

**Florida Teacher Certification Examinations  
Test Information Guide  
for  
Professional Education**



FLORIDA DEPARTMENT OF EDUCATION

[www.fdoe.org](http://www.fdoe.org)

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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 Professional Education 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 assist examinees in preparing for the subject area test in Professional Education 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.

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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 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.

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### **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.

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## 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 Professional Education 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.

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

*Competency*

Competency/Skill	Approx. %
<b>1 Knowledge of instructional design and planning</b>	<b>18%</b>
1 Choose appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning.	
2 Select a variety of instructional practices, materials, and technologies that foster critical, creative, and reflective thinking aligned with state-adopted standards at the appropriate level of rigor.	
3 Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.	
4 Identify instructional resources based on measurable objectives, individual student learning needs, and performance levels.	
5 Apply learning theories to instructional design and planning.	
6 Determine long-term instructional goals and short-term objectives appropriate to student learning needs and performance levels aligned with state-adopted standards at the appropriate level of rigor.	
7 Select and use culturally (i.e., regional, socio-economic, home language) responsive instructional materials and practices in planning.	
8 Select lessons and concepts that are sequenced to activate prior knowledge and ensure coherence among the lessons.	
9 Identify patterns of physical, social, and academic development to differentiate instructional design for student mastery.	
10 Determine and apply appropriate intervention strategies based on individual student needs and data.	

*Skills (1-10)*

**Table of Competencies, Skills, and Approximate Percentages of Questions**

<b>Competency/Skill</b>		<b>Approx. %</b>
<b>1</b>	<b>Knowledge of instructional design and planning</b>	<b>18%</b>
1	Choose appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning.	
2	Select a variety of instructional practices, materials, and technologies that foster critical, creative, and reflective thinking aligned with state-adopted standards at the appropriate level of rigor.	
3	Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.	
4	Identify instructional resources based on measurable objectives, individual student learning needs, and performance levels.	
5	Apply learning theories to instructional design and planning.	
6	Determine long-term instructional goals and short-term objectives appropriate to student learning needs and performance levels aligned with state-adopted standards at the appropriate level of rigor.	
7	Select and use culturally (i.e., regional, socio-economic, home language) responsive instructional materials and practices in planning.	
8	Select lessons and concepts that are sequenced to activate prior knowledge and ensure coherence among the lessons.	
9	Identify patterns of physical, social, and academic development to differentiate instructional design for student mastery.	
10	Determine and apply appropriate intervention strategies based on individual student needs and data.	
<b>2</b>	<b>Knowledge of appropriate student-centered learning environments</b>	<b>15%</b>
1	Select and use appropriate techniques for organizing, allocating, and managing the resources of time, space, and attention in a variety of learning environments (e.g., face-to-face, virtual).	
2	Apply appropriate strategies and procedures to manage individual student behaviors and group dynamics.	
3	Use effective techniques for communicating high expectations to all students.	
4	Evaluate and adapt the learning environment to accommodate the needs and backgrounds (i.e., cultural, home language, family) of all students.	
5	Apply relevant techniques for modeling appropriate oral and written communication skills.	
6	Determine skills and practices that encourage innovation and foster a safe climate of openness, inquiry, equity, and support for all students.	

Competency/Skill	Approx. %
7 Apply information and communication technologies to maintain a student-centered learning environment. 8 Identify assistive technologies that enable all students to effectively communicate and achieve their educational goals.	
<b>3 Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter</b>	<b>18%</b>
1 Use motivational strategies to engage and challenge all students. 2 Apply appropriate instructional practices for developing content area literacy. 3 Analyze gaps in students' subject matter knowledge in order to improve instructional delivery. 4 Assess and adapt instruction to address preconceptions and misconceptions of subject matter. 5 Relate subject matter to life experiences and across disciplines. 6 Apply techniques for developing higher-order critical thinking skills. 7 Select varied strategies, resources, and appropriate technology for relevant and comprehensible instruction. 8 Identify differentiated instructional practices based on assessment of learning needs, individual differences, and continuous student feedback. 9 Determine and apply techniques to provide feedback in order to promote student achievement. 10 Apply appropriate subject area activities to accommodate learning needs, developmental levels, and experiential backgrounds of all students.	
<b>4 Knowledge of various types of assessment strategies for determining impact on student learning</b>	<b>14%</b>
1 Analyze assessment data from multiple sources to guide instructional decisions. 2 Select formative and summative assessments that match learning objectives leading to student mastery. 3 Use a variety of assessment tools to monitor student progress, achievement, and learning gains.	

Competency/Skill	Approx. %
<p>4 Determine appropriate assessments and testing conditions to accommodate learning styles and varying knowledge levels of students.</p> <p>5 Identify ways to share the importance and outcomes of student assessment data with students and stakeholders.</p> <p>6 Use technology to organize and integrate assessment data.</p>	
<b>5 Knowledge of relevant continuous professional improvement</b>	<b>12%</b>
<p>1 Determine relevant and measureable professional development goals to strengthen the effectiveness of instruction based on educator and students' needs.</p> <p>2 Analyze and apply data-informed research to improve instruction and student achievement.</p> <p>3 Use a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve and reflect upon the effectiveness of lessons and practices.</p> <p>4 Identify ways to collaborate with home, school, and other stakeholders to foster communication and obtain resources in order to support diverse student learning and continuous improvement.</p> <p>5 Select and determine appropriate professional growth opportunities and reflective practices to improve teacher performance and impact student learning.</p> <p>6 Analyze the implementation of professional development experiences and application to the teaching and learning process.</p> <p>7 Choose appropriate professional growth opportunities in technology for the design and delivery of instruction to impact student learning.</p>	
<b>6 Knowledge of the Principles of Professional Conduct of the Education Profession in Florida</b>	<b>9%</b>
<p>1 Apply the Principles of Professional Conduct to professional and personal situations.</p> <p>2 Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.</p> <p>3 Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.</p>	

Competency/Skill	Approx. %
<p>4 Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.</p> <p>5 Determine and apply the appropriate use and maintenance of students' information and records.</p>	
<p><b>7 Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)</b></p>	<p><b>7%</b></p>
<p>1 Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.</p> <p>2 Analyze student developmental characteristics in relation to first and second language literacy acquisition stages to design instruction for students.</p> <p>3 Interpret the Consent Decree to integrate teaching approaches, methods, strategies, and communication with stakeholders in order to improve learning for ELLs.</p> <p>4 Evaluate and differentiate standards-based curriculum, materials, resources, and technology for ELLs based on multicultural, multi-level learning environments.</p> <p>5 Analyze assessment issues as they affect ELLs and determine appropriate accommodations according to ELLs' varying English proficiency levels and academic levels.</p>	
<p><b>8 Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning</b></p>	<p><b>7%</b></p>
<p>1 Apply effective instructional practices to develop text reading skills in the appropriate content area.</p> <p>2 Select instructional practices for developing and using content area vocabulary.</p> <p>3 Determine instructional practices to facilitate students' reading comprehension through content areas.</p> <p>4 Apply appropriate literacy strategies for developing higher-order critical thinking skills.</p> <p>5 Select appropriate resources for the subject matter and students' literacy levels.</p> <p>6 Differentiate instructional practices based on literacy data for all students.</p>	

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## Test Format and Sample Questions

The Professional Education 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
<b>Direct question</b> Choose the response option that best answers the question.	Question 1, page 14
<b>Sentence completion</b> Select the response option that best completes the sentence.	Question 2, page 14
<b>Scenario</b> 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

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## **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.



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**DIRECTIONS: Read each question and select the best response.**

1. What type of curriculum is a teacher using when students are confronted with a scenario and asked to generate hypotheses and solutions?
  - A. program-based
  - B. concept-based
  - C. computer-based
  - D. problem-based
  
2. An instructional strategy in which students work in small, peer-assisted groups is
  - A. intentional teaching.
  - B. project teaching.
  - C. experimental learning.
  - D. cooperative learning.
  
3. When a teacher reads aloud to students, which of the following strategies is the teacher using?
  - A. modeled reading
  - B. shared reading
  - C. interactive reading
  - D. guided reading
  
4. An elementary mathematics teacher uses the phrase “My dear Aunt Sally” to teach the order of operations. This phrase is an example of a
  - A. mnemonic device.
  - B. review device.
  - C. clarifying tip.
  - D. summarizing tip.

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5. According to Bloom's taxonomy, what is the lowest level of question in the cognitive domain that the teacher could use?
    - A. comprehension
    - B. knowledge
    - C. application
    - D. analysis
  
  6. To ensure that ALL students are aware of the assignments required for a semester-long chemistry class, the teacher should
    - A. create a course outline and distribute a hard copy to each student.
    - B. mail a letter to each parent, outlining the assignments and when they are due.
    - C. post the assignments on the school Web site so each student can access the information.
    - D. write the assignments on the board and ask students to copy them on their paper.
  
  7. A student is capable of completing assignments but often lacks the motivation to do so. Which strategy would address the problem directly?
    - A. creating an academic contract between the student and teacher
    - B. giving additional credit for class participation and attendance
    - C. monitoring the student closely during class
    - D. sending weekly progress reports to parents
  
  8. Which of the following is an example of a teacher employing a nonverbal communication strategy?
    - A. granting a student a special trip to the media center for good work
    - B. having one student explain a mathematics problem to another
    - C. using a calm voice with two students involved in a heated argument
    - D. using enthusiastic hand and eye gestures to introduce a unit on Florida history
  
  9. To ensure that a new student feels welcome, the teacher should
    - A. ask the new student to introduce himself and tell about himself.
    - B. assign a responsible peer buddy to assist the new student.
    - C. introduce the new student to the class briefly and move on.
    - D. send home a class newsletter announcing the new student.

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10. Which of the following situations is the best example of a teacher promoting a climate of openness, respect, and inquiry in the classroom?
- A. creating interest centers and interest groups in the classroom
  - B. establishing a variety of levels of instruction in the learning environment
  - C. developing curriculum that is consistent with students' interests
  - D. promoting student cultures that are studied, shared, and celebrated
11. A beginning teacher notices that students are having difficulty mastering the properties of light on a science test. The best next step for the teacher to take would be
- A. readministering the same test.
  - B. seeking input from a peer teacher.
  - C. grading the test on a higher curve.
  - D. continuing to the next topic.
12. In a community-centered approach to teaching, a teacher plans classroom activities that require students to
- A. work independent of one another.
  - B. determine individual learning goals.
  - C. assist others in solving problems.
  - D. post their progress publicly.
13. A teacher has students use their background information to make predictions about a story. This lesson would most likely be representative of a(an)
- A. knowledge-centered environment.
  - B. learner-centered environment.
  - C. assessment-centered environment.
  - D. teacher-centered environment.

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14. During the introduction of a new mathematics lesson, several students appear uninterested in the lesson. To determine if the behavior is content related, the teacher should
- send the students to the office.
  - redirect student behavior.
  - ask students concept questions.
  - give students a written quiz.
15. A math teacher is in the initial stages of planning a unit. The teacher realizes homework will play an important role in student success. The teacher examines the following research table that displays the effectiveness of various approaches to assessing homework assignments. What approach to assigning homework will have the greatest positive impact on student performance?

**Research Results for Graded Homework**

Use of Homework	Average Effect Size	Percentile Gain
Graded with Feedback	.85	30
Graded	.75	27
Reviewed in class	.27	12
Checked for Completion	.23	10

- assigning homework daily and reviewing the problems on the board
  - assigning select problems and grading them with specific feedback
  - assigning the odd number problems and grading them every night
  - assigning homework daily and monitoring the class for completion
16. Students are given a demanding task and then asked to respond to that task orally, in writing, or by constructing a product. This type of evaluation is a(an)
- portfolio assessment.
  - performance assessment.
  - formative assessment.
  - open-ended assessment.

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17. Which of the following assessments would be best for comparing a student's knowledge with that of other students in the same grade level?
- A. teacher-made
  - B. norm-referenced
  - C. performance-based
  - D. content-referenced
18. A 4th-grade team analyzes student test scores from the beginning and the end of the school year to determine whether to continue using the current core reading curriculum. Which of the following is the best type of assessment to use for this purpose?
- A. cognitive
  - B. qualitative
  - C. summative
  - D. formative
19. A student appears to be struggling with a reading subskill after initial instruction. The teacher wants to find out what component of reading is hindering comprehension. Which of the following assessments would best aid the teacher?
- A. screening
  - B. diagnostic
  - C. progress monitoring
  - D. outcome measure
20. Which of the following would help a teacher identify reasons why a student is misbehaving in class?
- A. anecdotal records
  - B. attendance summaries
  - C. discipline referrals
  - D. student grades
21. After attending a reading workshop, a teacher realizes that the current reading strategies are not improving student academic achievement. The most appropriate next step is to
- A. align classroom activities with the school improvement plan.
  - B. ask a grade-level team member for help.
  - C. correlate reading strategies with the district curriculum checklist.
  - D. request assistance from a reading coach.

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22. A teacher wants to analyze areas of need in the curriculum. Which of the following would reflect the necessary data?
- A. anecdotal records
  - B. student test records
  - C. a teacher-made test
  - D. a teacher's grade book
23. A teacher would like to encourage parents and guardians to be involved in their students' education. Which of the following strategies is the best way for the teacher to encourage diverse parents and guardians to come to the classroom for a cultural activity?
- A. Writing an article for the school newsletter asking parents and guardians to drop in at their convenience to discuss ideas on a cultural activity.
  - B. Displaying posters inviting parents and guardians to meet with the teacher after school to plan a cultural activity for the class.
  - C. Having students write a personal invitation inviting parents and guardians to attend a cultural activity during school.
  - D. Asking the principal to develop a schoolwide cultural activity to be held in the evening for students and their parents and guardians.
24. When a student with a large bruise on their face is questioned by the teacher, the student says that they fell at home while playing. Having previously noticed bruises on the student, the teacher suspects that the child is being abused. The teacher is required by law to contact the
- A. abuse hotline.
  - B. guidance counselor.
  - C. school administration.
  - D. social worker.
25. When parents request copies of software to use at home with their children, a teacher should consult
- A. acceptable use policy.
  - B. school technology plan.
  - C. site license guidelines.
  - D. software use procedures.

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26. Permitting students access to e-mails with attachments can be a potential danger to a school's network, because of
- A. fraudulent content.
  - B. nonacademic context.
  - C. pornography.
  - D. viruses.
27. A class has students from various cultural backgrounds. The teacher notices that students of like cultures are exhibiting similar skills and knowledge that differ from students of other cultures. This could be due to the impact of cultural knowledge on
- A. language.
  - B. habits.
  - C. transfer.
  - D. interactions.
28. Which of the following teaching strategies would best show sensitivity to English language learners' language challenges?
- A. displaying the students' uncorrected English work in the classroom.
  - B. grouping students by their English knowledge and experience.
  - C. encouraging safe times to use academic English in class.
  - D. assigning students whose first language is English to tutor classmates.
29. A teacher is preparing students for a statewide assessment. The teacher asks the students to underline the bold type in the questions on the practice test. This test-taking strategy is known as
- A. rereading the entire text.
  - B. recognizing the key words.
  - C. eliminating the wrong answers.
  - D. skimming through the passage.
30. A teacher instructs students to read a selection and then retell the information from the selection. The students are using the study skill of
- A. summarizing.
  - B. clarifying.
  - C. synthesizing.
  - D. classifying.

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### Answer Key

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



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## 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 for Professional Education. 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. Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching (what works for special-needs learners)*. New York, NY: The Guildford Press.  
Focuses on providing educators with the instructional tools to assist students in making the maximum learning gains in a student-centered environment through the use of explicit instruction: instruction that is systematic, direct, engaging, and success oriented. Useful for review of competencies 2, 3, and 8.
2. Ariza, E. N. (2010). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse students* (2nd ed.). Boston, MA: Pearson Education.  
Provides mainstream education teachers with the ESOL instructional tools to appropriate learning environments and effectively teach English language learners in their classrooms. Useful for review of competencies 1 and 7.
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 competency 7.

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4. Armstrong, D. G., Henson, K. T., & Savage, T. V. (2008). *Teaching today: An introduction to education* (8th ed.). Upper Saddle River, NJ: Prentice Hall.  
Prepares preservice teachers for entering the classroom with an overview of the teaching profession. Allows for the opportunity to develop personal perspectives and record professional growth. Useful for review of competencies 1, 2, 4, and 8.
  5. Borich, G. D. (2007). *Effective teaching methods: Research-based practices* (6th ed.). Upper Saddle River, NJ: Pearson Education.  
Provides research-based instructional practices to enhance classroom instruction. Useful for review of competencies 1, 2, 3, 4, and 8.
  6. 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.
  7. Carnine, D. W., Silbert, J., Kame'enui, E. L., Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). Columbus, OH: Pearson Education.  
Focuses on providing preservice and inservice teachers the tools to effectively teach school-age students essential reading skills. Useful for review of competencies 4 and 8.
  8. Charles, C. M., & Senter, G. W. (2008). *Building classroom discipline* (9th ed.). Boston, MA: Pearson Education.  
Presents effective discipline models that promote positive teacher-student relationships while establishing clear boundaries in the classroom. Useful for review of competency 2.
  9. Costin, L. B., Bell, C. J., & Downs, S. W. (1991). *Child welfare: Policies and practice* (4th ed.). White Plains, NY: Longman Publishing Group.  
Addresses concepts, policies and practices associated with the welfare of children and families. Useful for review of competency 1.

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10. Dana, N. F., & Yendol-Hoppey, D. (2008). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (2nd ed.). Thousand Oaks, CA: Corwin Press.  
Addresses teacher inquiry and how it relates to various aspects of the teaching profession. Useful for review of competency 5.
  11. Danielson, C. (1996). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD.  
Provides instructional strategies that have been empirically proven to promote improved student learning. Useful for review of competencies 1, 2, 3, 4, and 5.
  12. Diaz-Rico, L. (2008). *Strategies for teaching English learners* (2nd ed.). Boston, MA: Allyn & Bacon.  
Provides instructional principles, practices, and methods to improve classroom instruction, as well as cultural implications for educating English language learners. Useful for review of competencies 1 and 7.
  13. Diaz-Rico, L. (2010). *The cross-cultural, language, and academic development handbook* (4th ed.). Boston, MA: Allyn & Bacon.  
Presents theories and resources to help educators understand language development, cultural diversity, and its impact on academic progress. Useful for review of competencies 1, 2, 3, and 7.
  14. Duplass, J. A. (2006). *Middle and high school teaching: Methods, standards, and best practices*. Boston, MA: Houghton Mifflin.  
Provides college professors with the instructional tools to teach future middle and high school teachers. Useful for review of competencies 1, 2, 3, and 8.
  15. Foorman, B. R. (2003). *Preventing and remediating reading difficulties*. Baltimore, MD: York Press.  
Provides research-based methods for preventing and remediating reading difficulties. Useful for review of competencies 3 and 8.

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- 16.** Friend, M., & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Boston, MA: Allyn & Bacon.  
Contains background knowledge and framework as well as instructional implication and techniques to provide meaningful classroom experiences for exceptional students. Useful for review of competencies 1 and 2.
  - 17.** Gambrell, L. B., Morrow, L. M., & Pressley, M. (2007). *Best practices in literacy instruction*. New York, NY: Guilford Press.  
Offers the latest research on literacy instruction and best practices. Useful for review of competencies 4 and 8.
  - 18.** 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 competency 7.
  - 19.** 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 competency 7.
  - 20.** 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 7 and 8.
  - 21.** Hogan, T. P. (2007). *Educational assessment: A practical introduction*. Hoboken, NJ: John Wiley & Sons.  
Introduces educators to the concept of assessment and suggests effective ways to incorporate assessment into classroom instruction. Useful for review of competencies 3 and 4.

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- 22.** Holcomb, E. L. (2004). *Getting excited about data* (2nd ed). Thousand Oaks, CA: Corwin Press.  
Explores ways in which educators can use assessment data appropriately to inform classroom instruction. Useful for review of competencies 4 and 5.
  - 23.** Hunt, G., & Touzel, T. J. (2009). *Effective teaching, preparation and implementation* (4th ed.). Springfield, IL: Charles C. Thomas Publishing.  
Provides future and current teachers with the knowledge to develop and implement effective teaching practices. Useful for review of competencies 1, 2, 3, and 4.
  - 24.** Jones, F. H., Jones, P., & Jones, J. L. (2007). *Fred Jones' tools for teaching: Discipline, instruction, motivation* (2nd ed.). Santa Cruz, CA: Fredric H. Jones & Associates.  
Covers effective classroom management strategies for preservice and inservice teachers. Useful for review of competencies 1 and 2.
  - 25.** Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press.  
Emphasizes the importance of educators as leaders and highlights ways in which educators can reach their full potential as leaders in the classroom and the community. Useful for review of competency 5.
  - 26.** Kauchak, D. P., & Eggen, P. (2007). *Introduction to teaching: Becoming a professional*. New York, NY: Routledge/Taylor & Francis.  
Uses an integrated case approach to introduce beginning education students to the world of teaching as a profession. Useful for review of competencies 1 and 3.
  - 27.** Kellough, R. D., & Kellough, N. G. (2008). *Teaching young adolescents: Methods and resources for middle grades teaching* (5th ed.). Upper Saddle River, NJ: Prentice Hall.  
Designed for college and university students. Provides effective teaching strategies for middle grades instruction. Useful for review of competencies 2 and 3.

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28. Leonard, J. (2007). *Culturally specific pedagogy in the mathematics classroom: Strategies for teachers and students*. New York, NY: Routledge/Taylor & Francis.  
Promotes the use of culturally specific and research-based instructional practices to teach mathematics to a diverse student population. Useful for review of competency 1.
29. Linn, R. L., & Miller, M. D. (2005). *Measurement and assessment in teaching* (9th ed.). Upper Saddle River, NJ: Pearson.  
Emphasizes the importance of assessment in informing classroom instruction and ways in which to use assessment data to enhance educational experiences. Useful for review of competencies 1, 3, 4, and 5.
30. Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.  
Provides effective teaching practices for classroom instruction, classroom management, assessment, and grading. Useful for review of competencies 1 and 3.
31. Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.  
Focuses on appropriate, research-based classroom management strategies for all grade levels. Useful for review of competencies 1 and 2.
32. Mastropieri, M. A., & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective differentiated instruction* (4th ed.). Upper Saddle River, NJ: Pearson Education.  
Focuses on differentiated instruction and research-based strategies to establish an inclusive classroom setting to support diverse learners. Useful for review of competencies 1, 3, and 4.
33. McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior and instructional strategies*. Alexandria, VA: ASCD.  
Emphasizes effective classroom management strategies to support meaningful educational experiences for diverse learners. Useful for review of competencies 1, 2, and 3.

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34. Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write* (6th ed.). Boston, MA: Allyn & Bacon.  
Presents research-based literacy instructional practices for elementary-aged learners. Useful for review of competencies 1 and 8.
35. Oosterh Hof, A. (1999). *Developing and using classroom assessments* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.  
Designed to prepare preservice teachers in developing and administering appropriate and effective classroom assessments to school-age children. Useful for review of competency 4.
36. Popham, W. J. (2008). *Classroom assessment: What teachers need to know* (5th ed.). Boston, MA: Allyn & Bacon.  
Helps educators master the appropriate skills to effectively assess their students. Useful for review of competencies 1 and 4.
37. Powell, S. D. (2005). *Introduction to middle school*. Upper Saddle River, NJ: Pearson Education.  
Addresses the implications of teaching children of early adolescence and provides effective and age-appropriate instructional strategies. Useful for review of competency 1.
38. Reynolds, C. R., Livingston, R. B., Willson, V. (2009). *Measurement and assessment in education* (2nd ed.). Upper Saddle River, NJ: Pearson Education.  
Provides educators with the knowledge to create effective classroom assessments and introduces appropriate methods for utilizing various methods of assessment to inform instruction. Useful for review of competencies 1, 3, and 4.
39. Roberts, P. L., & Kellough, R. D. (2004). *A guide for developing interdisciplinary thematic units* (3rd ed.). Upper Saddle River, NJ: Pearson Education.  
Designed for preservice and inservice teachers and administration. Provides detailed instruction on how to develop interdisciplinary thematic units. Useful for review of competencies 1 and 8.

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40. 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 1, 2, 3, 4, and 6.
41. Rutherford, P. (2002). *Why didn't I learn this in college?*. Alexandria, VA: Just Ask Publishing. Presents an overview of educator preparatory curriculum for preservice and inservice teachers. Useful for review of competencies 1, 2, and 5.
42. Rutherford, P. (2008). *Instruction for all students* (2nd ed.). Alexandria, VA: Just Ask Publishing. Provides research-based strategies for effective instruction of diverse student populations. Useful for review of competencies 1, 3, 4, and 7.
43. Schunk, D. H. (2008). *Learning theories: An educational perspective* (5th ed.). Upper Saddle River, NJ: Pearson Education. Presents historical foundations, research, and theories of learning and instructional practices. Useful for review of competencies 1, 2, and 8.
44. Smith, D. D., & Tyler, N. C. (2009). *Introduction to special education: Making a difference* (7th ed.). Boston, MA: Pearson College Division. Addresses implications of teaching students with special learning needs and effective instructional strategies to enhance their educational experience. Useful for review of competency 3.
45. Taylor, C. S., & Nolen, S. B. (2008). *Classroom assessment: Supporting teaching and learning in real classrooms* (2nd ed.). Boston, MA: Pearson Education. Focuses on using assessment to enrich educational experiences and support learning needs for diverse learners. Useful for review of competencies 1, 3, and 4.



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- 46.** Taylor, R. L., Smiley, L. R., & Richards, S. B. (2008). *Exceptional students: Preparing teachers for the 21st century*. New York, NY: McGraw-Hill.  
Focuses on effective instructional practices for students with diverse learning needs. Useful for review of competencies 1, 2, 3, and 4.
- 47.** Tomlinson, C. A. (2005). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Upper Saddle River, NJ: Pearson Education.  
Provides strategies to differentiate instruction for diverse student populations to create meaningful educational experiences for all students. Useful for review of competencies 1, 3, and 8.
- 48.** Vacca, R. T., Vacca, J. A., & Mraz, M. (2012). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Boston, MA: Allyn & Bacon.  
Presents research-based instructional strategies to facilitate educational experiences and effective literacy instruction across the curriculum. Useful for review of competencies 1, 2, 3, and 8.
- 49.** Walker, J. E., Shea, T. M., & Bauer, A. M. (2007). *Behavior management: A practical approach for educators* (9th ed.). Upper Saddle River, NJ: Pearson Education.  
Provides strategies to ethically and efficiently manage student behavior while allowing for meaningful educational experiences. Useful for review of competencies 1, 2, and 3.
- 50.** 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 related to classroom instruction of English language learners. Useful for review of competency 7.

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51. Wong, H. K., & Wong, R. T. (1991). *The first days of school*. Mountain View, CA: Harry K. Publications.  
Explores the dimensions of the teaching profession and provides research-based instructional methods to enhance students' educational experiences. Useful for review of competencies 2, 3, and 5.



## **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/](http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/)

