.
 - D. auditory-vocal skills.

16. Which of the following is a characteristic of the Deaf culture?

- A. preference for signed English
- B. preference for simultaneous communication
- C. preference for ASL
- D. use of assistive devices such as hearing aids

17. The teacher has presented a classifier story to a group of preschoolers who are deaf and hard of hearing. The benefit of storytelling for these students is that it

- A. clearly models manually coded English.
- B. assists students in practicing their residual hearing.
- C. clearly models ASL.
- D. provides an opportunity for speechreading in a supported environment.

18. According to the literature, students who are deaf or hard of hearing and from a minority culture characteristically experience

- A. lower academic achievement compared to their peers of the majority culture who are deaf.
- B. optimal accommodations to their learning styles.
- C. opportunities for the inclusion of their home culture and language in the school setting.
- D. role models reflective of their racial and ethnic groups.

19. Which information is required when considering eligibility for the Deaf/Hard of Hearing Program in Florida?

- A. genetic evaluation
- B. occupational therapy evaluation
- C. physical therapy evaluation
- D. audiological evaluation

20. What is the most important factor in selecting the least restrictive environment for a student who is deaf or hard of hearing?

- A. needs of the student
- B. methods of the teacher
- C. age of onset of hearing loss
- D. availability of support services

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- 21. Who is the person primarily responsible for managing IEPs for students who are deaf or hard of hearing?**
- A. audiologist
 - B. parent
 - C. guidance counselor
 - D. teacher of students who are deaf or hard of hearing
- 22. Which of the following statements regarding the interpreter's behaviors shows the need for additional training?**
- A. The interpreter frequently requests that the teacher speak louder.
 - B. The interpreter frequently changes the content or the spirit of the message.
 - C. The interpreter moves about the room within proximity of the teacher.
 - D. The interpreter interrupts the teacher to convey students' questions.
- 23. What is the primary responsibility of an educational interpreter?**
- A. reporting to other interpreters on staff
 - B. supervising students at recess
 - C. contacting parents to report student progress
 - D. facilitating communication in school settings
- 24. The following represents a portion of which component of an IEP?**
- Marie is able to match uppercase and lowercase letters, identify five letters of the alphabet, and identify her first and last name in print.**
- A. annual goal
 - B. short-term objective
 - C. present level of performance
 - D. postschool outcome
- 25. A student's IEP has been developed and signed. Which statement describes the school district's responsibility to follow the provisions of the IEP?**
- A. All provisions must be addressed unless another IEP meeting is held.
 - B. The classroom teacher may adjust the provisions to meet the student's needs.
 - C. The exceptional student education director may adjust the provisions.
 - D. The local school board may adjust the provisions as requested by the parents.

26. A student is hyperactive in the cafeteria and during school assemblies. Which is the best statement of present level of social performance to be included in an IEP?

- A. The student refuses to interact with peers during group activities.
- B. The student is hyperactive in large-group settings.
- C. The student shows poor self-concept.
- D. The student has a short attention span.

27. Tommie is a 9-year-old 3rd-grade student with a mild-to-moderate bilateral sensorineural hearing loss. A recent evaluation indicated the following information:

Peabody Individual Achievement Test (PIAT) standard score equivalents

Mathematics	94
Reading Recognition	80
Reading Comprehension	65

Oral and Written Language Scales (OWLS)

Expressive Scores	80
Receptive Scores	60

Priority should be given to increasing Tommie's

- A. sight vocabulary.
- B. mathematics skills.
- C. expressive language skills.
- D. inferential language and reading skills.

28. Identify the best method of evaluating mastery of an annual goal for an academic content area.

- A. parent feedback
- B. teacher observation
- C. homework
- D. formal assessment

-
- 29. Which is an appropriate IEP annual goal for an 8-year-old student who is deaf and whose reading comprehension is at the pre-primer level?**
- A. The student will answer simple wh- questions about a short story written on the primer level with 80% accuracy.
 - B. The student will complete the 3rd-grade reading test with 80% accuracy.
 - C. Given a short story written at a 2nd-grade level, the student will answer true-false questions regarding each detail with 80% accuracy.
 - D. The student will understand stories in a text with 80% accuracy.
- 30. J.P. is an 18-year-old who is deaf and graduated from high school with a special diploma and a 2.0 GPA. Recommendations for employment indicated strong areas for outside work such as painting, carpentry, and masonry. J.P. would like to go to a community college and seek a degree in accounting. What vocational recommendations should a teacher make during J.P.'s exiting IEP/HRS/VR transition meeting?**
- A. J.P. should strive to reach his dreams and apply for college.
 - B. J.P. should be encouraged to talk with his VR counselor to explore options at the local technical/trade school.
 - C. J.P. should seek employment as a painter.
 - D. J.P. should wait to make any decisions until his VR counselor and parents consider what is best for him.
- 31. When teaching a unit on the Industrial Revolution, an appropriate infusion of the career exploration element would be a(an)**
- A. evaluation of the economic impact of the Industrial Revolution.
 - B. discussion of the skills needed by assembly line workers.
 - C. exploration of careers eliminated by the Industrial Revolution.
 - D. determination of long-term benefits of the Industrial Revolution.
- 32. Which symbol indicates an air conduction response for the right ear?**
- A. O
 - B. X
 - C. ^
 - D. [

-
- 33. To obtain a spontaneous language sample for a performance-based assessment procedure, a teacher should**
- A. sign a message and ask the student to give the message to another teacher.
 - B. record individual vocabulary words used by the student.
 - C. perform an informal reading inventory.
 - D. observe and record the student's interactions during center time.
- 34. An 8-year-old child who is deaf is moving into the district. The IEP team is trying to decide how well the child's communication will be understood by 3rd graders with normal hearing who do not sign. What type of assessment instrument would help the team answer this question?**
- A. the Utley Lipreading Test
 - B. CID Picture Speech Intelligibility Evaluation
 - C. the SKI-HI Language Development Scale
 - D. the Functional Auditory Skills Evaluation
- 35. An educational planning team is determining the preferred mode of communication of a student who is deaf. Two informal assessments that would be the best source of information are**
- A. parent report or interview and language sample.
 - B. parent report or interview and informal reading inventory.
 - C. teacher report or interview and speechreading assessment.
 - D. audiological assessment and informal reading inventory.
- 36. Which of the following tests is normed for students who are deaf or hard of hearing?**
- A. Goldman-Fristoe Test of Articulation
 - B. Stanford Achievement Test
 - C. Stanford Binet
 - D. Florida Comprehensive Assessment Test

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- 37. The most appropriate technique to assess the ability of a 2nd-grade student who is deaf or hard of hearing to measure in inches and feet is to ask the student to**
- A. run races of various lengths.
 - B. color pictures of rulers and mark off the inches.
 - C. complete a worksheet requiring calculation of the perimeter of various areas.
 - D. measure classroom objects, such as tables and textbooks.
- 38. Tyler, a 4th-grade student who is deaf, displays appropriate comprehension of curricular material during in-class discussions but consistently earns poor grades on weekly worksheets. What does this information indicate about Tyler's educational needs?**
- A. Tyler is more successful with print-based assessment than with experiential learning activities.
 - B. Tyler should be given extra worksheets to practice on for homework to bolster his self-esteem.
 - C. Tyler is more successful with experiential learning activities than with print-based assessment.
 - D. Tyler should not be given worksheets to complete in the classroom.
- 39. Which one of the following behaviors exhibited by a middle school student who is deaf or hard of hearing indicates the need for referral to evaluate possible learning disabilities?**
- A. compulsive avoidance
 - B. socially inappropriate words
 - C. poor lip-reading skills
 - D. letter reversals
- 40. Administrators giving the reading comprehension subtest of the Florida Comprehensive Assessment Test to students who are deaf or hard of hearing are allowed to**
- A. sign the test directions to the students.
 - B. sign the reading passage to the students.
 - C. rewrite the passages at the language level of the students.
 - D. rewrite the answers at the language level of the students.
- 41. Which of the following is a current resource of language arts instruction for students who are deaf or hard of hearing seeking a regular diploma?**
- A. The Texas Curriculum
 - B. Sunshine State Standards
 - C. English Plus One
 - D. Hawthorne's Syntax Enrichment Program

-
- 42. In teaching language structure to students who are deaf or hard of hearing, which of the following should be taught last based on typical language development?**
- A. agent-action
 - B. agent-action-location
 - C. agent-action-object-time
 - D. agent-action-object-location
- 43. A team of teachers is planning the adaptation of computer software for a student who is deaf. The most important factor to consider is the student's**
- A. grade-point average.
 - B. amplification devices.
 - C. functioning level.
 - D. motor skills.
- 44. A student who is hard of hearing in a 7th-grade social studies class is reading at the 5th-grade level. Which of the following adaptations is most appropriate for this student?**
- A. using the 7th-grade textbook as a guide and developing or selecting supplementary materials written at the 5th-grade level
 - B. analyzing the textbook to identify complex linguistic structures and working with the English teacher to be sure they are taught
 - C. using the 7th-grade textbook as a teacher's guide and selecting a 5th-grade textbook
 - D. using the 5th-grade textbook with some students and the 7th-grade textbook with others
- 45. A teacher asks, "Where is the class going on Friday?" Which of the following questions would be the next most difficult in the hierarchy of questioning skills?**
- A. "Who is going?"
 - B. "Why is the class going?"
 - C. "How is the class going?"
 - D. "When is the class going?"

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- 46. A teacher is presenting a chapter in a history text about the American colonies to a student who is hard of hearing and is a visual learner with low linguistic abilities. Which of the following is the best way to supplement the chapter?**
- A. signing the text to the student
 - B. asking the student to write a summary of the chapter
 - C. using a timeline that marks the important dates and events
 - D. replacing the questions at the end of the chapter with alternative comprehension questions
- 47. Which of the following traits is representative of parental practices leading to positive social-emotional growth in children who are deaf or hard of hearing?**
- A. protecting the child in difficult social situations
 - B. using a different language for daily interaction
 - C. establishing opportunities for the child to exercise some control in his or her own life
 - D. promoting successful hearing adults as the primary role models for deaf children
- 48. Mrs. Smith's class is reading a selection about spiders. The students are also observing spider behaviors, writing about spiders, and watching a video about spiders. This is an example of what kind of reading instructional method?**
- A. vocabulary development
 - B. thematic unit
 - C. morpheme development
 - D. topic maintenance
- 49. Feedback from a hearing aid may be caused by**
- A. an inappropriate battery.
 - B. weak batteries.
 - C. broken or fragile cords.
 - D. a loose-fitting ear mold.
- 50. Which is an action taken in the maintenance of assistive listening devices?**
- A. recharging and replacing the batteries
 - B. checking the voltage drain
 - C. determining the signal-to-noise ratio
 - D. repositioning the antenna

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- 51. Which of the following will have a negative impact on the acoustic environment?**
- A. carpeting
 - B. fluorescent lighting
 - C. rubber-backed drapes
 - D. thermal pane windows
- 52. Identify the most appropriate factor to be considered when evaluating computer software for a deaf or hard of hearing student.**
- A. speech intelligibility of the student
 - B. type of amplification used
 - C. dependence on auditory information for comprehension
 - D. length and speed of the program
- 53. Which of the following would best be included as part of a general education kindergarten program?**
- A. structural analysis, context clues, concepts of print
 - B. structural analysis, comprehension, concepts of print
 - C. letter recognition, sound-symbol relationships, concept of print
 - D. independent sustained silent reading, sound-symbol relationships, concepts of print
- 54. Identify the requirements for a standard diploma.**
- A. earn an overall 2.0 GPA, pass the FCAT, pass required courses
 - B. earn an overall 3.0 GPA, pass the FCAT, have no unexcused absences
 - C. earn an overall 2.5 GPA, pass one section of the FCAT, pass 90% of required courses
 - D. earn an overall 2.0 GPA, meet requirements for alternative assessment, pass all ESE courses
- 55. Tim receives daily language arts instruction with a teacher of students who are deaf or hard of hearing and spends the remainder of his day in a general education 2nd-grade class. Which of the following exemplifies the best instructional balance for his time spent in the general education classroom?**
- A. mathematics, reading, special areas (art, music, physical education)
 - B. mathematics, health, special areas (art, music, physical education)
 - C. mathematics, social studies/science, special areas (art, music, physical education)
 - D. mathematics, handwriting, special areas (art, music, physical education)

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- 56. What instruction should be given to general education teachers to increase learning in their classes for students who are deaf and hard of hearing?**
- A. Require the students to demonstrate auditory recall.
 - B. Speak very loudly.
 - C. Use visual aids.
 - D. Use group discussions routinely.
- 57. A major barrier to effective collaboration experienced by teachers is a lack of**
- A. time.
 - B. interest.
 - C. training.
 - D. confidentiality.
- 58. Which organization provides national certification for teachers of students who are deaf and hard of hearing?**
- A. American Speech, Language, and Hearing Association
 - B. Council on Education of the Deaf
 - C. National Association of the Deaf
 - D. Council for Exceptional Children

Answer Key

1. C	21. D	40. A
2. A	22. B	41. B
3. D	23. D	42. C
4. A	24. C	43. C
5. A	25. A	44. A
6. B	26. B	45. D
7. D	27. D	46. C
8. C	28. D	47. C
9. D	29. A	48. B
10. B	30. B	49. D
11. D	31. B	50. A
12. B	32. A	51. B
13. C	33. D	52. C
14. B	34. B	53. C
15. A	35. A	54. A
16. C	36. B	55. C
17. C	37. D	56. C
18. A	38. C	57. A
19. D	39. D	58. B
20. A		



5 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.
- 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 tackle the questions that require more thought.
 - When you are not certain of the right 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.





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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