Florida Teacher Certification Examinations

Test Information Guide

for

Prekindergarten/Primary PK–3

FLORIDA DEPARTMENT OF EDUCATION
www.fldoe.org

Fourth Edition

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Contents

1 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 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 Prekindergarten/Primary PK–3 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 Prekindergarten/Primary PK–3 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 questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. 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.

2 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.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy"
  - Watch
- 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.

4 Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Prekindergarten/Primary PK–3 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 organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the 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.

Competency

Approximate percentage of total test questions (test blueprint)

Skills (1-7)

Competency/Skill		**Approx. %**
1	**Knowledge of child growth and development**	**11%**
1	Demonstrate knowledge of the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.	
2	Identify the sequence of development and the milestones (e.g., social-emotional, cognitive, language, physical) for the typically developing child.	
3	Identify atypical development (e.g., social-emotional, cognitive, language, physical).	
4	Choose strategies for designing and implementing instructional practices to support typically and atypically developing young children.	
5	Identify the influences of substance abuse, physical abuse, and emotional distress on child development.	
6	Recognize ways in which children's early experiences and culturally transmitted knowledge contribute to individual differences in development and learning.	
7	Identify the influence of scientific research on theories of cognitive and social development, the principles of how children learn, and the development and implementation of instructional strategies.	

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill		**Approx. %**
1	**Knowledge of child growth and development**	**11%**
1	Demonstrate knowledge of the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.	
2	Identify the sequence of development and the milestones (e.g., social-emotional, cognitive, language, physical) for the typically developing child.	
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5	Identify the influences of substance abuse, physical abuse, and emotional distress on child development.	
6	Recognize ways in which children's early experiences and culturally transmitted knowledge contribute to individual differences in development and learning.	
7	Identify the influence of scientific research on theories of cognitive and social development, the principles of how children learn, and the development and implementation of instructional strategies.	
2	**Knowledge of foundations of early childhood (PreK–3) education**	**5%**
1	Identify theorists, theories, and benchmarks in the fields of early childhood education and their implications for the classroom teacher of young children.	
2	Identify curriculum models of early childhood and elementary education programs in a variety of settings.	
3	Identify the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other Languages, Individuals with Disabilities Education Improvement Act).	

Competency/Skill		**Approx. %**
3	**Knowledge of research, standards, and trends**	**4%**
1	Identify professional organizations, Web sites, and scholarly journals in the field of early childhood and elementary education.	
2	Interpret standards set by early childhood and elementary education professional organizations (e.g., National Association for the Education of Young Children, Association for Childhood Education International, National Council of Teachers of Mathematics, Southern Early Childhood Association).	
3	Demonstrate knowledge of current issues, trends, and educational innovations and legislation relating to the field of early childhood (PreK–3) education.	
4	Analyze ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community.	
4	**Knowledge of effective practices**	**9%**
1	Identify developmentally appropriate practices that guide effective instruction.	
2	Identify the components of effective organization and management, such as classroom rituals, routines, and schedules.	
3	Identify ways to organize furniture, equipment, materials, and other resources in an indoor or outdoor environment in order to support early childhood curricula and the development of the whole child.	
4	Identify the components of and techniques for creating a print-rich environment (e.g., classroom libraries, labeled objects, student work displayed, word walls) reflecting diverse cultures and the impact of such an environment on classroom instruction.	
5	Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.	
6	Identify strategies for designing appropriate objectives and developing and implementing lesson plans.	
7	Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.	
8	Identify a variety of methods of flexibly grouping children for the purposes of instruction.	
9	Identify characteristics of an integrated curriculum.	

Competency/Skill		**Approx. %**
10	Identify characteristics of play as it relates to children's social, emotional, and cognitive development.	
11	Identify methods of observing, facilitating, and extending children's play to practice newly acquired competencies through problem solving, imitation, persistence, and creativity.	
12	Identify strategies for building and nurturing trusting relationships with students.	
5	**Knowledge of issues with and strategies for family and community involvement**	**5%**
1	Apply strategies for encouraging and facilitating family and community partnerships in all phases of school programs.	
2	Identify contemporary family systems and how to provide for families' needs.	
6	**Knowledge of developmentally appropriate curricula**	**9%**
1	Identify the implications of teacher read alouds and how they directly relate to the academic success of children at all grade levels.	
2	Select developmentally appropriate curricula that provide for all areas of child development (i.e., physical, emotional, social, linguistic, aesthetic, cognitive).	
3	Identify instructional methods and strategies (e.g., summarizing, monitoring comprehension, question answering, question gathering, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction) for facilitating students' reading comprehension across the curriculum.	
4	Identify strategies for facilitating the development of literal, interpretive, and critical listening and thinking skills.	
5	Identify activities that support the development of both fine and gross motor skills.	
6	Demonstrate knowledge of strategies, including the use of technology, for presenting instruction, processes, and concepts related to health, safety, and nutrition.	
7	Demonstrate knowledge of strategies and processes, including the use of technology, for presenting visual arts, music, drama, and dance.	
8	Demonstrate knowledge of strategies for using technology in developmentally appropriate ways to teach reading, mathematics, science, and social studies.	

Competency/Skill		Approx. %
7	**Knowledge of the diverse needs of all children and their families**	**8%**
1	Identify strategies to adapt curricula for children with diverse needs.	
2	Identify characteristics of children with diverse needs.	
3	Select resources and procedures that support children with diverse needs and their families.	
4	Identify programs, curricula, and activities that provide for the language needs of children and their families with limited English proficiency.	
5	Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children.	
6	Identify major trends in the education of children with exceptionalities and the application of such trends in an early childhood setting.	
7	Identify strategies for working with children who are in foster care and children who are migrant, abandoned, or homeless.	
8	Identify strategies for accessing health information to monitor children's medical needs, including medications for allergies and other health impairments.	
8	**Knowledge of diagnosis, assessment, and evaluation**	**8%**
1	Select developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics.	
2	Identify procedures for accurately establishing, maintaining, and using formal and informal student records.	
3	Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.	
4	Identify procedures for appropriately using portfolio assessment to plan instruction that better extends the child's level of learning and interest.	
5	Identify procedures and legal requirements that provide for appropriate and effective family conferences or home visits, in accordance with due process and confidentiality, regarding the assessment, education, growth, and development of children.	

Competency/Skill		**Approx. %**
9	**Knowledge of child guidance and classroom behavioral management**	**8%**
1	Identify developmentally appropriate components of a positive and effective classroom behavioral management plan.	
2	Apply developmentally appropriate positive strategies for guiding children's behavior and responding to challenging behaviors.	
3	Identify learning opportunities for promoting children's positive self-concept, self-esteem, and prosocial and social-emotional development through interaction with peers and familiar adults.	
4	Identify developmentally appropriate conflict resolution strategies and guidelines for implementation.	
5	Identify appropriate strategies for teaching character development to young children.	
6	Identify the roles of early childhood professionals in collaboration with other professionals in helping children and their families cope with stressors.	
10	**Knowledge of literacy instruction**	**12%**
1	Identify the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, concepts of print, motivation, text structures, written language development).	
2	Identify common emergent literacy difficulties and strategies for prevention and intervention.	
3	Demonstrate knowledge of various approaches for developing prereading and early literacy skills (e.g., oral language and listening, phonological awareness, alphabet knowledge, background knowledge, print concepts).	
4	Select literature from a variety of narrative and expository text that builds language skills and concept development.	
5	Identify the processes, skills, and phases of word recognition (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic, syntactic, semantic) that lead to decoding.	
6	Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody).	
7	Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.	
8	Identify developmentally appropriate writing strategies for developing print awareness concepts, including spelling and punctuation.	

Competency/Skill		**Approx. %**
9	Identify instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the curriculum.	
10	Identify instructional methods for teaching essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion).	
11	Evaluate appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.	
12	Identify appropriate uses of multiple representations of information (e.g., charts, tables, graphs, pictures, print and nonprint media) for a variety of purposes.	
13	Demonstrate knowledge of the developmental stages of writing (e.g., dictation, symbolic representation).	
14	Demonstrate knowledge of the writing process (e.g., prewriting, editing, publishing).	
11	**Knowledge of mathematics content and instruction**	**11%**
1	Analyze developmentally appropriate strategies for presenting concepts for mathematical proficiency, including understanding mathematical ideas and concepts, fluent computations, problem solving, and logical reasoning progressing from concrete to semiconcrete to abstract.	
2	Apply teaching practices to strengthen children's problem solving and reasoning processes as well as their ability to represent, communicate, and connect mathematical ideas.	
3	Identify strategies for integrating mathematics with other activities.	
4	Identify developmentally appropriate mathematics concepts for the PreK–3 curriculum.	
5	Demonstrate knowledge of skills and concepts related to number sense and operations (e.g., representations of numbers, use of estimation and operations to solve real-world problems).	
6	Demonstrate knowledge of skills and concepts related to measurement, geometry, and spatial sense (e.g., geometric properties and relationships; use of skills and concepts involving measurement and geometry to solve real-world problems).	

Competency/Skill		**Approx. %**
7	Demonstrate knowledge of skills and concepts related to algebraic thinking and data analysis (e.g., patterns and functional relationships; interpretations of tables, graphs, and equations that reflect real-world functional relationships; use of data to make predictions and draw conclusions).	
12	**Knowledge of science content and instruction**	**6%**
1	Analyze developmentally appropriate strategies for teaching the basic science processes (e.g., observing, classifying, qualifying, predicting, measuring).	
2	Apply developmentally appropriate strategies for teaching the scientific method (e.g., forming a hypothesis, manipulating variables, interpreting results).	
3	Identify strategies for teaching science as inquiry (e.g., asking questions, using senses to explore materials and natural phenomena, using simple tools for investigation, making comparisons between objects).	
4	Identify developmentally appropriate science concepts for the PreK–3 curriculum.	
5	Demonstrate knowledge of basic concepts in physical and Earth sciences (e.g., states and properties of matter, simple machines, properties and characteristics of sound and light, magnets, types of energy, geologic formations and how they were formed, types and characteristics of rocks, factors affecting weather, the water cycle).	
6	Demonstrate knowledge of basic concepts of life sciences (e.g., characteristics of living and nonliving things, types of microorganisms, differences between plant and animal cells, renewable and nonrenewable resources, conservation methods).	
13	**Knowledge of social studies content and instruction**	**4%**
1	Analyze developmentally appropriate strategies for teaching social science concepts (e.g., citizenship, historical events, human interdependence).	
2	Identify resources for teaching social science concepts.	
3	Identify developmentally appropriate social studies concepts for the PreK–3 curriculum.	
4	Demonstrate knowledge of basic concepts of government, citizenship, and economics (e.g., rights and responsibilities of U.S. citizens; federal, state, and local governments; economic interdependence).	

5 Test Format and Sample Questions

The Prekindergarten/Primary PK–3 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**.

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 2, 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.	Question 10, page 19
Command Select the best response option.	Question 27, page 22
Direct question Choose the response option that best answers the question.	Question 28, page 23

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 competencies and 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. Which of the following describes the relationship between genetic and environmental influences on the development of an individual?
   A. Genetic influences far outweigh the impact of environmental influences.
   B. Environmental influences far outweigh the impact of genetic influences.
   C. The impacts are intertwined and inseparable.
   D. The impacts are separate and thus not related.

2. The physical development of a 4-year-old child is expected to include
   A. copying complex shapes.
   B. writing simple words.
   C. catching a ball.
   D. tying a bow.

3. A 6-year-old child cannot traverse a 5-foot-long balance beam without assistance and cannot catch a large ball. Which of the following areas of development is most likely delayed?
   A. social
   B. cognitive
   C. affective
   D. motor

4. A major factor contributing to the literacy level of a family is
   A. the amount of time spent together.
   B. access to the latest technology.
   C. a library of quality videos.
   D. ready access to books.

5. In the "nature versus nurture" controversy, the term *nature* refers to
   A. environmental factors.
   B. family dynamics.
   C. genetic inheritance.
   D. cultural influences.

6. Upon entering class, a teacher notices that a student has an unusual bruise that the child cannot explain. The teacher should
   A. follow reporting procedures to the Department of Children and Families.
   B. question the student until the student explains what happened.
   C. call the parents to express concern and investigate the situation.
   D. contact the appropriate office in the Florida Department of Education.

7. The two basic components embedded in the concept of developmentally appropriate practice as promoted by the National Association for the Education of Young Children are
   A. school and community appropriate.
   B. age and individually appropriate.
   C. classroom and school appropriate.
   D. parent and teacher appropriate.

8. A primary teacher wants the students to transition to the next activity. Which of the following is the best strategy for accomplishing this goal?
   A. describing the new task while students are still working
   B. giving each student specific directions
   C. signaling students to gain their attention
   D. walking around the room asking the students to listen

9. Which of the following would be most important to include in a rich, stimulating environment in a prekindergarten classroom?
   A. posted charts and diagrams
   B. worksheets on a variety of topics
   C. interactive learning centers
   D. picture books with familiar objects

10. Several 2nd-grade students are struggling with the writing process. Which of the following strategies is most effective in helping these students organize their thoughts?
    A. working in pairs to edit their writing
    B. using the author's chair to share their writing with the class
    C. completing a rough draft of their writing
    D. outlining the beginning, middle, and end of their writing

11. Integrated curriculum experiences promote more meaningful learning by
    A. making lesson planning easier for the teacher.
    B. making students more aware of their related past experiences.
    C. allowing the teacher to plan more diverse lessons.
    D. allowing students to transfer knowledge from one subject to another.

12. A group of kindergarten children is playing in the block area. A conflict arises about how to build a tower. The teacher should initially respond by
    A. allowing the children to try to resolve the problem themselves.
    B. separating the children into different centers.
    C. mediating the situation between the children immediately.
    D. encouraging the children to build their own structures.

13. Which of the following parent activities would best encourage a parent-school partnership?
    A. donating funds to the school
    B. writing a column for a school newsletter
    C. assisting with clerical tasks in the school
    D. participating in a school family night

14. Which of the following teacher strategies would be most effective in maintaining communication with families whose home language is not English?
    A. sending out a monthly multilingual newsletter
    B. providing the school's Web site address
    C. providing phone numbers of bilingual classmates
    D. sending out teacher contact information

15. Third graders are writing stories about their family members. Which of the following accommodations would be most beneficial for several struggling English language learners in the class?
    A. allowing them to type their stories on a computer
    B. permitting them to copy a story from a book
    C. permitting them to use inventive spelling in their stories
    D. allowing them to watch their peers compose stories

16. After reading a story, a kindergarten teacher wants to provide a follow-up activity to facilitate interpretive thinking skills. The best strategy would be to have the children
    A. listen to the story several times.
    B. act out the story with props.
    C. draw a character from the story.
    D. copy words from the story.

17. Which of the following would be the most effective strategy for promoting students' dramatic creative expression?
    A. having students participate in readers theatre
    B. teaching students a variety of different songs
    C. taking students to plays in the community
    D. providing students with a wide range of art mediums

18. Ensuring that a 2nd-grade student with special needs has the opportunity to join grade-level peers during music class is an example of
    A. resource room assistance.
    B. least restrictive environment.
    C. primary grade-level benchmarks.
    D. developmentally appropriate practices.

19. A teacher wants to assess a student's comprehension of a reading passage. The most appropriate assessment for obtaining this information is a
    A. running record.
    B. checklist.
    C. teacher observation.
    D. retelling.

20. A student is exhibiting aggressive behavior toward other students, is frequently absent, and is experiencing periods of sadness. The teacher should
    A. refer the student for disciplinary action.
    B. discuss the student with other teachers.
    C. ask the guidance counselor to see the student.
    D. regard the behaviors as a stage and ignore them.

21. Students and teachers would collect samples of the students' best work to create a
    A. showcase portfolio.
    B. process portfolio.
    C. composite portfolio.
    D. documentation portfolio.

22. A teacher can best develop children's self-confidence and positive feelings toward learning by providing activities that
    A. present a limited level of difficulty.
    B. exceed developmental capabilities.
    C. emphasize repetition in format presentation.
    D. provide challenges yet offer opportunities for success.

23. Which of the following would best give 1st-grade students opportunities to develop collaborative skills?
    A. performing a daily classroom job
    B. cleaning up their own work area
    C. participating in a pair-share reading activity
    D. completing a self-directed learning project

24. A 3rd-grade teacher wants to develop students' respectful behavior. Which of the following methods would be most effective for this purpose?
    A. teaching the class a commercial unit of study on character development
    B. creating goals within the class community that reflect students' ideas and contributions
    C. providing a competitive environment in the classroom to promote students' sense of fair play
    D. defining rules for the class based on the teacher's previous experiences

25. Second-grade students brainstorm a list of ideas and then identify a topic of interest to write about. The students define the purpose for writing, the audience, and what form the writing will take. The students' practices represent what stage of the writing process?
    A. editing
    B. drafting
    C. prewriting
    D. publishing

26. A video game costs $49.95. If a player saves $4.75 per week, how many weeks will it take to save enough money to purchase the game?
    A. 10
    B. 11
    C. 12
    D. 13

27. Identify the property that was used to simplify the following expression.

    $2a + 4b + a = 2a + a + 4b$

    A. commutative
    B. identity
    C. distributive
    D. closure

28. Which of the following activities would be the most meaningful science experience for kindergarten students?
    A. engaging in self-generated, open-ended investigations
    B. participating in hands-on instruction from a textbook
    C. viewing an educational DVD with the class
    D. conducting an experiment with several variables

29. To address a state standard on forces and changes in motion, a 1st-grade teacher designed an activity using balls. The teacher marks off a space and provides balls of different sizes and materials. Pairs of students are allowed 20 minutes to explore the balls and 10 minutes to discuss the question, "How did the balls roll?" This is an example of what type of teaching?
    A. reciprocal
    B. direct instruction
    C. thematic instruction
    D. inquiry

30. Which of the following components of the U.S. government has the power to impeach the president?
    A. Supreme Court
    B. Congress
    C. Justice Department
    D. Military

Answer Key

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

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. Antonacci, P., & O'Callaghan, C. (2004. *Portraits of literacy development: instruction and assessment in a well-balanced literacy program, K–3.*: Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Outlines instructional approaches using various assessments to inform and scaffold literacy instruction for emergent, early, and fluent readers. Useful for review of competency 10.

2. Bigner, J. J. (2006). *Parent-child relations: An introduction to parenting* (7th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Introduces research on parent-child relationships. Through exploration of family systems and systemic family development theory, the text addresses the changes in parent-child relationships that accompany developmental changes in children, adults, and family systems. Useful for review of competencies 1, 2, 3, 5, and 7.

3. Bos, C. S., & Vaughn, S. R. (2006). *Strategies for teaching students with learning and behavior problems* (6th ed.). Boston: Pearson Allyn & Bacon.

Introduces current research on best practices as the basis of strategies for providing instructional and support services to students with learning and behavior challenges in a variety of settings. Emphasizes progress monitoring, assessment, diversity, and family involvement. Useful for review of competencies 7, 8, and 9.

4. Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

Presents the position statement of the National Association for the Education of Young Children on developmentally appropriate practice in early childhood programs. Provides an overview of each period of development from birth through age 8 and includes examples of practices that are appropriate and inappropriate for use with children in each age group. More information about this text can be found at www.sales.naeyc.org/Itemdetail.aspx?Stock_No=259&Category=CBook&Text=. Useful for review of competencies 1, 3, and 6.

5. Brisbane, H. E. (2006). *The developing child* (10th ed.). New York: Glencoe McGraw-Hill.

Provides an overview of child development in stages from birth through adolescence. Explores typical physical, emotional, social, and intellectual development for each stage and includes discussion of research on brain development. Useful for review of competency 1.

6. Caldwell, J. S. (2008). *Reading assessment: A primer for teachers and coaches* (2nd ed.). New York: Guilford Press.

Presents practical strategies for identifying the behaviors common to good readers, assessing students' strengths and weaknesses in reading, analyzing evidence, and making instructional decisions. Useful for review of competencies 8 and 10.

7. Charlesworth, R. (2008). *Understanding child development* (7th ed.). Albany, NY: Delmar Cengage Learning.

Includes information on developmentally appropriate practices in the assessment and education of children, as well as ways of working with children and families from diverse cultures. Explores children's readiness, the development of early stages of reading, the importance of brain development, and play and learning. Useful for review of competencies 1, 4, 6, 7, and 8.

8. Charlesworth, R., & Lind, K. (2007). *Math and science for young children* (5th ed.). Clifton Park, NY: Delmar Cengage Learning.

Focuses on integration of mathematics and science with other areas of child development from birth through age 8. Addresses significant national standards and the frequent changes in those standards. Useful for review of competencies 3, 11, and 12.

9. Cole, M., Cole, S., & Lightfoot, C. (2005). *The development of children* (5th ed.). New York: Worth Publishers.

Based on both scientific research and the authors' practical experience, this book explores the interrelationship of biological and cultural processes in child development. Useful for review of competency 1.

10. Cook, R. E., Klein, M. D., & Tessier, A. (2008). *Adapting early childhood curricula for children with special needs* (7th ed.). Upper Saddle River, NJ: Pearson Merrill.

Incorporates theory and evidence-based practice from the fields of exceptional student education and early childhood education. Introduces activities supported by current theory, provides intervention strategies to make the most effective use of embedded learning opportunities in the curriculum, and encourages a family-centered, inclusive approach to working with children with exceptionalities. Useful for review of competencies 5, 6, and 7.

11. Copley, J. V. (2000). *The young child and mathematics*. Washington, DC: National Association for the Education of Young Children.

Focuses on ways teachers can encourage the natural mathematical interests and abilities of young children. Consistent with guidelines on curriculum and assessment from the National Association for the Education of Young Children as well as the National Council of Teachers of Mathematics Principles and Standards for School Mathematics. Useful for review of competency 11.

12. Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *Creative curriculum for preschool* (4th ed.). Florence, KY: Delmar Cengage Learning.

Presents a research-based curriculum detaililng effective ways for children to learn science. social studies, literacy, math, the arts, and technology. Includes higher-order thinking practice, building on prior knowledge, and experimentation based on theories of children's learning styles, content standards and assessment preparation skills. Defines the teacher's role in connecting content, teaching, and learning for preschool children. Useful for review of competencies 10, 11, 12, and 13.

13. Downs, S. W., Moore, E., McFadden, E. J., & Costin, L. B. (2009). *Child welfare and family services: Policies and practice* (8th ed.). Boston: Pearson Allyn & Bacon.

Reflects current issues, controversies, and innovative practice methods in services for children and families. Discusses the historical context for current programs, issues, and policy decisions and includes in-depth information on legal and legislative frameworks. Useful for review of competencies 3, 5, and 8.

14. Epstein, A. S. (2006). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: National Association for the Education of Young Children.

Emphasizes the importance of considering goals for learning and development in all domains in the planning of curriculum and selection of teaching strategies. Explores how and when child-guided, adult-guided, or a combination of learning strategies is most effective, and what teachers can do to support learning. Useful for review of competencies 1, 2, 3, 4, and 6.

15. Gestwicki, C. (2007). *Developmentally appropriate practice: Curriculum and development in early education* (3rd ed.). Clifton Park, NJ: Thompson Delmar.

Intended as a guide for developmentally appropriate classroom and caregiver practices in early education, this book assumes the reader already has basic child development knowledge and experience. Topics include theory and research of play as well as social/emotional and cognitive/language environments. Useful for review of competencies 1, 2, 3, 4, and 6.

16. Jalongo, M. R. (2006). *Early childhood language arts* (4th ed.). Upper Saddle River, NJ: Pearson Allyn & Bacon.

Includes 36 research-based teaching strategies, and information on brain research, bilingual education, technology, and the media's influence on young children. Provides a synthesis of the information on language arts gleaned from research on emergent literacy, early childhood education, and special education. Useful for review of competency 10.

17. Kaiser, B., & Sklar Rasminsky, J. (2007). *Challenging behavior in young children: Understanding, preventing, and responding effectively* (2nd ed.). Boston: Pearson Allyn & Bacon.

Examines current research on understanding and prevention of challenging behavior. Includes strategies for responding to this behavior, such as positive behavior support and functional assessment. Useful for review of competencies 3 and 9.

18. Keyser, J., & National Association for the Education of Young Children. (2006). *From parents to partners: Building a family-centered early childhood program*. St. Paul, MN: Redleaf Press.

Explores the reasons and methods for developing ongoing partnerships with parents and other family members in early childhood programs. Includes tools and strategies to build communication and support networks to sustain those partnerships. Useful for review of competency 5.

19. Koralek, D., & Mindes G. (Eds.). (2006). *Spotlight on young children and social studies.* Washington, DC: NAEYC.

Includes a collection of articles from *Young Children* and *Beyond the Journal*. Discusses the roots of the social studies field and provides examples of teachers and children engaged in meaningful social studies activities. Useful for review of competency 13.

20. Lerner, J. W., & Kline, F. M. (2006). *Learning disabilities and related disorders: Characteristics and teaching strategies* (10th ed.). Boston: Houghton Mifflin.

Intended to help preservice teachers and practicing professionals evaluate students with disabilities. Explores assessment and evaluation of students with learning disabilities, learning-disabled theory and its practical applications, and recent developments and topics of debate in the field. Useful for review of competencies 7 and 8.

21. Lerner, J. W., Lowenthal, B., & Egan, R. W. (2003). *Preschool children with special needs: Children at risk and children with disabilities* (2nd ed.). Boston: Pearson Allyn & Bacon.

Explores how to provide appropriate learning environments in general education and exceptional student education settings for children ages 3–6 who have special needs. Emphasizes the needs of preschoolers and their families and explores curriculum models that incorporate research and practical experiences with children who have special needs. Useful for review of competency 7.

22. Lutgens, F. K., Tarbuck, E., & Tasa, D. (2008). *Foundations of Earth science* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

A highly visual, nontechnical survey emphasizing broad, up-to-date coverage of basic topics and principles in geology, oceanography, meteorology, and astronomy. Useful for review of competency 12.

23. McDevitt, T., & Ormrod, J. E. (2007). *Child development and education* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

A child-development text for educators that includes current research in the field as well as applications of that research specifically for educators. Includes authentic student work, observation guidelines with educational applications, development and practice features with concrete strategies for facilitating student development and learning, and information on helping diverse students learn and thrive in the classroom. Useful for review of competencies 1, 4, 6, and 7.

24. McEwan, P., & McEwan, E. (2002). *Teach them all to read.* Thousand Oaks, CA: Corwin Press.

Provides insight into current research and effective strategies to use in the instruction of reading, including vocabulary, comprehension, and fluency. Emphasizes differentiating instruction to meet the needs of all students. Useful for review of competencies 7 and 10.

25. McLean, M. E., Wolery, M., & Bailey, D. B. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill.

Examines assessment issues, including test development and cultural competence, and emphasizes family-centered education, collaborative decision making, and holistic understanding of children with disabilities. Intended to help students use assessment in order to plan effective, personalized intervention programs for infants and preschoolers with special needs. Useful for review of competency 7.

26. Meece, J. (2008). *Child and adolescent development for educators* (3rd ed.). New York: McGraw-Hill.

Provides research-based foundation knowledge of development for future teachers. Content is arranged by topic and focuses on what teachers need to know about the science of development. Useful for review of competencies 1 and 3.

27. Morrison, G. S. (2008). *Fundamentals of early childhood education* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Contains current information on how children learn, how best to teach them, and how to effectively include families and communities in their education. Useful for review of competencies 1, 2, 3, and 5.

28. National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

Outlines the mathematical understanding, knowledge, and skills students should learn from prekindergarten through grade 12. For a detailed explanation of the standards, download *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A quest for Coherence* online at www.nctm.org. Useful for review of competency 11.

29. Ormrod, J. E. (2008). *Educational psychology: Developing learners* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Concentrates on the core ideas of educational psychology. Presents both theory and applications and includes integrated coverage of diversity. Useful for review of competencies 2, 3, 7, and 8.

30. Parker, T. H., & Baldridge, S. J. (2004). *Elementary mathematics for teachers*. Okemos, MI: Sefton-Ash.

Focuses on what K–8 teachers need to know to teach mathematics effectively. Covers the topics roughly in the order in which they are typically introduced in elementary school. Useful for review of competency 11.

31. Pierangelo, R., & Giuliani, G. (2006). *Learning disabilities: A practical approach to foundations, assessment, diagnosis, and teaching*. Boston: Pearson Allyn & Bacon.

Covers the spectrum of issues involved with learning, including the process of understanding, assessing, diagnosing, and teaching students with learning disabilities. Useful for review of competencies 7 and 8.

32. Polloway, E. A., Patton, J. R., & Serna, L. (2008). *Strategies for teaching learners with special needs* (9th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Focuses on effective instructional strategies for students in diverse educational settings, with a primary emphasis on inclusive educational environments. Includes discussion of curriculum development and instruction as well as the requirements of No Child Left Behind and the Individuals With Disabilities Education Improvement Act of 2004. Useful for review of competencies 7 and 8.

33. Sadava, D., Heller, C. H., Orians, G. H., Purves, W. K., & Hillis, D. (2008). *Life: The science of biology* (8th ed.). Sunderland, MA: Sinauer Associates.

Covers the fundamentals of biology, including chapters on emerging subdisciplines such as evolutionary change and the evolution of genes and genomes. Useful for review of competency 12.

34. Salend, S. J. (2008). *Creating inclusive classrooms: Effective and reflective practices* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Incorporates themes of diversity, collaboration, technology, and effective and reflective classroom practices. Consistent with professional standards for preparing teachers to work in today's diverse classrooms. Useful for review of competency 7.

35. Schulze, A. (2006). *Helping children become readers through writing.* Newark, DE: International Reading Association.

Writing workshop approach to teach kindergarten students how to communicate a message while learning phonemic awareness and the alphabetic principle. Provides a research-based explanation of the stages of students'; writing development using mini-lessons. Useful for review of competency 10.

36. Spinelli, C. (2006). *Classroom assessment for students in special and general education* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Introduces the skills needed to effectively use assessment, particularly informal assessment, in understanding the needs of the whole student. Includes updates on authentic curriculum- and performance-based assessment measures with connections to instruction, IEP development, and family involvement. Useful for review of competencies 7 and 8.

37. Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Offers a balanced approach to teaching reading and writing and provides insights into successful literacy teaching. Includes charts and appendixes. Useful for review of competency 10.

38. Trawick-Smith, J. (2006). *Early childhood development: A multicultural perspective* (4th ed.). Upper Saddle River, NJ: Pearson Merrill.

Introduces a multicultural approach to all facets of development from birth to age 8. Topics include intellectual development, attachment patterns, peer relations, and motor skills. Includes information on atypical development and exceptional student education. Useful for review of competencies 1 and 7.

39. Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (6th ed.). Boston: Pearson Allyn & Bacon.

A K–8 mathematics methods text reflecting the National Council of Teachers of Mathematics Principles and Standards for School Mathematics. Provides ideas and discussions to help future teachers understand the mathematics they will be teaching. Discusses the benefits of student-centered instruction in mathematics. Useful for review of competency 11.

40. Van de Walle, J. A. (2005). *Teaching student-centered mathematics.* Boston: Pearson Allyn & Bacon.

Provides Big Ideas approach and explanations to mathematical concepts through student-centered, problem-based learning. Three editions are available; K–3, 3–5, and 5–8. Useful for review of competency 11.

41. Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). *Teaching students who are exceptional, diverse, and at risk in the general classroom* (4th ed.). Upper Saddle River, NJ: Pearson Merrill.

Provides information on how to teach students with disabilities, culturally diverse students, English language learners, and students from families with low socioeconomic status. Features sample learning activities and lesson plans. A unit on curriculum adaptations includes specific strategies and activities to teach reading, writing, mathematics, content areas, self-advocacy, and study skills and strategies. Useful for review of competency 7.

42. Wicks-Nelson, R., & Israel, A. C. (2006). *Behavior disorders of childhood* (6th ed.). Indianapolis, IN: Pearson Prentice Hall.

A research-based introduction to childhood behavior disorders, their central issues and their theoretical and methodological bases. Includes descriptions and discussions of numerous disorders. Useful for review of competencies 8 and 9.

43. Winter, S. (2007). *Inclusive early childhood education: A collaborative approach*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Balances the perspectives of early childhood education and early childhood exceptional student education, emphasizing collaboration and presenting current information on theory and practice for inclusive education. Useful for review of competencies 2, 3, 4, 5, and 7.

44. Woolfolk, A. (2007). *Educational psychology* (10th ed.). Boston: Pearson Allyn & Bacon.

Contains examples, lesson segments, case studies, and practical ideas from experienced teachers. Useful for review of competencies 2, 3, 7, and 8.

45. Wysession, M., Frank, D. V., & Yancopoulos, S. (2004). *Physical science: Concepts in action*. Needham, MA: Pearson Prentice Hall.

A text to help students make connections between science and everyday experiences. Includes technology, tools, and activities to support differentiated instruction. Useful for review of competency 12.

7 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.

http://www.fldoe.org/asp/ftce