

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



FLORIDA DEPARTMENT OF EDUCATION

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Second Edition

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification 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 Exceptional Student Education K–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

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

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university 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.



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"
- 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.



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Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Exceptional Student Education K–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table 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.

<i>Competency</i>	<i>Approximate percentage of total test questions (test blueprint)</i>
Competency/Skill	Approx. %
1 Knowledge of foundations of exceptional student education	18%
<ol style="list-style-type: none"> 1 Identify state and federal legislation and case laws that have affected the education of students with disabilities. 2 Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, free appropriate public education). 3 Demonstrate knowledge of the required policies and processes for developing Individual Educational Plans (IEPs), Individual Family Support Plans (IFSPs), and Transition Individual Educational Plans (TIEPs). 4 Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act (IDEA). 5 Compare the development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities. 6 Interpret curriculum information and assessment data for IEP and child study team members. 7 Identify models of support for assisting students with disabilities in accessing the general education curricula. 8 Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities. 	

Skills (1-8)

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill		Approx. %
1	Knowledge of foundations of exceptional student education	18%
1	Identify state and federal legislation and case law that have affected the education of students with disabilities.	
2	Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, free appropriate public education).	
3	Demonstrate knowledge of the required policies and processes for developing individual education plans (IEPs), individualized family service plans (IFSPs), and transition IEPs.	
4	Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act.	
5	Compare the development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities.	
6	Interpret curriculum information and assessment data for IEP and child study team members.	
7	Identify models of support for assisting students with disabilities in accessing the general education curricula.	
8	Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.	
2	Knowledge of assessment and evaluation	14%
1	Identify the purposes of assessment (e.g., early identification, screening, interventions, eligibility, diagnosis, identification of relevant instructional content, monitoring the effectiveness of instruction) across disciplines.	
2	Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, appropriateness of assessment for student needs).	
3	Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities.	
4	Interpret, analyze, and apply the results of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities.	

Competency/Skill	Approx. %
<p>5 Identify alternative assessment strategies and procedures (e.g., observations, performance-based assessments, ecological assessments, interviews, portfolios) and their appropriate use.</p> <p>6 Identify the factors (e.g., curriculum alignment, cultural bias) that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.</p> <p>7 Identify and analyze reliable and valid progress-monitoring methods for assessing individual student progress (e.g., curriculum-based assessments, fluency checks, rubrics, story retelling, informal reading inventories, portfolios).</p>	
<p>3 Knowledge of instructional practices in exceptional student education</p>	<p>18%</p>
<p>1 Analyze assessment information to identify a student's educational needs and instructional levels in order to select appropriate specialized instructional techniques, strategies, and materials.</p> <p>2 Identify characteristics of reliable sources of scientifically based research related to instructional practices.</p> <p>3 Identify instructional strategies for acquisition, generalization, and maintenance of skills (e.g., functional and applied academic skills, workplace and career skills, independent living skills) across school, home, work, and community settings.</p> <p>4 Select relevant general education and alternate standards and curricula appropriate for a student's age, instructional needs, and functional performance across settings.</p> <p>5 Identify methods for differentiating, accommodating, and modifying assessment, instruction, and materials in order to meet individual student needs (e.g., related to age, gender, cultural and linguistic background, preferred communication mode).</p> <p>6 Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals, including students, families, and team members from culturally and linguistically diverse backgrounds, as equal members of the educational team.</p> <p>7 Identify effective classroom management and flexible grouping strategies for specific instructional activities.</p>	

Competency/Skill	Approx. %
<p>8 Identify effective instructional methods (e.g., explicit and systematic instruction, scaffolding, modeling) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.</p> <p>9 Identify instructional strategies that help students comprehend and apply knowledge of informational text structure (e.g., cause and effect, chronological order, compare and contrast) and text features (e.g., index, glossary, subheading).</p> <p>10 Identify criteria for selecting and evaluating both print and nonprint media (e.g., Internet, software, trade books, textbooks, DVDs, videos) for instructional use to match student needs and interests.</p> <p>11 Identify effective instructional methods and supports (e.g., direct instruction, visual supports, manipulatives) for teaching mathematics and integrating mathematics across the curricula.</p>	
<p>4 Knowledge of assessing, designing, and implementing positive behavioral supports</p>	<p>15%</p>
<p>1 Analyze the legal and ethical issues pertaining to positive behavior-management strategies and disciplinary actions.</p> <p>2 Identify data collection strategies for assessing student behavior.</p> <p>3 Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.</p> <p>4 Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.</p> <p>5 Recognize the various concepts and models of positive behavior management.</p>	
<p>5 Knowledge of language development, reading, and communication skills</p>	<p>20%</p>
<p>1 Identify the sequence of expressive and receptive language development and the components of language structure.</p> <p>2 Identify communication deficits and select appropriate interventions.</p> <p>3 Select strategies for integrating communication instruction to meet individual student needs across educational settings.</p> <p>4 Select appropriate assistive technology and alternative communication systems to facilitate communication.</p> <p>5 Identify the sequence of typical reading development (e.g., prereading level, learning to read, reading to learn) and the critical components of reading development (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension).</p>	

Competency/Skill	Approx. %
6 Identify the terminology and concepts of literacy development (e.g., oral language, phonological awareness, concepts about print, alphabet knowledge, decoding, vocabulary, text structures, written language, motivation).	
7 Identify the characteristics and purposes of various reading programs (e.g., core reading program, supplemental reading program, intensive intervention program).	
8 Identify characteristics of reading difficulties.	
9 Identify and select prevention and intervention methods for addressing reading difficulties.	
10 Identify the early phases of word recognition within the decoding process (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, consolidated-alphabetic).	
11 Identify explicit and systematic instructional methods for promoting the development of phonological and phonemic awareness.	
12 Identify the processes and skills (e.g., graphophonemic, morphemic, syntactic, semantic) that effective readers use for word recognition.	
13 Identify explicit and systematic instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books).	
14 Identify explicit and systematic instructional methods and strategies for increasing vocabulary acquisition (e.g., appropriate choice of words for instruction; multiple exposures; teaching word learning strategies, such as word analysis and contextual analysis).	
15 Identify explicit and systematic instructional methods and strategies for facilitating students' reading-comprehension and critical-thinking skills (e.g., use of graphic and semantic organizers; use of multiple strategy instruction; teaching summarizing, monitoring comprehension, question answering, question generating, and recognizing story structure as comprehension strategies).	
16 Identify explicit and systematic instructional methods for developing phonics skills.	

Competency/Skill	Approx. %
6 Knowledge of skills related to teaching interpersonal interactions and participation	5%
<ol style="list-style-type: none"> 1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information. 2 Identify methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, in the community). 3 Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy. 	
7 Knowledge of the transition process	10%
<ol style="list-style-type: none"> 1 Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement). 2 Identify the essential domains of transition planning (e.g., personal-social, general community functioning, employment, leisure-recreational) for students with disabilities. 3 Demonstrate knowledge of transition planning using student and family characteristics (e.g., socioeconomic status, gender, cultural and linguistic background) to develop desired postschool outcomes. 4 Identify resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning. 	

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Test Format and Sample Questions

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

Each question will contain four response options, 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
<p>Sentence completion Select the response option that best completes the sentence.</p>	<p>Question 2, page 15</p>
<p>Direct question Choose the response option that best answers the question.</p>	<p>Question 4, page 15</p>
<p>Command Select the best response option.</p>	<p>Question 6, page 16</p>
<p>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.</p>	<p>Question 28, page 20</p>

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. According to the Individuals with Disabilities Education Improvement Act, students determined to be eligible for ESE services are guaranteed the right to
 - A. be educated with students with similar disabilities.
 - B. participate in choosing service providers.
 - C. be provided with a free appropriate public education.
 - D. participate in selecting assessment instruments.

2. A 1st-grade teacher consults with an ESE teacher about a student's apparent visual motor deficits. The ESE teacher is required to recommend that the classroom teacher first
 - A. document the student's response to general education intervention strategies.
 - B. refer the student to the occupational therapist for an evaluation.
 - C. develop individualized programming to meet the student's needs.
 - D. request an initial evaluation of the student's academic aptitude.

3. Which of the following characteristics is included in the State of Florida's definition of an emotional or behavioral disability?
 - A. stereotyped and repetitive use of language
 - B. inflexible adherence to specific, nonfunctional routines
 - C. inability to achieve satisfactory interpersonal relationships
 - D. significantly subaverage intellectual functioning

4. A typically developing child first demonstrates which of the following motor skills between the ages of 6 and 12 months?
 - A. walking downstairs
 - B. rolling over
 - C. sitting unassisted
 - D. grasping objects

5. Which organization is responsible for publishing a definition and classification manual that emphasizes systems of support for individuals with intellectual disabilities?
 - A. Autism Society of America
 - B. the Arc of the United States
 - C. National Down Syndrome Congress
 - D. the American Association on Intellectual and Developmental Disabilities

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6. An elementary ESE teacher collects data several times a week from the homework and classroom assignments of a student with a specific learning disability in mathematics. Select the most appropriate use for this information.
- A. assigning the student a report card grade
 - B. evaluating the student's ability to participate in statewide testing
 - C. monitoring student progress and the effectiveness of instruction
 - D. assessing the student's learning aptitude
7. A 2nd-grade teacher has referred a student who is struggling with basic reading skills for a comprehensive evaluation. Before the multidisciplinary team members begin the assessment process, they must complete which of the following steps first?
- A. obtaining written permission from the student's parents or guardians
 - B. reviewing the student's school and medical records
 - C. observing the student in various school settings
 - D. selecting appropriate instruments to administer to the student
8. Which of the following measurement concepts compares an individual student's test performance with those of other students of the same age or grade level?
- A. raw score
 - B. developmental score
 - C. scaled score
 - D. standard score
9. A 9th-grade student with an intellectual disability is enrolled in the district's vocational training program. The student is initially placed at a workstation that measures the speed and accuracy of sorting and classifying skills. This activity is an example of a(an)
- A. performance-based assessment.
 - B. personal interest inventory.
 - C. adaptive behavior checklist.
 - D. criterion-referenced test.
10. An inexperienced ESE teacher is searching the Internet for sources on instructional practices. Which of the following is likely to be the most reliable source?
- A. a Web site ending in *.com*
 - B. a frequently updated educational blog
 - C. an address ending in *.gov* or *.org*
 - D. an online message board for educators

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11. An ESE teacher is planning activities to help upper elementary students with intellectual disabilities develop and extend basic self-care skills such as grooming and personal hygiene. Which of the following would be the teacher's best strategy for achieving this objective?
- A. supplying toothbrushes and other relevant tools for students to play with and explore creatively
 - B. providing large cloth dolls for students to use to practice the skills
 - C. supplying art materials for students to use to depict individuals performing self-care activities
 - D. providing direct instruction in the skills in natural contexts and environments
12. A 4th-grade student with a specific learning disability functions at a 2nd-grade level in written expression. The student participates actively in class discussions, but putting ideas in writing is an ongoing struggle. The class will soon take a curriculum-based social studies test that includes writing an essay. Which of the following accommodations would best facilitate the student's demonstration of learning?
- A. giving the student an unlimited amount of time to complete the essay portion of the test
 - B. setting up a study carrel for the student to use when taking the test
 - C. individualizing the student's test to address content appropriate for the early elementary level
 - D. allowing the student to complete the test using oral responses
13. At the beginning of a parent-teacher conference, the parent says, "I'm really concerned that my son comes home in tears every day and says that no one likes him." Which of the following would be the ESE teacher's best response?
- A. expressing sympathy to the parent and then redirecting the discussion to the planned agenda
 - B. assuring the parent that every student has a difficult day now and then
 - C. providing the parent with the telephone number of a local mental health agency
 - D. paraphrasing the parent's statement and soliciting further information about the situation
14. An ESE teacher uses a variety of curricula, strategies, resources, and technology to address the diverse learning strengths and challenges of every student. Which of the following practices is the ESE teacher demonstrating?
- A. direct instruction
 - B. computer-based instruction
 - C. differentiated instruction
 - D. performance-based instruction

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15. A 9th-grade student in ESE with a learning disability has exhibited behaviors such as skipping class, fighting in class, and yelling at teachers. The student has accumulated 10 days of out-of-school suspension, and a manifestation determination meeting has been held. As the most appropriate next step, the IEP team should recommend conducting a(an)
- A. due process hearing.
 - B. functional behavior assessment.
 - C. standardized achievement test.
 - D. eligibility determination meeting.
16. Which of the following is an example of data collected through frequency recording?
- A. Carmen screamed for 2 minutes.
 - B. It took 4 minutes for George to line up after the fire alarm went off during the drill.
 - C. Julie bit her hand three times per minute.
 - D. When Mark was given a mathematics problem, he kicked Alice and was sent to the office.
17. A class is divided into small groups. Members of each group can collect tally marks for the group by following class rules but can also lose tally marks for the group each time a member breaks a class rule. The teacher notices a decrease in the frequency of students breaking the rules. Losing the tally marks for breaking class rules is an example of
- A. response cost.
 - B. positive reinforcement.
 - C. token economy.
 - D. antiseptic bouncing.
18. To reduce or eliminate a behavior from a student's repertoire a teacher should first
- A. determine a more appropriate behavior to take its place.
 - B. have an IEP meeting so that all team members agree.
 - C. consult with a board-certified behavior analyst.
 - D. make sure that the student agrees to the change.

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19. A student with a specific learning disability in mathematics computation has an IEP goal of completing classroom assignments independently 90% of the time. The ESE teacher has been successfully modeling for and prompting the student during instruction. Which of the following techniques should the teacher use to help the student work with increasing independence?
- A. ignoring
 - B. extinction
 - C. punishment
 - D. fading
20. Phonological difficulties at the receptive language level typically involve problems with
- A. recognizing vowels.
 - B. producing consonants.
 - C. discriminating speech sounds.
 - D. articulating particular phonemes.
21. A kindergarten class includes a student with autism spectrum disorder who shows frustration because of limited speech and tends to exhibit inappropriate behavior. To best meet this student's needs, the teacher should
- A. avoid putting the student in situations where speech is required.
 - B. assist the student by completing what the student is perceived to be saying.
 - C. refer the student to the office for disciplinary action if the student refuses to speak.
 - D. provide the student a way to communicate using augmentative communication.
22. A teacher reads a passage to students and then has them read the same passage as a group. This is an example of which strategy for increasing fluency?
- A. timed reading
 - B. independent reading
 - C. choral reading
 - D. sight reading
23. Which of the following tools would be most useful in improving the content area reading comprehension of secondary students with learning disabilities?
- A. basal reader
 - B. story board
 - C. word list
 - D. graphic organizer

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24. Which of the following is an element of reading fluency?
- A. reading aloud with appropriate voice intonation and pauses
 - B. reading choral responses with the entire class group
 - C. reading and defining words that have ambiguous meanings
 - D. reading and explaining passages longer than five sentences
25. Vocabulary strategy instruction is an effective way of increasing students' reading comprehension by helping them
- A. focus on the importance of cognates.
 - B. learn meanings of key terms in depth.
 - C. identify synonyms and antonyms.
 - D. memorize lists of frequently used words.
26. Which of the following examples best illustrates community-based instruction?
- A. purchasing lunch in the school cafeteria
 - B. counting money in the classroom
 - C. paying for a game of bowling
 - D. sorting a variety of coins at home
27. An ESE teacher has systematically collected a variety of work from each student to document progress, showcase accomplishments, and evaluate current status. Which of the following types of educational measurement does this represent?
- A. cognitive assessment
 - B. portfolio assessment
 - C. alternative assessment
 - D. summative assessment
28. An ESE teacher works with a 16-year-old student who has a learning disability in mathematics. In previous years the student has not chosen to take an active role in personal educational planning. Now, however, the student wishes to become more involved. Which of the following would be the teacher's most appropriate response?
- A. asking the student to read the current IEP and suggest some specific goals for next year's IEP
 - B. providing the student with copies of laws and other materials related to IEP development and implementation
 - C. discussing the IEP with the student and assisting in identifying topics the student would like to address at the next IEP meeting
 - D. suggesting that the student write a letter to the IEP team offering reasons for wanting to participate in IEP decision making

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29. Which of the following should be the primary focus of a high school ESE class designed to promote students' self-determination skills?
- A. helping students understand laws related to individuals with disabilities
 - B. teaching students strategies to use to define and achieve their desired goals
 - C. helping students understand the benefits of living independently after high school
 - D. teaching students how to use adaptive technology in their home environments
30. When an IEP team is initiating transition planning for a student with a disability, which of the following should be the team's primary focus?
- A. ensuring that a person-centered approach is used
 - B. selecting the most appropriate diploma option for the student
 - C. conducting a suitability assessment for postsecondary options
 - D. providing opportunities for the student to engage in job shadowing

Answer Key

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



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. Beirne-Smith, M., Patton, J. M., & Kim, S. H. (2006). *Mental retardation: An introduction to intellectual disability* (7th ed.). Boston: Pearson Allyn & Bacon.

Provides current information about intellectual disabilities from a life-cycle perspective. Shows relationships between theory and practice and relates the terminology and concepts to life in the classroom, at work, and in the community. Useful for review of competencies 5–7.

2. Bender, W. N. (2007). *Differentiating instruction for students with learning disabilities* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Provides flexible, practical lesson plans to help students achieve significant gains in reading comprehension, language arts, and math. Discusses metacognitive and scaffolded learning techniques such as webbing, cubing, and tiering, as well as ways of enhancing social skills through group projects, role play, and peer tutoring. Addresses requirements of the Individuals with Disabilities Education Improvement Act and federal regulations covering eligibility criteria, assessments, and Response to Intervention. Provides information on brain research and literacy based on the National Reading Panel's five tenets of reading instruction. Useful for review of competencies 1, 3, and 5.

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3. Best, S., Heller, K. W., & Bigge, J. L. (2005). *Teaching individuals with physical or multiple disabilities* (5th ed.). Boston: Pearson Allyn & Bacon.

Describes the implications of physical, health, and multiple disabilities. Illustrates ways to facilitate student participation in major life activities in the home, school, and community. Provides strategies for creating meaningful educational experiences. Addresses curriculum modifications and instructional strategies for the core academic curriculum as well as specialized curriculum areas. Emphasizes physical access to the general curriculum, adaptations, and instructional strategies. Useful for review of competencies 1–7.

4. Bigge, J. L., Stump, C. S., Spagna, M. E., & Silberman, R. K. (1999). *Curriculum, assessment, and instruction for students with disabilities*. Belmont, CA: Wadsworth Cengage Learning.

Combines curriculum and instruction studies with assessment. Provides assessment tools and forms to address laws in special education. Useful for review of competency 2.

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

A practical guide based on current research and best practices for providing instructional and support services to students with learning and behavior problems in a variety of settings. Useful for review of competency 4.

6. Brody, S. (2001). *Teaching reading: Language, letters, & thought*. Milford, NH: LARC Publishing.

Presents useful methods for teaching students across a wide range of skills, from efficient readers to those with learning disabilities, dyslexia, phonological processing difficulty, rapid-naming deficits, or limited language. Discusses which strategies work best for students with particular needs at specific levels of development. Useful for review of competency 5.

7. Burke, K. (2008). *What to do with the kid who... Developing cooperation, self-discipline, and responsibility in the classroom* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Discusses the relationship between the classroom environment and student learning. Provides specific strategies and methods for the explicit teaching of social skills. Useful for review of competencies 1 and 4.

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

Presents practical strategies grounded in a scientific framework that enables teachers to recognize "good reader behaviors," assess students' strengths and weaknesses, analyze the evidence collected, and make instructional decisions. Covers new tools for assessing early literacy and offers guidelines for choosing among them; considers the pros and cons of high-stakes; and presents alternative standard measures. Useful for review of competencies 3 and 5.
 9. Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). Boston: Pearson Allyn & Bacon.

Provides a practical guide to teaching reading via direct instruction. Integrates guidelines from the National Reading Panel. Offers specific, carefully sequenced, highly prescriptive procedures for teaching decoding, comprehension, content reading, and study skills. Examines the relationships among different reading skills. Useful for review of competency 5.
 10. Carnine, D. W., Silbert, J., Kame'enui, E. J., Tarver, S. G., & Jongjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Boston: Pearson Allyn & Bacon.

Offers information on incorporating instructional design and delivery principles into daily instruction for students at the beginning and primary stages of reading. Provides specific suggestions for addressing reading problems commonly encountered in the classroom. Useful for review of competency 5.
 11. DeVries, B. A. (2008). *Literacy assessment & intervention for K–6 classrooms* (2nd ed.). Scottsdale, AZ: Holcomb, Hathaway Publishers, Inc.

Recognizes and assesses reading and writing problems and provides effective interventions. Focuses on the major areas of literacy: phonemic awareness, phonics, word identification, comprehension of narrative and expository text, vocabulary, fluency, and writing, including spelling. Provides an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications. Contains detailed checklists and rubrics based on state standards. Useful for review of competencies 3 and 5.

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12. Dwyer, K. P. (1997). *Disciplining students with disabilities. LD Online*. Retrieved October 17, 2008, from <http://www.ldonline.org/article/6182>

Focuses on disciplining students with disabilities in accordance with the Individuals with Disabilities Education Improvement Act. Useful for review of competency 4.
 13. Farstrup, A. E., & Samuels, S. J. (Eds.). (2002). *What research has to say about reading instruction* (3rd ed.). Newark, DE: International Reading Association.

Contains research-based information on reading instruction. Balances theory, research, and effective classroom practice in discussions of topics such as early reading instruction, phonemic awareness, and comprehension. Useful for review of competency 5.
 14. Florida Department of Education. (1999). *Functional behavioral assessment and behavioral intervention plans*. Retrieved October 17, 2008, from <http://www.fldoe.org/ese/pdf/tap99-3.pdf>

Technical assistance paper published to answer questions regarding the 1997 amendments to the Individuals with Disabilities Education Improvement Act. Useful for review of competency 4.
 15. Florida Department of Education. (n.d.). *An example of the 90 minute reading block*. Retrieved October 17, 2008, from <http://www.justreadflorida.com/90-minute-chart.asp?style=print>

An example of a 90 minute reading block using the Comprehensive Core Reading Program. Useful for review of competency 5.
 16. Florida Department of Education Division of Vocational Rehabilitation. (n.d.). *About DVR*. Retrieved October 17, 2008, from <http://www.rehabworks.org>.

Describes the purposes and functions of the Division of Vocational Rehabilitation. Useful for review of competency 7.
 17. Gillam, R. B., Marquardt, T. P., & Martin, F. N. (2000). *Communication sciences and disorders: From science to clinical practice*. San Diego, CA: Singular Publishing Group.

Provides an overview of communication sciences and disorders. Includes sections on hearing, speech, and language science and disorders. Useful for review of competency 5.

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18. Gunning, T. G. (2004). *Creating literacy instruction for all children in grades pre-K to 4*. Boston: Pearson Allyn & Bacon.

Features sample lessons for major literacy skills and strategies, emphasizing methods validated by research and practice. Presents the theories behind the methods to allow users to choose, adapt, and construct approaches for balanced literacy instruction. Covers areas of instruction mandated by federal programs: phonological awareness, phonics, fluency, vocabulary, and comprehension. Includes suggestions for reinforcement and listings of materials appropriate for the lower grades. Useful for review of competency 5.

19. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Exceptional learners: Introduction to special education* (11th ed.). Boston: Pearson Allyn & Bacon.

Provides an introduction to the characteristics of exceptional learners and their education, emphasizing classroom practices as well as the psychological, sociological, and medical aspects of disabilities and giftedness. Useful for review of competencies 1–7.

20. Heflin, L. J., & Alaimo, D. F. (2007). *Students with autism spectrum disorders: Effective instructional practices*. Boston: Pearson Allyn & Bacon.

Discusses how to identify and describe individuals with autism spectrum disorder, develop effective programs, create contexts for instruction, accommodate sensory issues, use applied behavior analytic instructional strategies, and program for challenging behavior. Includes information on technology. Useful for review of competencies 1–7.

21. Heward, W. L. (2005). *Exceptional children: An introduction to special education* (8th ed.). Boston: Pearson Allyn & Bacon.

Presents research-based practices and strategies for effective teaching in a variety of settings. Discusses professional research, current practice, and trends in ESE. Useful for review of competencies 1–7.

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22. Jennings, J. H., Caldwell, J. S., & Lerner, J. W. (2006). *Reading problems: Assessment and teaching strategies* (5th ed.). Boston: Pearson Allyn & Bacon.

Early chapters present general information on the reading process, struggling readers, assessment, and principles of instruction. Later chapters provide in-depth information about strategies for teaching various parts of the literacy process, and concluding chapters detail successful intervention programs and teaching in diverse and inclusive settings. Useful for review of competencies 3 and 5.

23. Jensen, M. M. (2005). *Introduction to emotional and behavioral disorders: Recognizing and managing problems in the classroom*. Boston: Pearson Allyn & Bacon.

Focuses on current realities in schools and society. Addresses inappropriate conduct that may lead to academic underachievement. Presents the characteristics of various disabilities, discusses observable behaviors and assessment methods, and suggests classroom management strategies to teach appropriate replacement skills. Useful for review of competency 4.

24. LD Online. (n.d.). *Transition: School to work*. Retrieved October 17, 2008, from http://www.ldonline.org/indepth/transition/nichcy_TS10.html

An online index of school-to-work resources. Useful for review of competency 7.

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

Stresses familiarity with state and national standards. Intended to aid in the assessment and evaluation of students with learning disabilities, to demonstrate learning disabled theory and its practical applications through the use of case studies, and to provide information on recent developments and topics of debate in the field. Useful for review of competencies 1–7.

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26. Mandlawitz, M. (2007). *What every teacher should know about IDEA 2004 laws & regulations*. Boston: Pearson Allyn & Bacon.
- Outlines the laws and regulations of the Individuals with Disabilities Education Improvement Act and highlights their practical implications for teachers and administrators. Useful for review of competencies 1 and 4.
27. McCormick, L., Loeb, D. F., & Schiefelbusch, R. L. (2003). *Supporting children with communication difficulties in inclusive settings: School-based language intervention* (2nd ed.). Boston: Pearson Allyn & Bacon.
- Presents a service delivery model in which parents and professionals share expertise and responsibility for maximizing and supporting language and communicative competence in classrooms with a wide range of abilities and diversity. Offers directions and activities to support strategies for assessing, planning, teaching, and evaluating language and communication. Useful for review of competency 5.
28. Nicolosi, L., Harryman, E., & Kresheck, J. (2005). *Terminology of communication disorders: Speech-language-hearing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Defines terms used in the fields of speech, language, and hearing pathology. Terms are cross-referenced for synonyms and related words. Useful for review of competencies 1 and 5.
29. Ormrod, J. (2008). *Educational psychology: Developing learners* (6th ed.). Boston: Pearson Allyn & Bacon.
- Concentrates on core concepts to promote in-depth understanding of the central ideas of educational psychology. Incorporates both theory and applications, with coverage of diversity throughout. Useful for review of competencies 1–5.
30. Pierangelo, R., & Giuliani, G. A. (2009). *Assessment in special education: A practical approach* (3rd ed.). Boston: Pearson Allyn & Bacon.
- Provides practical tools to help the reader understand the process of assessment in schools and how to apply it. Includes coverage of tests and evaluation procedures for all areas of exceptionality and all age groups. Useful for review of competency 2.

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31. Polloway, E. A., Patton, J. M., & Serna, L. (2008). *Strategies for teaching learners with special needs* (9th ed.). Boston: Pearson Allyn & Bacon.

Focuses on effective instructional strategies for students in diverse educational settings, with a primary emphasis on those in inclusive environments. Incorporates information about No Child Left Behind and the Individuals with Disabilities Education Improvement Act of 2004. Provides basic information on curriculum development and instruction and an in-depth discussion of key curricular areas. Useful for review of competency 3.

32. Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press.

Provides research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Useful for review of competency 2.

33. Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioral, social, and clinical foundations* (5th ed.). San Diego, CA: Sattler.

Addresses issues commonly encountered in schools. Includes numerous assessment aids and intervention guidelines. Useful for review of competency 2.

34. Spinelli, C. G. (2006). *Classroom assessment for students in special and general education* (2nd ed.). Boston: Pearson Allyn & Bacon.

Provides a variety of assessment procedures. Explores the why, what, and how of testing. Gives directions for constructing, administering, and scoring assessments; and interpreting, graphing, monitoring, writing, and reporting assessment results. Useful for review of competency 2.

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35. Taylor, R. L. (2009). *Assessment of exceptional students: Educational and psychological procedures* (8th ed.). Boston: Pearson Allyn & Bacon.
- Addresses major issues and concerns in assessment, informal assessment procedures, achievement testing, and ability assessment. Explores special assessment considerations such as transitional, vocational, and early childhood. Contains updated information on computers in the classroom, testing accommodations, alternate assessment, revised tests, journal literature, and the impact of the Individuals with Disabilities Education Improvement Act and No Child Left Behind on assessment practices. Useful for review of competency 2.
36. Turnbull, A., & Turnbull, R. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Boston: Pearson Allyn & Bacon.
- Focuses on inclusion, families, and partnerships. Includes tips and strategies for various learning environments. Emphasizes standards from the Council for Exceptional Children. Useful for review of competencies 1–7.
37. U.S. Department of Health & Human Services. (n.d.). *Your rights under Section 504 of the Rehabilitation Act*. Retrieved October 17, 2008, from <http://www.hhs.gov/ocr/504.html>
- Provides an explanation and description of Section 504 of the Rehabilitation Act of 1973. Useful for review of competency 1.
38. Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). *Teaching students who are exceptional* (4th ed.). Boston: Pearson Allyn & Bacon.
- Contains numerous learning activities and sample lessons for elementary and secondary classrooms. Useful for review of competencies 1–7.
39. Wehman, P. (2006). *Life beyond the classroom: Transition strategies for young people with disabilities* (4th ed.). Baltimore: Brookes Publishing.
- Contains comprehensive information on facilitating transitions for students with mild, moderate, or severe disabilities. Useful for review of competency 7.

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40. Wehman, P., & Kregel, J. (Eds.). (2004). *Functional curriculum for elementary, middle, and secondary age students with special needs* (2nd ed.). Austin, TX: Pro-Ed, Inc.

Focuses on functional and longitudinal curriculum. Emphasizes curriculum connections and continuity of educational services for students and their families from elementary school through adulthood. Useful for review of competencies 6 and 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.

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

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