

Florida Teacher Certification Examinations
Test Information Guide
for
**English for Speakers of Other
Languages (ESOL) K–12**



FLORIDA DEPARTMENT OF EDUCATION

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Fifth 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 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 English for Speakers of Other Languages (ESOL) 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 the 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 assist examinees in preparing for the subject area test in English for Speakers of Other Languages (ESOL) K–12 and identifying areas in need of further study. 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. An annotated bibliography of related subject matter materials is available at the end of the test information guide to provide further guidance in identifying additional areas in need of study.

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.

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Preparation for the Test

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

Overview

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

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

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

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

Section 5 lists question formats and includes sample test questions.

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

Section 7 identifies a source of further information.

Self-Assessment

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

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

Review

- **Study according to your needs.**

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

Practice

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

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

- **Answer sample test questions.**

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

Final preparation

- **Review test-taking advice.**

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

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

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



Test-Taking Advice

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

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Competencies and Skills and Test Blueprint

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

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

<i>Competency</i>	Competency/Skill	Approx. %
	1 Knowledge of culture as a factor in English language learners' (ELLs') learning	8%
	1 Analyze elements of culture and their impact on the instruction of ELLs.	
	2 Identify ways that student participation, learning, and behavior can be affected by cultural differences (e.g., religious, economic, social, family).	
	3 Identify phases and distinguish among characteristics of cultural adaptation (e.g., assimilation, acculturation) in order to better understand ELLs.	
	4 Select a variety of resources to obtain information about the cultural background and experiences of ELLs and their families to guide curriculum development and instruction.	
	5 Select strategies to promote multicultural sensitivity and diversity in the classroom.	
	6 Identify ways that home/school connections build partnerships with ELLs' families (e.g., Parent Leadership Councils).	
	7 Analyze social issues and trends (e.g., immigration) that affect the education of ELLs.	

Skills (1-7)

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
1 Knowledge of culture as a factor in English language learners' (ELLs') learning	8%
<ol style="list-style-type: none"> 1 Analyze elements of culture and their impact on the instruction of ELLs. 2 Identify ways that student participation, learning, and behavior can be affected by cultural differences (e.g., religious, economic, social, family). Apply principles of English morphology as they relate to language acquisition and use. 3 Identify phases and distinguish among characteristics of cultural adaptation (e.g., assimilation, acculturation) in order to better understand ELLs. 4 Select a variety of resources to obtain information about the cultural background and experiences of ELLs and their families to guide curriculum development and instruction. 5 Select strategies to promote multicultural sensitivity and diversity in the classroom. 6 Identify ways that home/school connections build partnerships with ELLs' families (e.g., Parent Leadership Councils). 7 Analyze social issues and trends (e.g., immigration) that affect the education of ELLs. 	
2 Knowledge of language as a system	12%
<ol style="list-style-type: none"> 1 Identify how the universal principles of language (e.g., systematic, rule-governed, arbitrary) guide ELL instruction. 2 Apply principles of phonology to facilitate ELLs' English language acquisition. 3 Apply principles of morphology to facilitate ELLs' English language acquisition. 4 Apply principles of semantics to facilitate ELLs' English language acquisition. 5 Apply principles of pragmatics to facilitate ELLs' English language acquisition. 6 Apply principles of syntax to facilitate ELLs' English language acquisition. 7 Apply principles of discourse (i.e., written and oral) to facilitate ELLs' English language acquisition. 	

Competency/Skill		Approx. %
8	Identify and apply appropriate forms of the English language for different purposes.	
9	Identify phonological, morphological, semantic, pragmatic, syntactic, and discourse differences between English and other languages.	
3	Knowledge of language acquisition and development	12%
1	Identify the major theories of first and second language acquisition that inform classroom practices.	
2	Identify and compare first and second language acquisition processes that affect student learning.	
3	Use research-based models of instruction including bilingual, sheltered, and/or inclusion.	
4	Determine characteristics of bilingualism.	
5	Determine factors that influence the development of bilingualism.	
6	Identify how ELLs' use of home language serves as a foundation for learning English.	
7	Determine factors that affect ELLs' learning of English, including psychological, social, cultural, and political factors.	
8	Apply individual learner variables to guide the process of learning English as a second language.	
9	Distinguish characteristics of social language (e.g., basic interpersonal communication skills [BICS]) and academic language (e.g., cognitive academic language proficiency [CALP]).	
10	Identify sources of ELLs' errors (e.g., interlanguage) to guide effective instruction.	
11	Identify language functions (e.g., communicating needs, purpose, desires) of spoken and written English to facilitate English language acquisition.	
4	Knowledge of second language literacy development	10%
1	Determine and apply current theories of second language reading development for ELLs at varying English proficiency levels.	
2	Determine and apply current theories of second language writing development for ELLs at varying English proficiency levels.	
3	Identify how ELLs' L1 oral language influences the use of oral and written English in the classroom.	

Competency/Skill	Approx. %
<p>4 Identify how ELLs' home literacy practices (e.g., oral, written) influence the development of oral and written English.</p> <p>5 Select methods to incorporate students' L1 literacy into English language literacy development (e.g., transfer).</p>	
<p>5 Knowledge of ESL/ESOL research, history, public policy, and current practices</p>	<p>5%</p>
<p>1 Identify past and present approaches to ESOL instruction (e.g., grammar-translation, audio-lingual, Communicative Language Teaching, Natural Approach, TPR, CALLA, SIOP).</p> <p>2 Identify major researchers and how their contributions have affected the field of second language teaching and learning.</p> <p>3 Relate current research to best practices in second language and literacy instruction.</p> <p>4 Evaluate appropriate research-based models of instruction for ELLs.</p> <p>5 Identify major federal and state court decisions, laws, and policies that have affected the education of ELLs.</p> <p>6 Apply the sections and requirements of the <i>League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, 1990</i> (e.g., 1990 Florida Consent Decree) to specific situations.</p>	
<p>6 Knowledge of standards-based ESOL and content instruction</p>	<p>14%</p>
<p>1 Select methods to improve ELLs' English listening skills for a variety of academic and social purposes.</p> <p>2 Select methods to improve ELLs' English speaking skills for a variety of academic and social purposes.</p> <p>3 Apply standards-based instruction that develops ELLs' oral English in order to support learning in reading and writing English.</p> <p>4 Apply appropriate standards-based reading instruction for ELLs at varying English proficiency levels.</p> <p>5 Apply appropriate standards-based writing instruction for ELLs at varying English proficiency levels.</p> <p>6 Select methods to develop ELLs' writing through a range of activities from sentence formation to extended writing (e.g., expository, narrative, persuasive).</p> <p>7 Select activities, tasks, and assignments that develop authentic uses (e.g., real-world, contextualized) of English language and literacy to assist ELLs in learning academic language and content-area material.</p>	

Competency/Skill	Approx. %
<p>8 Select instruction that effectively integrates listening, speaking, reading, and writing for ELLs at varying English proficiency levels.</p> <p>9 Identify appropriate adaptations of curricular materials and modification of instruction according to an ELL's level of English proficiency and prior knowledge.</p>	
<p>7 Knowledge of resources and technologies</p>	<p>8%</p>
<p>1 Evaluate and select culturally responsive, age-appropriate, and linguistically accessible materials for ELLs at varying English proficiency levels.</p> <p>2 Evaluate and select a variety of materials and other resources, including L1 resources, appropriate to ELLs' English language and literacy development.</p> <p>3 Apply technological resources (e.g., Internet, software, computers, related media) to enhance language and content area instruction for ELLs at varying English proficiency levels.</p> <p>4 Identify effective means of collaboration with school-based, district, and community resources to advocate for equitable access for ELLs.</p> <p>5 Identify major professional organizations, publications, and resources that support continuing education for teachers.</p>	
<p>8 Knowledge of planning standards-based instruction of ELLs</p>	<p>10%</p>
<p>1 Apply appropriate language objectives and state-approved content-based standards to plan instruction for ELLs at varying English proficiency levels.</p> <p>2 Identify the characteristics of engaging, challenging, and collaborative student-centered classroom environments for diverse learners.</p> <p>3 Choose appropriate differentiated learning experiences for lesson planning based on students' English proficiency level.</p> <p>4 Choose appropriate learning tasks for students with limited L1 literacy and/or limited formal schooling.</p> <p>5 Identify methods of scaffolding and providing context for ELLs' learning.</p> <p>6 Identify situations in which reteaching is necessary and appropriate for ELLs.</p>	

Competency/Skill	Approx. %
9 Knowledge of assessment issues for ELLs	8%
<ol style="list-style-type: none"> 1 Identify factors such as cultural and linguistic bias that affect the assessment of ELLs. 2 Evaluate formal and informal assessments to measure oral language, literacy, and academic achievement. 3 Determine appropriate accommodations during formal and informal assessments of ELLs at varying English language proficiency levels. 4 Identify characteristics of ELLs with special needs (i.e., speech-language impaired, intellectual disabilities, specific learning disabilities). 5 Distinguish between the characteristics of ELLs in the natural process of acquiring English and ELLs with specific learning disabilities. 6 Identify characteristics of ELLs who are gifted and talented. 	
10 Knowledge of language proficiency assessment	5%
<ol style="list-style-type: none"> 1 Identify the district, state, and federal requirements for identification, reclassification, and exit of ELLs from ESOL programs. 2 Interpret assessment data from multiple sources to guide instruction for ELLs at varying English proficiency levels. 3 Identify effective ways to communicate with stakeholders (e.g., primary caregivers, school and district staff, community members) about assessment outcomes that guide policy and instructional practice. 	
11 Knowledge of classroom-based assessment for ELLs	8%
<ol style="list-style-type: none"> 1 Identify appropriate use of alternative assessments (e.g., authentic, performance-based, peer- and self-assessments) to evaluate content area learning for ELLs at varying English proficiency levels. 2 Identify appropriate measurement concepts (e.g., reliability, validity), test characteristics, and uses of norm-referenced and criterion-referenced assessments in evaluating ELLs. 3 Use a variety of instruments (e.g., portfolios, checklists, rubrics, anecdotal records) to assess students as they perform authentic tasks (e.g., real-world, contextualized). 4 Identify appropriate test-taking skills and strategies needed by ELLs. 5 Determine appropriate modifications of classroom tests, including test items and tasks, for ELLs at varying English proficiency levels. 	

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Test Format and Sample Questions

The English for Speakers of Other Languages (ESOL) 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
Direct question Choose the response option that best answers the question.	Question 1, page 14
Sentence completion Select the response option that best completes the sentence.	Question 2, page 14
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 3, page 14

Sample Questions

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

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

DIRECTIONS: Read each question and select the best response.

1. Which of the following cultural beliefs about education would most likely lead a high school ELL to participate actively in a small group discussion about a literary work?
 - A. Teachers are knowledgeable experts whose ideas should not be challenged.
 - B. Independent work is the best indication of students' academic progress.
 - C. Analytical thinking and clarity of self-expression are important academic skills.
 - D. A classroom activity must produce tangible results in order to be worthwhile.

2. ELLs who speak English at home, at school, and with friends and no longer observe the traditions, beliefs, and lifestyle of their heritage cultures are exhibiting
 - A. accommodation.
 - B. assimilation.
 - C. enculturation.
 - D. pluralism.

3. In a 3rd-grade class, there are two new students who have recently moved to the US from Botswana. On the playground, the two students are conversing in their L1, Xhosa, and making distinct clicking sounds. Several children came up to them and began mimicking the clicking sounds. The teacher used this moment to explain to the class about the sounds of Xhosa.

Which of the following universal principles of language would the teacher use to inform the teacher's explanation to the class?

 - A. Language is rule-governed.
 - B. Language is variable.
 - C. Language is creative.
 - D. Language is dynamic.

4. In the word *unreasonableness*, the underlined part is the
 - A. prefix.
 - B. compound.
 - C. root.
 - D. suffix.

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5. "The minister married my cousin."
"They're moving sidewalks."

Misinterpretation of the statements above is the result of

- A. lexical anomaly.
 - B. overextension.
 - C. redundancy.
 - D. structural ambiguity.
6. Which of the following theories explains conscious error correction during oral L2 production?
- A. input hypothesis
 - B. monitor hypothesis
 - C. affective filter hypothesis
 - D. natural order hypothesis
7. Most students in a 6th-grade beginning-level ESOL class use the morpheme *-ed* to create the past tense form of all verbs, including irregular ones. These students are applying which of the following L2 transitional strategies?
- A. positive transfer
 - B. overgeneralization
 - C. simplification
 - D. avoidance
8. Which of the following bilingual education program models is designed to develop a high level of competence in two languages by both non-native English speakers and native English speakers?
- A. enrichment immersion
 - B. dual immersion
 - C. early-exit transitional
 - D. transitional

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9. An ELL is assigned the task of writing a narrative about an animal. The student asks the teacher, "What is puppy, you know, little one baby, for cat?" This is an example of
- A. circumlocution.
 - B. overgeneralization.
 - C. simplification.
 - D. hypothesis testing.
10. A 1st-grade ELL spells the word *found* as "fawnd." This is an example of
- A. pseudo-words
 - B. self-generated words.
 - C. auditory discrimination.
 - D. pseudo-letters.
11. Based on research in second language literacy development, which of the following statements is true?
- A. oral-language development precedes literacy development
 - B. oral-language development follows literacy development
 - C. oral-language development impedes literacy development
 - D. oral-language development supplements literacy development
12. Teachers can help ELLs develop reading comprehension in English by
- A. teaching students to recognize cognates.
 - B. having students use echo reading.
 - C. reading the text aloud slowly but fluently.
 - D. drilling the students on high frequency words.
13. According to research, the positive academic outcomes of two-way immersion programs can be explained by
- A. students' time on task in English.
 - B. provision of additive bilingualism.
 - C. early exit policies.
 - D. use of bilingual scripted reading programs.

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14. A class of 25 ELLs spends the academic school day with the same teacher. This is an example of a(an)
- A. pull-out model.
 - B. inclusion model.
 - C. transitional bilingual education model.
 - D. self-contained model.
15. Which of the following is appropriate listening comprehension content for ELLs who have mastered basic structural forms but who are lacking in vocabulary development?
- A. oral stories with reference to accompanying pictures
 - B. vocabulary word lists for memorization
 - C. samples of current radio talk show dialogues
 - D. scrambled dialogues for students to reorder
16. Using a variety of grouping configurations in a content area class in which some students are ELLs facilitates the language learning of these students because ELLs should
- A. practice listening and speaking to a variety of English speakers.
 - B. hear new information more than once in order to remember it.
 - C. compare ideas with peers who share the same heritage language.
 - D. listen to the intonation and pitch of native English speakers.
17. In a multilevel ESOL classroom, the teacher should
- A. use average test results to guide teaching.
 - B. have identical teaching objectives for all students.
 - C. tailor activities to individual language needs.
 - D. administer the same tests to all students.

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18. A high school sheltered English class contains ELLs who have varying proficiency levels. The teacher would like to differentiate instruction during class discussions of the novel *The Great Gatsby* by F. Scott Fitzgerald. Which of the following strategies would best achieve this goal?
- A. assigning ELLs to literature circles composed of students with similar levels of English language proficiency
 - B. assigning ELLs to homogeneous literature circles composed of students who share the same heritage language
 - C. providing ELLs with written discussion questions that differ in linguistic difficulty but not in content
 - D. providing ELLs with written discussion questions translated into their heritage languages
19. An ESOL teacher is selecting texts to use in a multicultural literature unit for intermediate-level ELLs. Which question should the teacher consider first when evaluating a potential text for the unit?
- A. Is the cultural content of the text familiar to these students?
 - B. Is the text appropriately authentic for these students?
 - C. Is the subject matter of the text relevant to these students' lives?
 - D. Is the linguistic difficulty of the text appropriate for these students?
20. Which of the following technology-based activities would most enhance instruction for an ELL?
- A. synchronized blogging
 - B. individual Internet research
 - C. collaborative Webquest
 - D. individual interactive whiteboard activity
21. Which of the following describes a student-centered classroom environment for diverse learners?
- A. Setting clear goals for students, making sure the students understand the goals, and presenting a sequence of well organized assignments.
 - B. Providing whole-class activities for students to develop communication and decision-making skills.
 - C. Giving students clear, concise explanations and illustrations of the subject matter and asking frequent questions to see if the students understand the work.
 - D. Offering students frequent opportunities to practice what they have learned through multiple activities.

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22. ELLs with limited L1 literacy benefit most from
- A. self-selected study topics.
 - B. flash cards for vocabulary.
 - C. workbooks for grammar.
 - D. lower-level reading materials.
23. In which of the following situations is reteaching necessary?
- A. a beginning-level ELL masters the skill taught by the instructor at a minimal level
 - B. a high-intermediate ELL masters the skill taught by the instructor at a minimal level
 - C. a beginning-level ELL masters the skill taught by the instructor at grade level
 - D. a high-intermediate ELL masters the skill taught by the instructor at grade level
24. When conducting an initial assessment of an ELL's English literacy skills, the most important factor to take into consideration is the
- A. student's level of literacy in the home language.
 - B. types of fiction and nonfiction books the student likes to read.
 - C. educational background of the student's parents/guardians.
 - D. student's skills in related areas such as letter formation.
25. What information would school personnel find most beneficial in determining whether an ELL's difficulty in learning English is caused by a learning disability?
- A. indications of culture shock, gender, and organization of learning tasks
 - B. evidence of emotional problems, age, and English language proficiency
 - C. indications of low self-esteem, limited perceptual skills, and metacognitive deficits
 - D. evidence of poverty, use of verbal and nonverbal clues, and language learning aptitude test scores
26. Which of the following must occur before an ELL can be referred for testing for ESE services?
- A. The student must take a language dominance test.
 - B. The student's teachers must all sign the referral.
 - C. The student must have received individual tutoring.
 - D. The student's parents/guardians must give their permission.

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27. Proposition 227 in California, Proposition 203 in Arizona, and Question 2 in Massachusetts resulted in
- A. limiting bilingual education.
 - B. providing additional resources to ELLs.
 - C. maintaining native language programs in reading and writing.
 - D. allowing parental choice in ESOL program models.
28. A general education science teacher approaches an ESOL teacher with concerns about an advanced-level ELL. The student is able to participate in class discussions but has performed poorly on the first few science tests. Which of the following recommendations would be most appropriate for the ESOL teacher to make first?
- A. Assess the student's level of prior knowledge about the content of the lessons.
 - B. Design language lessons that can be incorporated into content instruction to strengthen the student's related academic language skills.
 - C. Arrange for the student to receive peer tutoring from a native English speaker.
 - D. Meet with the student's parents/guardians to discuss strategies that they can use to improve their support for the student's at-home learning.
29. Based on an English writing sample obtained from a newly arrived ELL, a high school ESOL teacher notes the student writes simple English phrases using phonetic spelling and conventional punctuation. The teacher may accurately deduce that the student is in what stage of writing?
- A. emergent
 - B. beginning
 - C. intermediate
 - D. advanced
30. Which of the following types of assessment is most effective in evaluating the extent to which ELLs make use of specific reading strategies?
- A. criterion-referenced achievement test
 - B. self-monitoring checklist
 - C. norm-referenced proficiency test
 - D. holistic scoring rubric

Answer Key

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



Annotated Bibliography

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

This bibliography is representative of the most important and most comprehensive texts pertaining to 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. Archibald, J., Katamba, F., & O'Grady, W. (2011). *Contemporary linguistics: An introduction* (2nd ed.). Boston, MA: Pearson Education.
Offers a comprehensive overview of linguistics as a discipline. Useful for review of competencies 2, 3, and 4.
2. Ariza, E. N. (2010). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse students*. Boston, MA: Pearson Education.
Helps the mainstream classroom teacher understand the instructional implications of teaching English language learners. Useful for review of competencies 1,2,4,7,8, and 11.
3. Ariza, E. N., Morales-Jones, C. A., Yahya, N., & Zainuddin, H. (2010). *Why TESOL? Theories and issues in teaching English to speakers of other languages in K–12 classrooms*. Dubuque, IA: Kendall Hunt Publishing.
Provides current and prospective teachers with the knowledge to effectively teach English language learners in their classrooms. Useful for review of competencies 2, 3, 9, 10, and 11.

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4. Banks, J. A. (2006). *Cultural diversity and education: foundations, curriculum and teaching* (5th ed.). Boston, MA: Pearson Education.
Helps educators identify and conceptualize personal convictions and issues related to multicultural education as well as ways in which to implement effective instructional strategies that reflect diversity. Useful for review of competency 1.
 5. Bray, M., Brown, M. H., & Green, J. D. (2004). *Technology and the diverse learner*. Thousand Oaks, CA: Corwin Press.
Emphasizes the implications of incorporating technology into a classroom with diverse learners and introduces various adaptive/assistive technologies available for exceptional students. Useful for review of competency 7.
 6. Coelho, E. (2003). *Adding English: A guide to teaching in multilingual classrooms*. Toronto, Canada: Pippin Publishing.
Introduces basic teaching principles and instructional practices that can effectively help facilitate meaningful educational experiences for English language learners. Useful for review of competencies 3 and 5.
 7. Diaz-Rico, L. (2008). *Strategies for teaching English learners* (2nd ed.). Boston, MA: Allyn & Bacon.
Provides a foundation for understanding and teaching the English language learner with consideration for cultural and linguistic differences that may influence schooling. Useful for review of competencies 4, 6, 8, 10, and 11.
 8. Diaz-Rico, L. (2010). *The cross-cultural, language, and academic development handbook* (4th ed.). Boston, MA: Allyn & Bacon.
Focuses on the implications of educating English language learners and promotes cross-cultural instructional practices and principles. Useful for review of competencies 1, 3, 4, 6, 7, 8, 9, 10, and 11.
 9. Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP Model*. Boston, MA: Pearson.
Introduces the SIOP model as a method of instruction to enhance the educational experience of English language learners. Useful for review of competencies 5, 6, 8, 10, and 11.

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- 10.** League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, United States District Court for the Southern District of Florida, (August 14, 1990). [Online].
Contains federal and state compliance guidelines for the education of English language learners. Useful for review of competencies 1, 5, 7, 9, 10, and 11.
 - 11.** Florida Department of Education. (2011). *Florida school laws* (2011 ed.). Charlottesville, VA: LexisNexis.
Contains state legal guidelines for stakeholders in education. Includes legal responsibilities of teachers, as well as administrators. Useful for review of competencies 5 and 10.
 - 12.** Freeman, D., & Freeman, Y. (2004). *Essential linguistics*. Portsmouth, NH: Heinemann.
Focuses on helping educators become familiar with and understand aspects of linguistics that are applicable to the classroom environment. Useful for review of competencies 2, 4, and 8.
 - 13.** Gaitan, C. D. (2006). *Building culturally responsive classrooms: A guide for K–6*. Thousand Oaks, CA: Corwin Press.
Emphasizes the importance of creating and maintaining a culturally responsive classroom to facilitate effective instruction for the diverse classroom. Includes strategies and techniques to build and maintain a culturally responsive classroom environment. Useful for review of competency 1.
 - 14.** Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
Presents research-based strategies for supporting English language learners academic progress beyond the initial stages of English language acquisition through the use of scaffolding. Useful for review of competencies 4, 6, 7, 8, and 11.

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- 15.** Gonzalez, V., Yawkey, T., & Minaya-Rowe, L. (2006). *English-As-A-Second-Language (ESL) teaching and learning: Pre-K–12 classroom applications for students' academic achievement and development*. Boston, MA: Pearson Education.

Focuses on the instructional implications of educating an English language learner. Useful for review of competencies 6 and 9.
 - 16.** Govoni, J. (2011). *Preparing the way: Teaching ELLs in the K-12 classroom*. Dubuque, IA: Kendall/Hunt Publishing.

Helps preservice and inservice teachers develop awareness of cultural and linguistic implications involving having English language learners in the classroom. Useful for review of competencies 1, 2, 4, 6, 7, 8, and 9.
 - 17.** Hoover, J. J., Klingner, J. K., Baca, L. M., & Patton, J. R. (2008). *Methods for teaching culturally and linguistically diverse exceptional learners*. Upper Saddle River, NJ: Pearson.

Addresses methods for assessing and educating culturally and linguistically diverse learners with disabilities for both preservice and inservice teachers. Useful for review of competencies 6 and 8.
 - 18.** Marshall, N. (2002). *Language and literacy development in first and second-language learners* (2nd ed.). Dubuque, IA: Kendall Hunt.

Covers literacy and language development for educators who have both first and second-language learners in their classrooms. The book also provides learning aids and pre and post chapter assessments. Useful for review of competencies 2, 4, 6, 8, and 11.
 - 19.** Ong, F. (2010). *Improving education for English learners: Research-based approaches*. Sacramento, CA: Department of Education.

Emphasizes the unique instructional needs of English language learners in the classroom to meet academic and language development standards. Useful for the review of competencies 4 and 6.

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- 20.** Palls, B. P. (2010). *Cultural portraits: A synoptic guide* (2nd ed.). Bloomington, IN: AuthorHouse.
Provides both objective and subjective information on various cultures an educator might encounter in a diverse classroom, as well as instructional strategies that may be more effective for diverse learners. Useful for review of competency 1.
- 21.** Peregoy, S. F., & Boyle, O. F. (2001). *Reading, writing and learning in ESL: A resource book for K–12 teachers* (3rd ed.). Boston, MA: Addison Wesley Longman.
Focuses on ways in which to create student-centered environments for English language learners to enhance their educational experience. Useful for review of competencies 3, 4, 6, 8, 9, 10, and 11
- 22.** Reiss, J. (2005). *ESOL Strategies for teaching content: Facilitating instruction for English Language Learners*. Upper Saddle River, NJ: Pearson Education.
Highlights instructional strategies that are most effective in enhancing educational experiences for English language learners. Useful for review of competency 6.
- 23.** Roblyer, M. D., & Doering, A. H. (2009). *Integrating educational technology into teaching* (5th ed.). Boston, MA: Allyn & Bacon.
Explores the implications of incorporating technology into classroom instruction, as well as best practices. Useful for review of competencies 6 and 7.
- 24.** Wintergerst, A. C., McVeigh, J., & Brown, H. D. (2011). *Tips for teaching culture: Practical approaches to intercultural communication*. Boston, MA: Pearson Education.
Focuses on cultural and intercultural communication as it relates to classroom instruction of English language learners. Useful for review of competency 1.



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/

