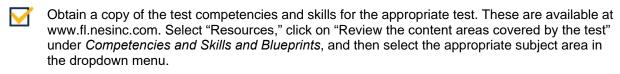
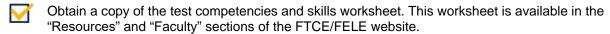
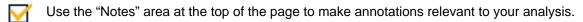


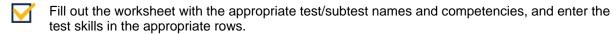
How to Map the Test Competencies and Skills to the Curriculum

Mapping the test competencies and skills to the curriculum is an activity designed to help faculty analyze their curricula with the Florida Teacher Certification Examinations and Florida Educational Leadership Examination. As a faculty member, you may wish to complete the following steps to aid your analysis. A sample completed worksheet is provided beginning on page 2.









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 the curriculum of each course that provides instruction to candidates who are preparing to take the test you are reviewing. Enter each relevant course as a column heading on the worksheet.
- Review each test competency to determine whether the course(s) you are analyzing cover the knowledge and skills identified by 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, review how well your curriculum covers the knowledge and skills assessed on the selected test/subtest to determine if any changes in the curriculum may be needed to better prepare candidates for testing.



								nn heading ant annota				
Not o	95: -3 Educa	Date: Joe Smith 07/30/2014 Outline courses currently under review by only team.	Multiple-Choice Questions (approx. test 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 pment, and relationships with families and mmunity	14%									
	I	I dentify 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	Identify the developmental stages (e.g., soc cognitive, language, physical) and the milesto developing child	√									
Skill	3	3 Identify atypical development (e.g., social-emotional, cognitive, language, physical).					ve boxes b cate conte ered.					
	4	Identify and distinguish the influences of substance abuse, physical abuse, and emotional distress on child development.										
	5	Identify diverse family systems and recognize their influences on children's early experiences which contribute to individual differences and development and learning.			✓							

(continued on next page)

Enter the relevant courses as





Name and Date: Joe Smith 07/30/2014			st (÷ s (e)	<u> </u>	yp:	+	g &	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	μ 4%							
Skill		Identify the influence of scientific research on theories of cognitive and social development, the principles of how children learn, and the development and implementation of instructional strategies.								√	
		7	7 Identify and apply strategies to involve families in their child's development and learning in all phases of school programs.								
		8 Identify and apply strategies to facilitate family and community partnerships.									





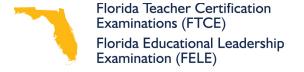
Name and Date: Joe Smith 07/30/2014 Children with Special Needs Early Reading Constructed-Response Assignments (if applicable) Child Development and Writing Theory and Evaluation Notes: Competency: Knowledge of the profession and 12% foundations of early childhood (PreK-3) education Identify theorists, 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			st	ط- (e)	+	with eeds	+	ج ق ک	D	
Note	es:		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	
		etency: Knowledge of the profession and ations of early childhood (PreK-3) education	1.2%							
	6	Analyze the relationships among current educational issues, trends, and legislation and their impact on the field of early childhood education.							√	
Skill	Analyze and apply ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community (e.g., Florida Educator Accomplished Practices, Florida Department of Education C Ethics, National Association for the Education of Young Child Code of Ethics).		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	
		etency: Knowledge of developmentally oriate practices	20%							
	6	, , , , , , , , , , , , , , , , , , , ,	ntify and select developmentally and/or age-appropriate ructional materials that enrich and extend active learning.							
	1	Apply a variety of methods of flexibly grouping children for the purposes of instruction.				√		√		
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.			✓					
	Ю	Identify strategies for building and nurturing trusting relationships with students.			√					
	и	Analyze and evaluate the use of evidence-based practices to improve student achievement.					√			





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			Stooice stest (%)	ed- rnts ble)	nent	with eeds	+44	Reading Writing	pu	
Notes:			Multiple-Choice Questions (approx. test weight in %)	Constructed- Response Assignments (if applicable)	Child Developme	Children with Special Needs	Assessmentand and Evaluation	Early Rea and Writ	Theory a Practice	
		etency: Knowledge of developmentally oriate curricula	1.2%							
=	Select and apply strategies, including the use of technology, in developmentally appropriate ways to teach reading, mathematics, science, and social studies.							√		
7 Select and apply strategies, including the use developmentally appropriate ways to increase expressive vocabulary.					√			✓		





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 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 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.

