

**Florida Teacher Certification Examination  
Test Preparation Guide  
for  
Preschool Education (Birth – Age 4)**



FLORIDA DEPARTMENT OF EDUCATION

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**Second Edition**

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Developed, produced, and printed under the authority of the  
Florida Department of Education

Subject area content developed by the  
Institute for Instructional Research and Practice  
College of Education  
University of South Florida

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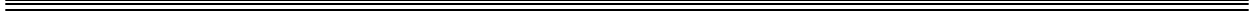
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## **Test and Test Preparation Guide Development**

### **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 Preschool Education (Birth–Age 4) 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 Preparation Guide**

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in Preschool Education (Birth–Age 4) 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 preparation 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.

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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 preparation 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 preparation guide.**

Section 1 discusses the development of the test and test preparation 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.



### 3

## Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Preschool Education (Birth–Age 4) 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:

Competency/Skill	%
<b>1 Knowledge of child development from conception to age 8</b>	<b>10%</b>
<ul style="list-style-type: none"> <li>1 Identify the developmental domains of physical, cognitive, language acquisition, self-help, and social-emotional development.</li> <li>2 Identify factors that may contribute to atypical development.</li> <li>3 Identify the major influences of biology, environment, health and nutrition, socioeconomics, family, community, and societal attitudes on child development.</li> <li>4 Identify prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability.</li> </ul>	
<b>2 Knowledge of early childhood foundations, standards, professional practices, and professional development</b>	<b>10%</b>
<ul style="list-style-type: none"> <li>1 Identify the major historical theorists and their contributions to child development.</li> </ul>	

**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	%
<b>1 Knowledge of child development from conception to age 8</b>	<b>10%</b>
<ol style="list-style-type: none"> <li>1 Identify the developmental domains of physical, cognitive, language acquisition, self-help, and social-emotional development.</li> <li>2 Identify factors that may contribute to atypical development.</li> <li>3 Identify the major influences of biology, environment, health and nutrition, socioeconomics, family, community, and societal attitudes on child development.</li> <li>4 Identify prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability.</li> </ol>	
<b>2 Knowledge of early childhood foundations, standards, professional practices, and professional development</b>	<b>10%</b>
<ol style="list-style-type: none"> <li>1 Identify the major historical theorists and their contributions to child development.</li> <li>2 Identify State standards and national standards, policies, and position statements for young children.</li> <li>3 Recognize minimal State licensing standards and competency areas for State recognized accreditation that apply to early education and care programs and settings.</li> <li>4 Identify the roles and responsibilities of early care and education professionals.</li> <li>5 Identify procedures for protecting the rights of children, families, and professionals.</li> <li>6 Identify ethical conduct for early care and education professionals.</li> <li>7 Identify the components of a cooperative team approach.</li> <li>8 Identify methods for professional development.</li> <li>9 Identify federal and State supported programs that provide services for young children and their families.</li> </ol>	
<b>3 Knowledge of contemporary research, trends, and issues in early childhood</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify the impact of federal and State laws on early care and education.</li> </ol>	

Competency/Skill	%
<ul style="list-style-type: none"> <li>2 Identify resources and strategies for collaborating with other community professionals to support children and their families.</li> <li>3 Identify professional organizations, research publications, and activities in the fields of early childhood education and early childhood special education.</li> <li>4 Identify indicators of high quality early care and education.</li> </ul>	
<b>4 Knowledge of cultural and linguistic diversity</b>	<b>5%</b>
<ul style="list-style-type: none"> <li>1 Identify activities designed to avoid bias and stereotyping.</li> <li>2 Recognize appropriate strategies and activities that provide for the communication and language needs of children and families with limited English proficiency.</li> <li>3 Identify appropriate strategies for working with diverse family structures, patterns, and values.</li> <li>4 Identify accommodations for cultural, linguistic, and literacy differences.</li> </ul>	
<b>5 Knowledge of issues and strategies for engaging families and communities</b>	<b>9%</b>
<ul style="list-style-type: none"> <li>1 Determine appropriate procedures for facilitating the transitions of children and their families from one setting to another.</li> <li>2 Identify strategies and models for encouraging, facilitating, and incorporating family and community involvement in all phases of early childhood education.</li> <li>3 Identify barriers that limit access to high quality care or services.</li> <li>4 Select effective communication techniques to use with families.</li> <li>5 Select appropriate techniques for identifying family concerns, priorities, and resources as they relate to developing a family support plan.</li> </ul>	
<b>6 Knowledge of curriculum and developmentally appropriate instructional practices</b>	<b>21%</b>
<ul style="list-style-type: none"> <li>1 Identify major curriculum models.</li> <li>2 Identify activities that provide a creative, relevant, and success-oriented environment.</li> <li>3 Identify activities that support the development of language arts, mathematics, science, and social studies concepts.</li> </ul>	

## Table of Competencies, Skills and Percentages

Competency/Skill	%
4 Identify activities that promote aesthetic learning through visual arts, music, movement, and drama.	
5 Identify developmentally appropriate uses of technology with young children.	
6 Identify the impact of research, events, and advances in technology on curriculum and instructional strategies in early childhood.	
7 Identify developmentally appropriate practices that accommodate different learning styles, multiple intelligences, and varying ability levels.	
8 Identify activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.	
9 Identify schedules that provide a variety of indoor and outdoor learning experiences and a balance between types of activities: individual and group, small and large group, teacher-initiated and child-initiated, and quiet and active.	
10 Identify activities promoting the development of both fine and gross motor skills.	
11 Identify emergent and early literacy activities.	
12 Identify strategies for enhancing language acquisition and communication skills.	
13 Identify strategies for building upon early childhood experiences.	
14 Select activities that support the development of critical thinking and problem-solving skills, knowledge of cause-and-effect relationships, and the ability to predict outcomes.	
15 Identify ways to organize space, equipment, facilities, and materials to provide opportunities for private and personal space and to create an environment that supports the curriculum, the development of the whole child, and positive behavior.	
<b>7 Knowledge of child guidance and positive behavior support</b>	<b>8%</b>
1 Identify developmentally appropriate strategies for guiding and managing children's behavior.	
2 Identify strategies to develop intrinsic motivation in children.	

Competency/Skill	%
3 Identify strategies that facilitate the coordination of family and early childhood personnel support for children's positive behavior.	
<b>8 Knowledge of children and families requiring special services</b>	<b>10%</b>
1 Identify services and programs designed to meet the special needs of children and families. 2 Recognize components of Parts B and C of IDEA (e.g., service coordination, eligibility). 3 Apply the processes for screening, assessing, and staffing of children with special needs. 4 Identify the processes and strategies for developing and implementing an individual educational plan (IEP) and family support plan (FSP) within the context of multidisciplinary, interdisciplinary, and transdisciplinary teams and the family. 5 Identify the procedures for the inclusion of children with special needs in least restrictive and natural environments. 6 Determine strategies for working with children who are at risk. 7 Differentiate between types of disabilities and disorders, their causes, symptoms, and impact on the child and family. 8 Identify federal legislation related to procedural safeguards and due process for children with exceptionalities.	
<b>9 Knowledge of screening, assessment, and evaluation</b>	<b>10%</b>
1 Distinguish between screening, assessment, and evaluation. 2 Identify appropriate information gathering and nonbiased assessment resources and strategies. 3 Identify measurement terms. 4 Interpret screening and assessment data to identify appropriate intervention, remediation, enrichment, or need for further evaluation. 5 Select approaches for involving families in the evaluative process. 6 Distinguish between multidisciplinary, interdisciplinary, and transdisciplinary models of assessment. 7 Identify methods of program and setting evaluation and uses for evaluation results.	

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### Table of Competencies, Skills and Percentages

Competency/Skill	%
<b>10 Knowledge of safety and emotional, mental, and physical health</b>	<b>10%</b>
<ol style="list-style-type: none"> <li>1 Identify the types and symptoms of common childhood diseases and health concerns.</li> <li>2 Identify procedures for disease control and prevention.</li> <li>3 Identify the procedures for administering standard first aid and pediatric cardiopulmonary resuscitation (CPR).</li> <li>4 Identify procedures for promoting the safety of young children.</li> <li>5 Identify procedures for maintaining accurate medical and immunization records of children.</li> <li>6 Identify signs of, and reporting procedures for, child abuse and neglect.</li> <li>7 Identify strategies that promote healthy living and proper nutrition for children and families.</li> <li>8 Select strategies for promoting age-specific mental health.</li> <li>9 Identify the influence of temperament on cognitive, language, and social-emotional development of infants, toddlers, and preschool children.</li> <li>10 Identify indicators that an individual child may need additional physical and mental health, vision, speech, and/or language screening.</li> </ol>	



## Test Format and Sample Questions

The Preschool Education (Birth–Age 4) 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 directs you to examples of these formats among the sample items that follow.

**Table of Question Formats**

Type of question	Sample item
<b>Sentence completion</b> Select the response option that best completes the sentence.	Item 2, page 13
<b>Direct question</b> Choose the response option that best answers the question.	Item 3, page 13
<b>Scenario</b> 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 5, page 14
<b>Command</b> Select the best response option.	Item 26, page 18
<b>Data Analysis</b> Examine and analyze data from an experiment or study. Then answer a question by selecting the best response option.	Item 33, page 20

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## **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 26.

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**DIRECTIONS: Read each item and select the best response.**

- 1. Which of the following lists shows literacy acquisition arranged in correct developmental sequence?**
  - A. uses descriptive language, reads with fluency, reads familiar words, enjoys listening to books, writes expressively
  - B. enjoys listening to books, uses descriptive language, reads familiar words, reads with fluency, writes expressively
  - C. reads familiar words, enjoys listening to books, writes expressively, uses descriptive language, reads familiar words
  - D. writes expressively, enjoys listening to books, reads familiar words, uses descriptive language, reads with fluency
  
- 2. Infants born to adolescents are often**
  - A. premature.
  - B. lethargic.
  - C. diabetic.
  - D. breast-fed.
  
- 3. Which of the following would occur during the perinatal period?**
  - A. breech birth
  - B. Down syndrome
  - C. sudden infant death syndrome (SIDS)
  - D. gestational diabetes
  
- 4. Who is responsible for recognizing that intrinsic factors may contribute to academic underachievement?**
  - A. Anna Freud
  - B. Samuel Kirk
  - C. Jean Marc Gaspard Itard
  - D. Eduard Seguin

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5. **Charlie is 24 months old and attends a toddler childcare program. His teacher believes it is important for children to feel independent and self-sufficient.**

**The teacher's philosophy is most clearly aligned with which theorist?**

- A. Vygotsky
- B. Erikson
- C. Gardner
- D. Piaget

6. **The NAEYC accreditation program standards are designed to help establish**

- A. instructional programs that provide for the enhancement of a child's self-concept and self-worth.
- B. developmentally appropriate activities and environments that enhance a child's cognitive, social, emotional, physical, and creative development.
- C. programs for working with special-needs children who have handicapping conditions.
- D. creative activities for young children who are studying mathematics, science, language arts, and music.

7. **During a parent-teacher conference, the parent revealed information regarding family living arrangements that placed the child in an abusive situation.**

**What is the teacher required to do?**

- A. discuss this at a staff meeting
- B. question the child for possible adverse effects
- C. encourage the parent to correct the situation
- D. report the situation to the proper authorities

8. **Which of the following most appropriately describes a cooperative team action?**

- A. professionals and paraprofessionals plan program activities together
- B. professionals plan the program activities and ask paraprofessionals to choose tasks
- C. paraprofessionals plan all playground activities
- D. professionals discuss results of parent conferences with paraprofessionals, explaining outcomes

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- 9. Mrs. Jones, a childcare provider, is interested in expanding her knowledge regarding early childhood professional practices. Which of the following would be the most appropriate way to meet this goal?**
- A. participating in a professional organization such as NAEYC
  - B. becoming a mentor to other providers in a childcare setting
  - C. providing more interaction with children in her care
  - D. speaking to a local parent organization
- 10. Which federal government department administers the food stamp program?**
- A. Department of Health and Human Services
  - B. Department of Housing and Urban Development
  - C. Department of Agriculture
  - D. Department of Education
- 11. One result of the Individuals with Disabilities Education Act (IDEA) has been that**
- A. more children with disabilities are being served in community-based programs serving children without disabilities.
  - B. all community-based programs must accommodate any child with disabilities whose parent wishes to enroll the child in their program.
  - C. all children served in early intervention programs (Part C) qualify for services in prekindergarten disabilities programs (Part B, Section 619).
  - D. there are ratio mandates for the number of children with disabilities that can be included in any classroom with children without disabilities.
- 12. A childcare provider suspects that a 2-year-old has a hearing problem. Which agency or program would be able to help with screening or evaluation?**
- A. Department of Children and Families
  - B. county health department
  - C. local Early Steps agency
  - D. United Way

- 
- 13. The leading national organization that has published *Developmentally Appropriate Practices for Early Childhood Programs* is the**
- A. Association for Child Education International (ACEI).
  - B. National Association for the Education of Young Children (NAEYC).
  - C. Child Welfare League.
  - D. National Academy of Pediatrics.
- 14. Mr. Johnson hopes to promote an understanding among his preschool students regarding children with disabilities. The most appropriate method of accomplishing this would be to**
- A. display pictures of children in wheelchairs near the various learning centers.
  - B. invite a child with a hearing aid to class.
  - C. have students color handouts of children reading Braille.
  - D. read a book about a child with cerebral palsy followed by an interactive discussion.
- 15. The most effective method of promoting English language learning in bilingual children is to**
- A. ask the principal to provide a bilingual classroom aide.
  - B. provide learning tools in each child's native language.
  - C. ask the principal to create a new class for the bilingual children.
  - D. pair each bilingual child with an English-speaking peer.
- 16. Oak Chu is 3 years old. In her family, children are taught to cast their eyes downward to show respect for their elders. Knowing this, her preschool teacher should**
- A. insist that Oak Chu look her in the eye when she is speaking to her.
  - B. position herself at Oak Chu's eye level so that she would naturally look her in the eye.
  - C. ignore the eye contact concern and move forward with classroom activities.
  - D. call the family in for a conference to discuss how to address Oak Chu's lack of compliance.
- 17. There are no mirrors in the family home of a 33-month-old child from a Native American tribe. His home visitor is performing a developmental assessment which contains a self-recognition item requiring the use of a mirror. What would be the best possible choice for accommodating this item?**
- A. Ask the child to identify himself in a photograph of his family.
  - B. Encourage the family to use a mirror "just one time."
  - C. Skip the question.
  - D. Ask the child to describe what he looks like.

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- 18. Which of the following is the most effective setting for reviewing the progress of a child with the parent(s)?**
- A. during an educational workshop for a group of parents
  - B. in a progress report sent via electronic mail
  - C. during a meeting of the parent advisory board
  - D. during a parent/teacher conference
- 19. Mr. Johnson is the director of a preschool center. During an intake interview for Ms. Smith and her son Jack, he notices that Jack has torn clothing and apparently has not bathed for some time.**
- After the intake interview, what would be the first step to best serve the child and his family?**
- A. Orient them to the location of the parent resource board.
  - B. Provide the most recent copy of the parent newsletter.
  - C. Invite Ms. Smith to the next parent advisory board meeting.
  - D. Ask Ms. Smith to complete a family needs assessment/questionnaire.
- 20. What is the best example of a developmentally appropriate activity to support oral language acquisition in children 24 to 36 months old?**
- A. using picture flash cards of familiar and nonfamiliar objects to extend vocabulary
  - B. correcting children's grammatical and articulation errors during circle time
  - C. eliciting responses to and participation in the reading of picture books
  - D. providing listening stations well stocked with tapes and books to develop receptive language
- 21. Which is the best example of an activity used to develop fine motor skills in a group of 3-year-olds?**
- A. matching color flash cards
  - B. moving to music
  - C. climbing on the jungle gym
  - D. finger painting
- 22. What is an example of developmentally appropriate use of computers with 4-year-olds?**
- A. Students will write simple sentences to correspond with pictures.
  - B. Working together, two students will use a software program to match items by color.
  - C. A teacher will demonstrate a skill to a group of eight children, using one computer.
  - D. Students will play a video game using headphones to avoid disturbing the rest of the class.

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- 23. With the availability of developmentally appropriate software, computers have proven to be conducive to language and social interaction when children**
- A. use them on a consistent basis.
  - B. are able to use them collaboratively.
  - C. are able to instruct others on how to use the software.
  - D. are provided with adaptive software.
- 24. The early childhood setting that provides transitions and activities that require movement to different locations and schedules that permit flexibility is recognizing which learning approach?**
- A. tactile
  - B. visual
  - C. bodily/kinesthetic
  - D. auditory
- 25. Which daily routine is most appropriate for preschoolers?**
- A. teacher-directed, large-group activities, with provisions for quiet times and outdoor activities for socialization
  - B. teacher-directed, small-group activities, with regrouping of children periodically and outdoor activities
  - C. child-directed activities, with limited opportunities for teacher-directed activities
  - D. child-centered activities combined with large and small group, teacher-initiated activities and quiet/active activities
- 26. Identify the activity that best supports the development of gross motor skills in an infant.**
- A. pushes pedals on small tricycle
  - B. catches a large ball that is rolled slowly across the floor
  - C. buttons large buttons on a dressing board
  - D. visually follows the movements of their caregiver

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- 27. Sorting picture cards for letter sounds, charting rhyming words, and reading nursery rhymes aloud support which early literacy component?**
- A. print concepts
  - B. print-rich environment
  - C. phonemic awareness
  - D. oral language development
- 28. Two-year-old John said, "See red car!" The teacher responds by saying, "Yes, I see the red car. It is a big red car just like Mommy's!"**
- This strategy supports the development of**
- A. language acquisition.
  - B. conceptual development.
  - C. motor encoding.
  - D. voice modulation and control.
- 29. A teacher sets out plates, cups, napkins, and chairs for use at snack time, then asks a child to arrange the table using one-to-one correspondence to the number of students participating in snack time. This strategy supports**
- A. problem solving.
  - B. language acquisition.
  - C. turn-taking.
  - D. physical development.
- 30. Four-year-old Elliot was playing with clay. Sarah also wanted to play with the clay. Elliot refused to share the clay with Sarah and they both started fighting over the clay. Which of the following is the most appropriate strategy to use in response to this situation?**
- A. removing Elliot from the situation and isolating him for an age-appropriate period of time
  - B. taking the clay away from both children and giving them an age-appropriate time-out
  - C. acknowledging Sarah's desire to play with the clay and redirecting her to another activity until Elliot is finished playing with the clay
  - D. forcing both children to share the clay and explaining the benefits of sharing

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- 31. Which of the following is an appropriate strategy to facilitate development of intrinsic motivation in children?**
- A. providing very challenging activities and materials
  - B. providing interesting and challenging activities that link prior successful experiences to new tasks
  - C. providing teacher-directed activities and worksheets
  - D. providing materials and independent activities for which they have previously demonstrated proficiency
- 32. Which of the following strategies would be the most effective for coordinating support for a child's positive behavior between home and the early education program?**
- A. The teacher tells the family about the classroom rules and consequences.
  - B. The parent tells the teacher about the home rules and consequences.
  - C. The teacher calls home about classroom problems and the family calls the teacher to report behavior problems at home.
  - D. The teacher and parent exchange information about strategies that have been effective in their respective settings.
- 33. The teacher administered a developmental assessment to 4-year-old Janice, who scored well below the developmental norms for her age: 1.5 years delayed in cognitive development, 2 years delayed in expressive language, and 1.5 years delayed in receptive language. Which of the following is the most appropriate referral for Janice?**
- A. Children's Medical Services
  - B. Department of Children and Families
  - C. Florida Diagnostic and Learning Resource System
  - D. the district's prekindergarten disabilities program
- 34. Which of the following is a component of Part C of the Individuals with Disabilities Education Act (IDEA)?**
- A. an individual educational plan (IEP)
  - B. full-time inclusion in a general education classroom
  - C. part-time inclusion in a general education classroom
  - D. an individual family service plan (IFSP)

- 
- 35. Tommy's preschool center has screened his vision, hearing, speech, language, dental, and developmental progress. His scores indicate that he may have delays in both receptive and expressive language. What is the next step to address Tommy's needs?**
- A. Refer him for a full diagnostic assessment.
  - B. Refer him to a speech pathologist.
  - C. Hold a multidisciplinary team meeting to determine services needed.
  - D. Send a packet of language-related activities home.
- 36. Identify the most appropriate process for developing an individual educational plan (IEP).**
- A. Evaluate each child and communicate the results with the child, the child's parents, and the program director or principal.
  - B. Screen all children on a regular basis and refer the children with special needs for psychological assessment.
  - C. Evaluate all children, group children according to their interests, and provide a variety of activities for each group.
  - D. Use assessment and evaluation data to identify goals and objectives for a child with special needs.
- 37. A 3-year-old child has been identified as at risk for a developmental delay in cognition and language. Which of the following strategies would be the most effective in addressing these delays?**
- A. creating a print-rich environment
  - B. adding music and movement activities to the curriculum
  - C. scaffolding daily classroom activities
  - D. using a pictorial representation of the daily schedule
- 38. Which of the following are typical symptoms of children with Down syndrome?**
- A. mental retardation, heart problems, chromosome 21 anomaly
  - B. mental retardation, hyperactivity, chromosome 16 anomaly
  - C. mental retardation, dwarfism, chromosome 20 anomaly
  - D. mental retardation, distinctive eye shape, chromosome 20 anomaly

- 
- 39. To accurately compare the achievement levels of a group of students with the achievement levels of other students, a teacher should use the data from a(an)**
- A. observation.
  - B. criterion-referenced test.
  - C. norm-referenced test.
  - D. checklist.
- 40. Godfrey, a 3-year-old child from Jamaica, is being assessed using the Early Intervention Developmental Profile (EIDP). A test item on the EIDP calls for the identification of a variety of fruits. Which fruit would need a substitution in order to make this a nonbiased assessment?**
- A. pineapple
  - B. banana
  - C. papaya
  - D. apple
- 41. Janice, a 40-month-old child, has been assessed for developmental delays. The assessment yielded scores as follows:**

Cognition	39% delay
Self-help	51% delay
Physical	No delay
Social-Emotional	25% delay
Language Acquisition	45% delay

**Based on this data, Janice is eligible for**

- A. further evaluation.
- B. an individual educational plan (IEP).
- C. an individual family support plan (IFSP).
- D. Part C services.

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**42. Characteristics of a transdisciplinary assessment include**

- A. isolated evaluations by specific disciplines.
- B. training across disciplinary boundaries.
- C. a basis in the medical model.
- D. conflicting results.

**43. Which of the following are common symptoms of chicken pox?**

- A. high fever, vomiting, and red fluid-filled spots
- B. fever, and groups of small, red, fluid-filled spots that burst or dry out after several days
- C. vomiting, high fever, and white-coated mouth and throat
- D. vomiting, and outbreak of red fluid-filled spots that last several weeks

**44. During the day, two children become ill. One child has a temperature of 103 °F and no other symptoms. The other child has a temperature of 104 °F, a sore throat, and slightly reddened skin.**

**Which procedure should the teacher follow to help prevent the spread of infection in the classroom?**

- A. Isolate the children until their parents are called to pick them up. Ask the school nurse to provide some medicine.
- B. Isolate the children for the rest of the day, and send a note home to their parents.
- C. Isolate the children until their parents can pick them up, and advise the parents to obtain medical assistance.
- D. Isolate the children and immediately notify their parents so they can pick them up and immediately notify the health department about the possibility of a contagious infection.

**45. Proper hand washing in a childcare setting is most important after**

- A. preparing food for the children.
- B. helping the children with bathroom activities.
- C. attending a staff meeting.
- D. helping the children with craft activities.

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**46. A preschool should maintain which of the following medical records on children?**

- A. a doctor's medical examination certificate, listing all immunizations and any medical problems and the appropriate treatments to be followed
- B. a school physical form filled out and signed by a parent, attesting that the child's immunizations are up-to-date and that the child is in good health
- C. a school physical form signed by a physician or by the school nurse, attesting that the child does not exhibit any obvious medical symptoms and appears to be in good health
- D. a Department of Children and Families (DCF) certificate stating that the child is in good health, that any known medical condition is under treatment, and that the child has had or is in the process of having appropriate immunizations

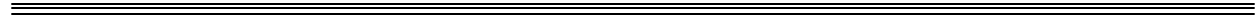
**47. If a teacher suspects abuse or neglect of a young child, the teacher must**

- A. question the child to determine if the appropriate authorities should be called.
- B. discuss the problem with the school director, the nurse, and the principal before taking action.
- C. call the National Abuse Registry Hotline.
- D. call the parents to discuss the reasons the teacher suspects abuse.

**48. Susie, a 3-year-old preschooler, comes from a stressful home environment. During a parent-teacher conference regarding Susie's aggressive behavior in school, the parent indicates that there is no father in the home.**

**Which strategy would be most helpful to Susie?**

- A. having a professional therapist identify any mental health problems and referring the family for appropriate services
- B. discussing Susie's behavior with a psychologist
- C. talking to another teacher who has more experience in order to brainstorm ways to compensate for the lack of a father in Susie's home
- D. arranging to read children's books about fatherless children to Susie's class



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### Answer Key

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



## 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.

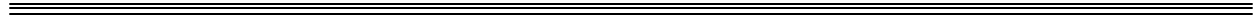




## **Additional Information**

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>



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