



How to Map the Test Competencies and Skills to Courses Taken

Description of the Tests

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

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

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

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

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

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

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



Test Competencies and Skills Worksheet

Test: Prekindergarten/Primary PK-3 Subtest 1

Name and Date: Joe Smith 07/30/2014

Notes:

Enter your name and the date, and list the relevant courses you have taken as column headings.

		Multiple-Choice Questions (approx. test weight in %)	Constructed-Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
Competency: Knowledge of child growth, child development, and relationships with families and the community		14%							
Skill	1	Identify the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.		✓					
	2	Identify the developmental stages (e.g., social-emotional, cognitive, language, physical) and the milestones for the typically developing child.		✓					
	3	Identify atypical development (e.g., social-emotional, cognitive, language, physical).		✓					
	4	Identify and distinguish the influences of substance abuse, physical abuse, and emotional distress on child development.		✓	✓				
	5	Identify diverse family systems and recognize their influences on children's early experiences which contribute to individual differences and development and learning.		✓					

Mark boxes to indicate content covered by one or more courses.

Leave boxes blank to indicate content not covered.

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		Competency: Knowledge of child growth, child development, and relationships with families and the community							
		14%							
Skill	6	Identify the influence of scientific research on theories of cognitive and social development, the principles of how children learn, and the development and implementation of instructional strategies.		✓				✓	
	7	Identify and apply strategies to involve families in their child's development and learning in all phases of school programs.							
	8	Identify and apply strategies to facilitate family and community partnerships.							

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		Multiple-Choice Questions (approx. test weight in %)	Constructed-Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
Competency: Knowledge of the profession and foundations of early childhood (PreK-3) education		12%							
Skill	1	Identify theorists, theories, and developmental domains (e.g., physical, cognitive, social-emotional) in the fields of early childhood education and their implications for the classroom teacher of young children.		✓				✓	
	2	Identify models of early childhood curriculum (e.g., Montessori, Creative Curriculum).			✓	✓		✓	
	3	Identify and analyze the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other Languages, Individuals with Disabilities Education Act).			✓				
	4	Identify professional organizations, websites, and scholarly journals in the field of early childhood education.		✓	✓	✓	✓	✓	
	5	Interpret professional standards set by early childhood and elementary educational organizations (e.g., National Association for the Education of Young Children, Association for Childhood Education International, National Council of Teachers of Mathematics, Southern Early Childhood Association).					✓		

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Competency: Knowledge of the profession and foundations of early childhood (PreK-3) education									
		12%							
Skill	6	Analyze the relationships among current educational issues, trends, and legislation and their impact on the field of early childhood education.						✓	
	7	Analyze and apply ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community (e.g., Florida Educator Accomplished Practices, Florida Department of Education Code of Ethics, National Association for the Education of Young Children Code of Ethics). □							

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Competency: Knowledge of developmentally appropriate practices		20%							
Skill	1	Identify and apply developmentally appropriate practices that guide effective instruction.		✓	✓			✓	
	2	Identify the components of effective organization and management, such as classroom rituals, routines, and schedules.							
	3	Identify ways to organize furniture, equipment, materials, and other resources in an indoor or outdoor environment in order to support early childhood development and curricula.							
	4	Identify and analyze strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.				✓		✓	
	5	Identify strategies for designing appropriate objectives and developing, implementing, and assessing lesson plans.				✓		✓	

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Competency: Knowledge of developmentally appropriate practices		20%							
Skill	6	Identify and select developmentally and/or age-appropriate instructional materials that enrich and extend active learning.				✓			
	7	Apply a variety of methods of flexibly grouping children for the purposes of instruction.		✓	✓		✓		
	8	Identify and apply characteristics of an integrated curriculum.							
	9	Identify characteristics of play as related to children's social, emotional, and cognitive development.		✓					
	10	Identify strategies for building and nurturing trusting relationships with students.		✓					
	11	Analyze and evaluate the use of evidence-based practices to improve student achievement.					✓		

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		Multiple-Choice Questions (approx. test weight in %)	Constructed-Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
Competency: Knowledge of developmentally appropriate curricula		12%							
Skill	1	Analyze and select developmentally appropriate curricula that provide for all areas of child development (i.e., physical, emotional, social, linguistic, aesthetic, cognitive).		✓				✓	
	2	Identify strategies for facilitating the development of literal, interpretive, and critical listening and thinking skills.		✓			✓	✓	
	3	Determine activities that support the development of fine and gross motor skills.		✓				✓	
	4	Select and apply strategies, including the use of technology, for presenting instruction and concepts related to health, safety, and nutrition.							
	5	Select and apply strategies, including the use of technology, for presenting instruction and concepts related to visual arts, music, drama, and dance.							

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		Competency: Knowledge of developmentally appropriate curricula	12%						
Skill	6	Select and apply strategies, including the use of technology, in developmentally appropriate ways to teach reading, mathematics, science, and social studies.					✓		
	7	Select and apply strategies, including the use of technology, in developmentally appropriate ways to increase receptive and expressive vocabulary.		✓			✓		

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		Multiple-Choice Questions (approx. test weight in %)	Constructed-Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
Competency: Knowledge of developmentally appropriate intervention strategies and resources available to meet the needs of all students		15%							
Skill	1	Select and analyze evidence-based instructional strategies to adapt curricula for children with diverse needs.			✓			✓	
	2	Identify characteristics of children with diverse needs in order to support their learning.		✓	✓				
	3	Identify and select resources and procedures that support children with diverse needs and their families.			✓				
	4	Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children.			✓				
	5	Identify major trends in educating children with exceptionalities and incorporate such trends in early childhood settings as appropriate.			✓			✓	
	6	Select and apply appropriate strategies for working with children who are in foster care and children who are migrant, transient, orphaned, or homeless.			✓				

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		Competency: Knowledge of developmentally appropriate intervention strategies and resources available to meet the needs of all students	15%						
Skill	7	Identify ways for accessing and appropriately using health information to monitor children's medical needs (e.g., medications for allergies) and/or other health impairments.			✓				
	8	Identify needs for, and methods of, collaboration with other professionals in order to positively impact student learning.			✓			✓	
	9	Identify programs, curricula, and activities that address the language needs of children and their families with limited English proficiency.			✓				

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		Multiple-Choice Questions (approx. test weight in %)	Constructed-Response Assignments (if applicable)	Child Development	Children with Special Needs	Assessment and Evaluation	Early Reading and Writing	Theory and Practice	
Competency: Knowledge of diagnosis, assessment, and evaluation		14%							
Skill	1	Select and apply developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics.				✓		✓	
	2	Identify procedures for accurately establishing, maintaining, and using formal and informal student records.				✓			
	3	Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.				✓		✓	
	4	Identify procedures for appropriately using authentic assessments (e.g., portfolios, observations, journals) to plan instruction that further develops a child's level of learning and interest.		✓		✓			
	5	Identify procedures and legal requirements that provide for productive family conferences or home visits, regarding the assessment, education, and development of children, in accordance with due process (e.g., IEP, R+I) and confidentiality.				✓			

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		Competency: Knowledge of developmentally appropriate intervention strategies and resources available to meet the needs of all students	14%						
Skill	6	Identify methods of observing, facilitating, and extending children's play to practice newly acquired abilities (e.g., through problem solving, imitation, persistence, and creativity).				✓	✓		
	7	Identify different types of assessments (e.g., norm-referenced, criterion-referenced, diagnostic, curriculum-based) and the purposes of each.				✓		✓	
	8	Identify and apply appropriate processes for monitoring struggling students (e.g., RtI, tiered interventions) and planning and implementing intervention strategies.			✓	✓			

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Competency: Knowledge of child guidance and classroom behavioral management		13%							
Skill	1	Identify and analyze developmentally appropriate components of a positive and effective classroom behavioral management system.		✓				✓	
	2	Apply developmentally appropriate positive strategies for guiding children's behavior and responding to challenging behaviors.		✓				✓	
	3	Identify opportunities for promoting children's positive self-concept and self-esteem, prosocial skills, and social-emotional development through interaction with peers and familiar adults.		✓					
	4	Select developmentally appropriate problem-solving strategies for conflict resolution, self-regulatory behavior, and social interaction.		✓				✓	
	5	Select and analyze appropriate strategies for teaching character development to young children.		✓				✓	
	6	Identify the roles of early childhood professionals in collaboration with other professionals (e.g., social workers, school counselors, community liaisons) in helping children and their families cope with stressors.							