

#### How to Map the Test Competencies and Skills to Courses Taken

#### **Description of the Tests**

The Florida educator certification tests are composed of multiple-choice questions, and some also include constructed-response assignments. Information about the structure of each test is contained in the test competencies and skills. Competencies refer to "broad areas of content knowledge" and skills are "specific behaviors that demonstrate the competencies."

Mapping the test competencies and skills to courses taken is an activity designed to help candidates analyze their readiness to take a test in the Florida Teacher Certification Examinations/Florida Educational Leadership Examination program. It allows candidates to evaluate whether the coursework they have completed covers the knowledge and skills assessed. As a candidate for educator licensure, you may wish to complete the following steps to aid in your test preparation. A sample completed worksheet is provided beginning on page 2.

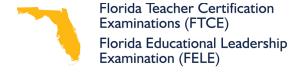
- Obtain a copy of the test competencies and skills for the appropriate test. These are available at www.fl.nesinc.com. Select "Resources," click on "Review the content areas covered by the test" under *Competencies and Skills and Blueprints*, and then select the appropriate subject area in the dropdown menu.
- Obtain a copy of the test competencies and skills worksheet. This worksheet is available in the "Resources" and "Faculty" sections of the FTCE/FELE website.
- Enter your name and today's date at the top of the page. You may complete this worksheet multiple times during your educator preparation in order to chart your progress in studying the material covered on the test that you are preparing to take.
- Fill out the worksheet with the appropriate test/subtest names and competencies, and enter the test skills in the appropriate rows.

You will find the approximate test weighting per competency in the "Competencies and Skills and Test Blueprint" section of the test information guide. You will find the number of constructed-response assignments (if applicable) on the overview page for your test. (At www.fl.nesinc.com, select "Tests," and then select the name of the applicable test.)

- Review your records of the courses you have taken to date. Enter each relevant course as a column heading on the worksheet.
- Review each test competency to determine whether these courses covered the knowledge and skills identified in each test. You may wish to refer back to the test competencies and skills to guide this activity.

If the knowledge and skills tested by a competency are covered by the course, mark the appropriate box. Leave boxes blank to indicate content not covered. See the following page for an illustration of how to complete the worksheet.

When the worksheet is complete, you may evaluate your preparedness or ask your academic advisor to review the worksheet with you to determine whether you have completed sufficient coursework to be prepared to test.



Name and Date: Joe Smith 07/30/2014				s test %)	ed- ents ents ble)	ent	with eeds	+	nding Ping	Pu	
Notes:			Enter your name and the date, and list the relevant courses you have taken as column headings.	Multiple- Choice Questions (approx. te weight in %	Constructed- Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
	develo		owledge of child growth, child I relationships with families and	14%							
	l	Identify the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.					Mark boxes to indicate content covered by one or more courses.				
	2	cognitivé	Identify the developmental stages (e.g., social-emotional, cognitive, language, physical) and the milestones for the typically developing child.								
Skill	3	Identify atypical development (e.g., social-emotional, cognitive, language, physical):					Leave boxes blank to indicate content not covered.				
	4	/	and distinguish the influences of abuse, and emotional distress on a		<b>√</b>	<b>√</b>					
	5	on childre	diverse family systems and record en's early experiences which contr ces and development and learning	ribute to indiv		<b>✓</b>					





Name and Date: Joe Smith 07/30/2014			st (	÷ s e	<u> </u>	yp:	+	و کی	T		
Notes:			Multiple- Choice Questions (approx. ter weight in %	Constructed- Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice		
		develop	etency: Knowledge of child growth, child oment, and relationships with families and mmunity	<b> </b> 4%							
Skill		Identify the influence of scientific research on theories of cognitive and social development, the principles of how childlearn, and the development and implementation of instruct strategies.				✓				<b>✓</b>	
		7	7 Identify and apply strategies to involve families in their child's development and learning in all phases of school programs.								
		8	8 Identify and apply strategies to facilitate family and community partnerships.								





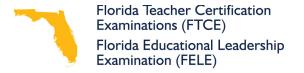
Name and Date: Joe Smith 07/30/2014 Children with Special Needs Early Reading Constructed-Response Assignments (if applicable) Child Development and Writing Theory and Evaluation Notes: Competency: Knowledge of the profession and 12% foundations of early childhood (PreK-3) education Identify theorists, theories, and developmental domains (e.g., physical, cognitive, social-emotional) in the fields of early childhood education and their implications for the classroom teacher of young children. Identify models of early childhood curriculum (e.g., Montessori, 2 **√** Creative Curriculum). Identify and analyze the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other 3 Skill Languages, Individuals with Disabilities Education Act). Identify professional organizations, websites, and scholarly 4 ✓ ✓ ✓ journals in the field of early childhood education. Interpret professional standards set by early childhood and elementary educational organizations (e.g., National Association for the Education of Young Children, Association for Childhood 5 Education International, National Council of Teachers of Mathematics, Southern Early Childhood Association).





Name and Date: Joe Smith 07/30/2014			sst (°	d- (e)	+	with eeds	+	ق ق	P	
Note	es:		Multiple- Choice Questions (approx. te weight in %	Constructed- Response Assignments (if applicable)	Child Development	Children with Special Need	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
	Competency: Knowledge of the profession and foundations of early childhood (PreK-3) education									
Skill	6	Analyze the relationships among current ectrends, and legislation and their impact on childhood education.							<b>√</b>	
	1	Analyze and apply ethical behavior and pro- responsibilities as they relate to young childr colleagues, and the community (e.g., Florida Accomplished Practices, Florida Department Ethics, National Association for the Educatio Code of Ethics).	ren, families Educator of Education	n Code of						





Multiple-Choice Questions (approx. test weight in %) Name and Date: Joe Smith 07/30/2014 Early Reading and Writing Children with Special Needs Constructed-Response Assignments (if applicable) Child Development Theory and Evaluation Notes: Competency: Knowledge of developmentally 20% appropriate practices Identify and apply developmentally appropriate practices that ✓ quide effective instruction. Identify the components of effective organization and 2 management, such as classroom rituals, routines, and schedules. Identify ways to organize furniture, equipment, materials, and 3 other resources in an indoor or outdoor environment in order to Skill support early childhood development and curricula. Identify and analyze strategies for short- and long-term 4 planning to set instructional goals in alignment with standards for developing teacher objectives. Identify strategies for designing appropriate objectives and 5 developing, implementing, and assessing lesson plans.





	Name and Date: Joe Smith 07/30/2014 Notes:			Constructed- Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
	Compe	etency: Knowledge of developmentally	207							
	approp	riate practices	20%							
	ь	Identify and select developmentally and/or instructional materials that enrich and exte			<b>~</b>					
	7	Apply a variety of methods of flexibly grouping children for the purposes of instruction.				<b>√</b>		<b>√</b>		
Skill	8	Identify and apply characteristics of an integrated curriculum.								
S	9	Identify characteristics of play as related to children's social, emotional, and cognitive development			<b>√</b>					
	Ю	Identify strategies for building and nurturing trusting relationships with students.								
	Ш	Analyze and evaluate the use of evidence-based practices to improve student achievement.					<b>√</b>			





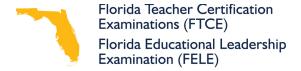
Multiple-Choice Questions (approx. test weight in %) Name and Date: Joe Smith 07/30/2014 Children with Special Needs Constructed-Response Assignments (if applicable) Child Development Early Reading and Writing Assessment Theory and Evaluation Practice Notes: pwo Competency: Knowledge of developmentally 12% appropriate curricula Analyze and select developmentally appropriate curricula that provide for all areas of child development (i.e., physical, ✓ ✓ emotional, social, linguistic, aesthetic, cognitive). Identify strategies for facilitating the development of literal, 2 ✓ ✓ **√** interpretive, and critical listening and thinking skills. Determine activities that support the development of fine and 3 ✓ ✓ gross motor skills. Select and apply strategies, including the use of technology, for 4 presenting instruction and concepts related to health, safety, and nutrition. Select and apply strategies, including the use of technology, for 5 presenting instruction and concepts related to visual arts, music, drama, and dance.





Name and Date: Joe Smith 07/30/2014			Shoice s test %)	ted- e ents tble)	nent	with leeds	97+	, Reading Writing	pw	
Notes:			Multiple-Choice Questions (approx. test weight in %)	Constructed- Response Assignments (if applicable)	Child Developm	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory o Practice	
	Competency: Knowledge of developmentally appropriate curricula		12%							
	Select and apply strategies, including the use of technology, in developmentally appropriate ways to teach reading, mathematics, science, and social studies.							<b>√</b>		
Skill	7	Select and apply strategies, including the use of technology, in developmentally appropriate ways to increase receptive and expressive vocabulary.			✓			<b>√</b>		





orphaned, or homeless.

#### Test Competencies and Skills Worksheet Test: Prekindergarten/Primary PK-3 Subtest 1

Multiple-Choice Questions (approx. test weight in %) Name and Date: Joe Smith 07/30/2014 Children with Special Needs Early Reading and Writing Constructed-Response Assignments (if applicable) Child Development Assessment Theory and Evaluation Practice Notes: pwo Competency: Knowledge of developmentally appropriate intervention strategies and resources 15% available to meet the needs of all students Select and analyze evidence-based instructional strategies to ✓ adapt curricula for children with diverse needs. Identify characteristics of children with diverse needs in order 2 ✓ ✓ to support their learning Identify and select resources and procedures that support 3 ✓ children with diverse needs and their families. Skill Identify characteristics of children at risk for school failure and 4 ✓ select appropriate intervention strategies for these children. Identify major trends in educating children with exceptionalities 5 and incorporate such trends in early childhood settings as appropriate. Select and apply appropriate strategies for working with children 6 ✓ who are in foster care and children who are migrant, transient,





Multiple-Choice Questions (approx. test weight in %) Name and Date: Joe Smith 07/30/2014 Children with Special Needs Early Reading Constructed-Response Assignments (if applicable) Child Development and Writing Assessment Theory and Evaluation Practice Notes: and Competency: Knowledge of developmentally appropriate intervention strategies and resources 15% available to meet the needs of all students Identify ways for accessing and appropriately using health 7 information to monitor children's medical needs (e.g., medications for allergies) and/or other health impairments. Identify needs for, and methods of, collaboration with other 8 Skill professionals in order to positively impact student learning. ✓ Identify programs, curricula, and activities that address the 9 language needs of children and their families with limited English proficiency.





Multiple-Choice Questions (approx. test weight in %) Name and Date: Joe Smith 07/30/2014 Children with Special Needs Early Reading and Writing Constructed-Response Assignments (if applicable) Child Development Assessment Theory and Evaluation Practice Notes: pwo Competency: Knowledge of diagnosis, assessment, 14% and evaluation Select and apply developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics. Identify procedures for accurately establishing, maintaining, and using formal and informal student records. Interpret formal and informal assessment data to make 3 instructional decisions about the educational needs of children. Skill Identify procedures for appropriately using authentic 4 assessments (e.g., portfolios, observations, journals) to plan instruction that further develops a child's level of learning and interest Identify procedures and legal requirements that provide for 5 productive family conferences or home visits, regarding the assessment, education, and development of children, in accordance with due process (e.g., IEP, R+I) and confidentiality.





Multiple-Choice Questions (approx. test weight in %) Name and Date: Joe Smith 07/30/2014 Children with Special Needs Constructed-Response Assignments (if applicable) Child Development Early Reading and Writing Assessment Theory and Evaluation Practice Notes: and Competency: Knowledge of developmentally appropriate intervention strategies and resources 14% available to meet the needs of all students Identify methods of observing, facilitating, and extending 6 children's play to practice newly acquired abilities (e.g., through problem solving, imitation, persistence, and creativity). Identify different types of assessments (e.g., norm-referenced, Skill criterion-referenced, diagnostic, curriculum-based) and the ✓ purposes of each. Identify and apply appropriate processes for monitoring 8 struggling students (e.g., RtI, tiered interventions) and planning ✓ and implementing intervention strategies.





Multiple-Choice Questions (approx. test weight in %) Name and Date: Joe Smith 07/30/2014 Children with Special Needs Early Reading Constructed-Response Assignments (if applicable) Child Development and Writing Assessment Theory and Evaluation Practice Notes: pwo Competency: Knowledge of child guidance and 13% classroom behavioral management Identify and analyze developmentally appropriate components of a positive and effective classroom behavioral management ✓ system. Apply developmentally appropriate positive strategies for guiding 2 ✓ ✓ children's behavior and responding to challenging behaviors. Identify opportunities for promoting children's positive self-3 concept and self-esteem, prosocial skills, and social-emotional ✓ development through interaction with peers and familiar adults. Select developmentally appropriate problem-solving strategies for conflict resolution, self-regulatory behavior, and social ✓ interaction. Select and analyze appropriate strategies for teaching 5 ✓ ✓ character development to young children. Identify the roles of early childhood professionals in collaboration with other professionals (e.g., social workers, school counselors, community liaisons) in helping children and their families cope with stressors.

