Florida Teacher Certification Examinations
Test Information Guide
for
Preschool Education (Birth–Age 4)

FLORIDA DEPARTMENT OF EDUCATION
www.fldoe.org

Third Edition

Contents

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 Preschool Education (Birth–Age 4) 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 Preschool Education (Birth–Age 4) prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university educator preparation program or persons making a career change. 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.

2   Preparation for the Test

The following outline may help you 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.

3 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.

4 ⬡ Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Preschool Education (Birth–Age 4) examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table 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 each 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.

Competency

Approximate percentage of total test questions (test blueprint)

Competency/Skill	Approx. %
1 Knowledge of typical and atypical early childhood development	**11%**
1 Differentiate among the developmental domains (e.g., physical, cognitive, language, social-emotional).	
2 Identify the developmental sequences and milestones for the typically developing child.	
3 Identify indicators of atypical development.	
4 Identify and evaluate the major influences of genetics, environment, health, nutrition, socioeconomics, family, community, and culture on child development.	
5 Determine prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability.	

Skills 1–5

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
1 Knowledge of typical and atypical early childhood development	**11%**
1 Differentiate among the developmental domains (e.g., physical, cognitive, language, social-emotional).	
2 Identify the developmental sequences and milestones for the typically developing child.	
3 Identify indicators of atypical development.	
4 Identify and evaluate the major influences on genetics, environment, health, nutrition, socioeconomics, family, community, and culture on child development.	
5 Determine prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability.	
2 Knowledge of early childhood foundations, standards, and professional practices	**10%**
1 Identify the major historical theorists and theories in the field of early childhood education and their implications for practice.	
2 Identify state, federal, and national standards, policies, and laws for early care and education.	
3 Identify state, federal, and national programs and organizations that provide services for young children and their families.	
4 Identify professional organizations, research publications, and activities in all fields of early childhood education, including early intervention.	
5 Apply the roles, responsibilities, and ethical conduct of early care and education professionals.	
6 Analyze contemporary trends and issues in early care and education.	

Competency/Skill	Approx. %
3 **Knowledge of issues and practices for engaging culturally diverse families and communities**	**12%**

	1	Apply culturally responsive strategies and resources to ensure fair and equitable practices with children and families.
	2	Identify frameworks and apply culturally responsive practices for encouraging, facilitating, and incorporating family and community engagement in all aspects of early care and education.
	3	Differentiate among appropriate strategies for working with diverse family structures, values, and patterns of interactions.
	4	Determine barriers that may limit family access to high quality care or services.
	5	Analyze barriers that impact family and community engagement.
	6	Apply practices for incorporating family concerns, priorities, and resources as they relate to the young child.
	7	Identify resources and strategies for collaborating with program-based and community professionals to support children and their families.
	8	Apply appropriate strategies for supporting the primary relationship between the family and the young child.
	9	Determine appropriate practices for facilitating the transitions of children and their families.

Competency/Skill	Approx. %
4 **Knowledge of curriculum and developmentally appropriate practice**	**15%**
1 Differentiate among curriculum models.	
2 Identify and apply the characteristics of an integrated curriculum.	
3 Apply strategies for planning short- and long-term goals to support the development of the whole child.	
4 Apply appropriate practices for using technology as a resource to support children's interests and exploration.	
5 Apply appropriate practices that promote creative, aesthetic, and active learning through visual and expressive arts (e.g., music, movement, drama).	
6 Apply appropriate practices to support adaptive skills and promote physical development.	
7 Apply appropriate practices to support the development of early and emergent literacy, language acquisition, and communication skills for all children, including English language learners.	
8 Apply appropriate practices that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.	
9 Apply appropriate practices that support the development of critical thinking and problem-solving skills, knowledge of cause-and-effect relationships, and the ability to predict outcomes.	
5 **Knowledge of developmentally appropriate learning environments**	**10%**
1 Analyze plans for appropriate organization of indoor and outdoor space, equipment, and materials to create an environment that supports the development of the whole child.	
2 Apply appropriate practices that provide a creative, engaging, and culturally-responsive, play-based environment.	
3 Differentiate among appropriate practices that accommodate socioeconomic factors, diverse cultures and languages, learning styles, multiple intelligences, and varying ability or skill levels.	
4 Determine appropriate schedules, rituals, and routines for all learners.	
5 Apply practices that promote effective teacher-child interactions.	

Competency/Skill	Approx. %
6 **Knowledge of developmentally appropriate guidance that supports the self-regulation and social-emotional development of young children**	**12%**
1 Determine factors (e.g., temperament, culture) that influence a child's emotional response to people, events, and situations.	
2 Apply developmentally appropriate and culturally-responsive practices for guiding and responding to children's behavior.	
3 Apply strategies to support the development of initiative and intrinsic motivation in children.	
4 Apply strategies that facilitate the collaboration of family, community resources, and early childhood personnel to support children's social and emotional well-being.	
5 Apply appropriate and culturally responsive practices that build nurturing relationships between the child, peers, and caregivers.	
6 Apply appropriate practices to support self-regulation and promote pro-social behavior in young children.	
7 **Knowledge of children with varying exceptionalities and special considerations and the impact on families**	**10%**
1 Identify early intervention services and programs designed to meet the needs of families and children with exceptionalities and special considerations (e.g., homelessness).	
2 Identify the components of Parts B and C of the Individuals with Disabilities Education Act (e.g., service coordination, eligibility) including procedural safeguards and due process.	
3 Differentiate among common types of disabilities and disorders, their causes, characteristics, and effects on the child, family, and community.	
4 Identify appropriate screening and referral processes for children who may have exceptionalities and special considerations.	
5 Apply strategies to assure access for inclusion of children with exceptionalities in least restrictive and natural environments.	
6 Analyze practices for adapting the environment and curriculum to support meaningful participation of children with exceptionalities in inclusive settings.	
7 Identify the components and apply strategies and procedures for developing and implementing an IFSP or IEP using a collaborative team approach.	

Competency/Skill	Approx. %
8 Knowledge of developmentally appropriate screening, assessment, and evaluation	**10%**
1 Distinguish among the types and purposes of appropriate screening, assessment, and evaluation of all young children.	
2 Apply formal and informal assessment strategies to guide educational decisions.	
3 Interpret assessment data to identify appropriate intervention, remediation, enrichment, or need for further evaluation.	
4 Analyze data to evaluate the effectiveness of teaching and learning practices.	
5 Differentiate among approaches for involving all families in assessment processes.	
9 Knowledge of health, safety, and nutrition	**10%**
1 Identify the types and symptoms of common childhood diseases and health concerns.	
2 Apply universal precautions for disease prevention and control.	
3 Apply procedures to facilitate the safety of young children.	
4 Identify indicators of and apply procedures for reporting child abuse and neglect.	
5 Apply strategies that promote wellness through healthy living and nutrition for all children and their families.	

Test Format and Sample Questions

The Preschool Education (Birth–Age 4) subject area test consists of approximately 120 multiple-choice items. You will have two and one-half hours to complete the test.

Each of the questions will contain four response options. You will choose the best response out of four options, and indicate **A**, **B**, **C**, or **D**. The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Type of Question	Sample Question
Direct question Choose the response option that best answers the question.	Question 1, page 12
Command Select the best response option.	Question 8, page 13
Sentence completion Select the response option that best completes the sentence.	Question 9, page 14
Scenario Examine a classroom situation or a student composition. Then select the response option that best answers a question, recommends a course of action, or gives the appropriate evaluation or teacher comment.	Question 20, page 17

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 are examples of gross motor skills?

    A. running, kicking, tying
    B. jumping, climbing, sliding
    C. throwing, hopping, cutting
    D. cutting, tracing, scribbling

2. A working mother has put her one-year-old daughter in childcare. The mother is not very satisfied with this arrangement. Lately, her daughter seems to favor her primary caregiver over her mother. The mother considers enrolling her daughter in another childcare program because she is concerned that her daughter is becoming too attached to her primary caregiver.

    Based on the information above, are the mother's concerns a valid reason to enroll her daughter in another childcare program?

    A. Yes, because research shows that a child's attachment to more than one caregiver in the early years is detrimental to social development.
    B. Yes, because a childcare program that encourages a caregiver to become attached to a child is violating professional standards.
    C. No, because children can form multiple attachments, and the daughter will not be harmed by her attachment to her caregiver.
    D. No, because a child forms only one attachment, which is to the mother, and the mother has nothing to worry about.

3. Constructivists focus on

    A. children's relationships with their peers.
    B. methods used for controlling a child's behavior.
    C. physical maturation patterns and how they affect children's development.
    D. active involvement of children with their social and physical environments.

4. The Florida VPK program serves children who reside in Florida and

    A. turn age 4 on or before September 1 each year.
    B. have parents who are employed by a school.
    C. come from low socioeconomic families.
    D. are English language learners.

5. When a child requires assistive technology, which agency can provide materials, training, and support for early care teachers?

   A. Early Steps
   B. Early Intervention
   C. Florida Department of Children and Families
   D. Florida Developmental Learning Resource System

6. Which of the following best describes the importance of parent participation in a classroom?

   A. Parents can provide necessary assistance to the teachers.
   B. Children are more comfortable when their parents are present.
   C. Parents are able to make a direct contribution to their children's education.
   D. Teachers can have an opportunity to observe the parent-child relationships.

7. Which of the following is the most appropriate accommodation for the screening of non-English-speaking 3- and 4-year-olds?

   A. providing a translator to assist with the screening
   B. documenting the parents' answers to items when the child cannot answer
   C. omitting screening items that require the child to speak at any length
   D. delaying screening until the child learns more English

8. Identify the most common barriers that can limit parents' access to quality childcare.

   A. licensing standards, staff qualifications, and health codes
   B. licensing standards, financial constraints, and building codes
   C. transportation, financial constraints, and parents' education
   D. transportation, staff qualifications, and parents' education

9. A lack of family efficacy, the family's confidence in their ability to help their children succeed in school, and the embarrassment associated with this struggle would most likely

    A. allow families to contribute more to the hidden curriculum.
    B. mean the family does not value any type of academic education.
    C. increase family involvement and participation in school activities.
    D. cause families to avoid participating or coming into the classroom.

10. Which of the following activities best demonstrates cause and effect relationships?

    A. explaining the origins of current events
    B. constructing a tower out of blocks
    C. stringing beads of various colors
    D. popping a balloon with a pin

11. Which of the following activities is most appropriate for the development of cognitive skills in 4-year-olds?

    A. memorizing the alphabet and learning to write their names
    B. working in workbooks, with ditto sheets, and with flash cards
    C. exploring, classifying, observing, and manipulating material
    D. memorizing facts, watching demonstrations, and role-playing

12. Which of the following materials are the most appropriate for supporting the development of mathematical and logical thinking skills for 4-year-olds?

    A. telling-time transparencies, addition flashcards, play money
    B. plastic counters, handheld calculators, computer software
    C. numeral-number flashcards, arithmetic worksheets, paper-plate clocks
    D. attribute blocks, measuring rods, unit blocks

13. The objective of an activity is to recognize the squares in the block center. The child successfully chooses all the squares. A follow-up horizontal activity is to have the child

A. locate the triangles in the block center.
B. lay the squares into the shape of a rectangle.
C. count the number of squares in the block center.
D. identify other squares in and around the classroom.

14. A preschool child is actively engaged in sharing of materials and open communication with classmates, as organized by the lead teacher. Which of the following types of play is this child displaying?

A. solitary
B. parallel
C. associative
D. cooperative

15. To learn the meaning and structures of written language in a print-rich environment, young children need

A. props to act out stories that have been read.
B. direct instruction of the components of writing.
C. to see print used daily in meaningful ways around them.
D. exposure to the alphabet letters high on the walls in the classroom.

16. The feeding and sleeping schedules for infants should be

A. adjusted to meet each infant's individual needs.
B. assigned according to the age of each infant.
C. set by the availability of the caregivers.
D. determined by each infant's parents.

17. A preschool teacher notices that a child frequently sits under a table to read a book. The child's behavior indicates a need for a new arrangement of the furniture in the classroom. Which of the following best meets this need?

    A. a quiet solitary area
    B. a larger library and reading area
    C. assigned seating for each student
    D. the addition of a sand and water table

18. Which of the following would best promote social and emotional development in infants?

    A. arranging the room so that infants have private space
    B. providing a variety of toys for infants to share
    C. arranging the room so that infants can see and interact with the same caregiver
    D. providing a variety of activities to occupy the infants' time

19. Which of the following is the most effective method to develop intrinsic motivation in young children?

    A. using a teacher-directed approach.
    B. using a child-centered developmental approach.
    C. implementing a commercially prepared curriculum.
    D. implementing a reward system for academic achievement.

20. During a home visit, a teacher notices that a child's family member is speaking to the child in a very harsh tone of voice, and the child begins to cry. The child is not a member of the class for which the teacher has oversight, but a toddler in the teacher's class lives in this home as well, and is being supervised by the family member with the harsh tone.

Which of the following is the most appropriate course of action for this teacher to take?

A. approach the adult with the harsh tone and politely tell them to stop
B. immediately leave the premises and report the incident to the appropriate authorities
C. provide the parent with resources on positive discipline strategies at the next parent conference
D. explain to the child's parent how inappropriately the other member of the household is behaving

21. Which of the following responses to a toddler's temper tantrum will best support healthy emotional development?

A. Calmly soothe the child and quietly verbalize understanding of the child's frustration.
B. Figure out the cause of the tantrum and then provide the child with what they need.
C. Walk a short distance away and ignore the child's behavior.
D. Pick the child up and place them in an isolated area.

22. Which two groups of children are served by Part C of the Individuals with Disabilities Education Act?

A. prenatal and infants
B. infants and toddlers
C. toddlers and preschoolers
D. preschoolers and transitional kindergarteners

23. A child in a classroom has a traumatic brain injury. Which of the following describes a possible cause?

    A. toxins
    B. infection
    C. accidental fall
    D. reduced oxygen

24. A 3-year-old child with physical disabilities attends an inclusive preschool setting. Which of the following is the best strategy for the teacher to use for this child to have the most success in the gross motor area?

    A. exaggerating the contrast between darker inside rooms and outside
    B. adapting tricycles by using straps to help keep the child's feet on the pedals
    C. using classroom equipment to create obstacle courses; on, in, up, and over
    D. giving the child opportunities to engage in sliding or bouncing on equipment

25. The best strategy for identifying family concerns and priorities relating to an IFSP is to

    A. review the plan every two years to reassess the information.
    B. appoint a child advocate who will work specifically with each family.
    C. recognize the integrity of each family as the primary decision maker.
    D. engage special education experts to decide which areas should be assessed.

26. In assessment, the *mean* is

    A. one of three points that divides a distribution into four equal portions.
    B. the middle score in a distribution.
    C. the score that occurs most frequently in a distribution.
    D. the average of a set of scores.

27. Typically, a screening program for children uses an instrument that

    A. leads to intervention planning.
    B. identifies normal or possibly delayed development.
    C. determines initial and continuing eligibility for programs and services.
    D. aids in making a diagnosis.

28. After administering a variety of assessments, a preschool teacher realizes that several children in the class are having difficulty writing their own names. One child writes their name backwards but can recognize most of the letters. Another child knows only some of the letters of their name. Another child does not recognize their name and cannot write any of the letters.

Which of the following learning experiences should the teacher provide next?

   A. showing a video about alphabet writing and sounds to assist children in writing their names
   B. asking children to practice writing the letters in their names in lieu of unplanned play time each day
   C. inviting a special education support teacher to work with each child, individually, in writing their names
   D. scaffolding the writing task by having a model of each child's full name displayed around the classroom

29. A caregiver notices several sores near a child's nose and mouth. If the caregiver thinks the sores are lesions, the caregiver should

   A. wash the sores and cover with bandage.
   B. apply antiseptic cream to the affected area.
   C. make sure the affected area is clean and dry.
   D. exclude from group settings and call the parent.

30. Identify the early signs and symptoms of conjunctivitis.

   A. fever and general body rash
   B. flat, spreading, scaly, ring-shaped spots
   C. severe itching and small, raised, reddened areas
   D. eye redness, eye discharge, and crusted eyelids

Answer Key

Question Number	Correct Response	Competency
1.	B	01
2.	C	01
3.	D	02
4.	A	02
5.	D	02
6.	C	03
7.	A	03
8.	C	03
9.	D	03
10.	D	04
11.	C	04
12.	D	04
13.	D	04
14.	D	05
15.	C	05
16.	A	05
17.	A	05
18.	C	06
19.	B	06
20.	C	06
21.	A	06
22.	B	07
23.	C	07
24.	B	07
25.	C	07
26.	D	08
27.	B	08
28.	D	08
29.	D	09
30.	D	09

6 Annotated Bibliography

The annotated bibliography that follows 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. Bailey, B. (2011). *Creating the school family: Bully-proofing classrooms through emotional intelligence*. Oviedo, FL: Loving Guidance, Inc.
   Presents a systematic method for creating a positive school climate, increasing teaching time, fostering academic success, eliminating bullying and decreasing behavioral issues. Useful for review of competency 6.

2. Bailey, B. A. (2000). *Conscious discipline: 7 basic skills for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
   Introduces a social and emotional intelligence classroom management program designed to address the emotional and social issues of children in the twenty-first century. Useful for review of competencies 5 and 6.

3. Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Upper Saddle River, NJ: Pearson
   Provides a background in the conceptual, theoretical, and philosophical issues in multicultural education and explains how the various components of multicultural education are interrelated. Useful for review of competency 3.

4. Beaty, J. J. (2010). *Observing development of the young child* (7th ed.). Upper Saddle River, NJ: Merrill.
   Focuses on methods for assessing young children and provides lesson plans and activities to support their individual development. Useful for review of competencies 2, 4, and 8.

5. Berger, K. S. (2011). *The developing person through the life span* (8th ed.). New York: Worth Publishers.
   Explains the basic concepts of developmental psychology and the important theoretical and scientific work driving the field of developmental psychology. Useful for review of competency 1.

6. Berger, K. S. (2014). *Invitation to the life span* (2nd ed.). New York: Worth Publishers.

     Incorporates new research in brain development and psychopathology with new tools for media-centered teaching and learning. Includes explanations of scientific content, cultural examples, and skill-building tools for sharper observation and critical thinking. Useful for review of competency 1.

7. Bilmes, J. (2012). *Beyond behavior management: The six life skills children need* (2nd ed.). St. Paul, MN: Redlead Press.

     Provides information about the social and emotional skills of young children including attachment, belonging, self-regulation, collaboration, contribution, and adaptability. Useful for review of competency 6.

8. Bredekamp, S. (2011). *Effective practice in early childhood education: Building a foundation*. Boston: Pearson.

     Provides a guide to establishing effective practices in early childhood education based on the Developmentally Appropriate Practice framework and demonstrates how current research informs effective practices. Useful for review of competencies 1, 2, 4, 5, 6 and 8.

9. Brisbane, H. E. (2006). *The developing child* (10th ed.). New York: McGraw-Hill, Glencoe.

     Examines the skills a parent or caregiver needs in order to nurture successful growth and development in a child Useful for review of competency 1.

10. Charlesworth, R. (2011). *Understanding child development* (8th ed.). Belmont, CA: Wadsworth.

     Analyzes the social and cultural factors related to young children's development. Presents popular theoretical views of learning and addresses readiness, assessment, diverse cultures, and the early stages of reading. Useful for review of competencies 1, 2, 4, 6, and 9.

11. Cook, R. E., Klein, M. D., & Chen, D. (2012). *Adapting early childhood curricula for children with special needs* (8th ed.). Boston: Pearson.

     Focuses on inclusive, family-centered, and real-world approaches for teaching children with special needs. Provides specific intervention strategies that enhance teachers' ability to work with young children with special needs and their families. Useful for review of competencies 5 and 7.

12. Essa, E. L. (2014). *Introduction to early childhood education* (7th ed.). Belmont, CA: Wadsworth.

     Provides an overview of early childhood education based on current research and theories. Focuses on developmentally appropriate practices for infants and toddlers, preschoolers, early elementary schoolchildren, and children with special needs. Useful for review of competencies 2, 3, 4, and 5.

13. Fox, J. E., & Schirrmacher, R. (2015). *Art & creative development for young children* (8th ed.). Stamford, CT: Cengage Learning.

     Offers a child-centered approach to art education for pre-service and in-service early childhood professionals in child care, preschool, or kindergarten through third grade settings. Includes discussion of technology guidelines for establishing an inclusive art program in classrooms for young children. Useful for review of competency 4.

14. Gestwicki, C. (2014). *Developmentally appropriate practice: Curriculum and development in early education* (5th ed.). Belmont, CA: Wadsworth.

     Provides an overview of the concepts and theoretical foundations of developmental practices and discusses the practical implications for teachers and caregivers. Useful for review of competencies 4, 5, 6, 8, and 9.

15. Gordon, A. M., & Browne, K. W. (2011). *Beginnings and beyond: Foundations in early childhood education* (8th ed.). Belmont, CA: Wadsworth.

     Presents key concepts, recent research, and practical examples of early childhood education and developmentally appropriate practices. Useful for review of competencies 1, 2, 4, and 9.

16. Grant, K. B., & Ray, J. A. (2012). *Home, school, and community collaboration: Culturally responsive family engagement* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

     Teaches strategies that incorporate the culturally responsive family support model to prepare early childhood and elementary teachers to work effectively with the diverse families of their students. Useful for review of competency 3.

17. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Exceptional learners: An introduction to special education* (11th ed.). Boston: Pearson.

     Introduces the characteristics of exceptional learners and their education that emphasizes classroom practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness. Useful for review of competencies 1 and 7.

18. Hoover, J. J., Klingner, J. K., Baca, L. M., & Patton, J. M. (2008). *Methods for teaching culturally and linguistically diverse exceptional learners*. Upper Saddle River, NJ: Pearson.

     Provides instructional methods for culturally and linguistically diverse learners, designed to help differentiate between learning differences and learning disabilities and appropriately meet associated needs. Useful for review of competency 3.

19. Jackman, H. L. (2012). *Early education curriculum: A child's connection to the world* (5th ed.). Belmont, CA: Wadsworth.
   Focuses on the process of planning and implementing a curriculum, and setting up an inclusive child-centered environment guided by new research and developmentally appropriate practice. Useful for review of competencies 1 and 5.

20. Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2011). *Developmentally appropriate curriculum: Best practices in early childhood education* (5th ed.). Boston: Pearson.
   Provides a comprehensive approach to curriculum development and research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Useful for review of competencies 3, 4, 5, 6, and 9.

21. La Paro, K. M., Hamre, B. K., & Pianta, R. C. (2012). *Classroom assessment scoring system*. Baltimore: Paul H. Brookes Publishing Co.
   Contains observational tools that assess classroom quality in K-3 classrooms based on teacher-student interactions rather than the physical environment or a specific curriculum. Focuses on emotional support, classroom organization, and instructional support. Useful for review of competencies 5 and 6.

22. Lerner, J. W., Lowenthal, B., & Egan, R. W. (2003). *Preschool children with special needs: Children at risk and children with disabilities* (2nd ed.). Boston: Allyn & Bacon.
   Provides a research-based resource for pre-service and in-service professionals working with preschoolers with special needs. Addresses distinctions among different populations of preschoolers, policies and practices, the family systems approach, assessment, learning environment, and special education. Useful for review of competencies 7 and 9.

23. Lightfoot, C., Cole, M., & Cole, S. R. (2009). *The development of children* (6th ed.). New York: Worth.
   Provides information on neuroscience, applications, policy issues, and adolescence using a scientific framework to present development as an interaction of biological, social, and psychological processes and human culture. Useful for review of competency 1.

24. Martorell, G. (2012). *Child: From birth to adolescence*. New York: McGraw-Hill.
   Teaches how biology, psychology, and social forces influence child and adolescent development utilizing scholarly content, critical thinking, and real-life application of theory. Useful for review of competencies 1 and 6.

25. Marotz, L. R. (2015). *Health, safety, and nutrition for the young child* (9th ed.). Stamford, CT: Cengage Learning.

 > Provides information on the health, safety, and nutrition needs of infant through school-age children. Offers strategies for implementing effective classroom practices designed to help children establish healthy lifestyles and achieve their full learning potential. Useful for review of competencies 2, 3, and 9.

26. McAfee, O., & Leong, D. J. (2011). *Assessing and guiding young children's development and learning* (5th ed.). Boston: Pearson.

 > Teaches how to conduct authentic classroom-based assessment, and how to use the data collected to plan curriculum responsive to and supportive of children's learning. Useful for review of competency 8.

27. McDevitt, T. M., & Ormrod, J. E. (2016). *Child development and education* (6th ed.). Upper Saddle River, NJ: Pearson.

 > Teaches how to apply developmental research and theory to everyday practice and provides methods for assessing and analyzing children's behaviors. Useful for review of competencies 1, 3, 6, and 9.

28. McKenna, M. C., & Stahl, K. A. (2015). *Assessment for reading instruction* (3rd ed.). New York: The Guilford Press.

 > Provides a conceptual framework and practical tools for reading assessment. Teaches how to select, administer, and interpret a wide range of formal and informal assessments, and how to use the results to improve instruction. Useful for review of competency 8.

29. Morrison, G. S. (2012). *Early childhood education today* (12th ed.). Boston: Pearson.

 > Presents foundational content on current issues in early childhood education. Focuses on families, diversity, children with special needs, history, theories, diverse programs, technology, and professionalism. Useful for review of competencies 1, 2, 3, 4, 5, 6, and 8.

30. Morrison, G. S. (2008). *Fundamentals of early childhood education* (5th ed.). Upper Saddle River, NJ: Pearson.

 > Presents current ideas about how children learn, how best to teach them, and how to effectively include their families and their communities in their education. Useful for review of competencies 6 and 8.

31. Morrow, L. M. (2012). *Literacy development in the early years: Helping children read and write* (7th ed.). Boston: Pearson.

 > Integrates theoretical and research-based approaches to language arts instruction designed to make children active participants in the process of literacy development. Useful for review of competency 4.

32. Nelsen, J., Lott, L., & Glenn, H. S. (2013). *Positive discipline in the classroom: Developing mutual respect, cooperation, and responsibility in your classroom* (4th ed.). New York: Three Rivers Press.

    Provides strategies for fostering cooperation, problem-solving skills, and mutual respect in children. Useful for review of competency 4.

33. Ormrod, J. E. (2011). *Educational psychology: Developing learners* (7th ed.). Boston: Pearson.

    Focuses on learning in both theory and application. Addresses diversity, contexts of learning, neuropsychology and brain development, and classroom applications of technology. Useful for review of competency 6.

34. Robinson, A., & Stark, D. R. (2005). *Advocates in action: Making a difference for young children* (revised ed.). Washington, DC: NAEYC.

    Emphasizes the director's responsibility as a leader of both people and programs in diverse communities. Focuses on the business and interpersonal skills child development professionals need to implement an effective program for young children and their families. Useful for review of competency 3.

35. Scully, P. A., Barbour, C., & Roberts-King, H. (2015). *Families, schools, and communities: Building partnerships for educating children* (6th ed.). Boston: Pearson.

    Offers strategies for establishing collaboration with families and the larger community that focus on making the learning experience more productive and more positive for all concerned. Useful for review of competency 3.

36. Trawick-Smith, J. (2010). *Early childhood development: A multicultural perspective* (5th ed.). Upper Saddle River, NJ: Merrill.

    Addresses the diversity of child development, preparing professionals to meet the unique needs of children from a wide variety of backgrounds. Useful for review of competency 1.

37. Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). *Teaching students who are exceptional, diverse, and at risk in the general education classroom* (4th ed.). Boston: Pearson.

    Emphasizes professional planning and collaboration. Offers various strategies that support learning for students with disabilities, culturally diverse students, students with limited English proficiency, and economically disadvantaged students. Useful for review of competency 7.

38. Werts, M. G., Culatta, R. A., & Tompkins, J. R. (2007). *Fundamentals of special education: What every teacher needs to know* (3rd ed.). Upper Saddle River, NJ: Pearson.

    Introduces basic categorical information about the disabilities recognized by IDEA and the most common disabilities encountered by teachers in the classroom. Examines the fundamental principles of special education. Useful for review of competencies 7 and 9.

7   Additional Information

Please visit the following website to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

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