

Department of Special Education

MTTC Study Packet

Congratulations! You are nearing the completion of your program of study in special education and are now ready to take the Michigan Test of Teacher Certification.

Remember: You have received your preparation at the very best teacher-training program in the country. You are prepared!!

Regarding the MTTC:

- Take the MTTC when you have completed 90% of your academic program.
- Take the appropriate special education in your program area major.
- If you are earning an elementary certification, take the Elementary Education MTTC. (There is no test in the Planned Program minor.) If you want to be certified to teach middle school (grades 6-8) in your minor area, you must take the subject area test for that minor. Students who are minoring in Early Childhood Education must also take that test. If you are earning a secondary certification, take the content area test in your minor.

What to Study:

- Even though this is a test of your knowledge in your major area, it will also test your knowledge in all of your SPGN courses, as well as your EDPS course.
- Reorganize your notes by topics, rather than by course.

Test-Taking Tips:

- Prepare
- Get a good night's sleep and eat a light breakfast/lunch
- Arrive at the testing site in plenty of time, but know that you will not be allowed to enter until the time the test is scheduled to begin
- Execute effective multiple-choice test strategies
 - ~ Usually two of the four choices will clearly be incorrect; the other two may both seem to be correct. You'll need to choose the more correct choice.
 - ~ Many of the questions are scenarios that call for application knowledge. Answer the question solely based on the information given you. Don't read more into the question/scenario.
 - ~ Go through the test and answer questions that you know; a second time answer any questions that you have a best guess; a third time to make a reasonable guess on any that you've left blank. Only change an answer if you know you are making a better choice. Often your "first guess" is the correct one!
 - ~ Carefully read the question/scenario and pay attention to key words and names.
- Use positive self-talk. Your thoughts can affect your behavior, so keep them positive. Don't let the test beat you!

Please give us feedback about our courses and about this study session. We are committed to preparing the best special educators in the country! Good luck!

Review Area I

Study Guides & Objectives for each Program Area

Go to the MTTC web site: <http://www.mtte.nesinc.com>

Download the **Study Guide** for your major program area: CI (056) POHI (058)
 EI (059) SLI (057)
 HI (062) VI (061)
 LD (063)

Test objectives are divided into major subareas and vary somewhat from test to test:

CI	Subarea	Range of Objectives	Approximate test weighting
	I. Understanding students with CI	001-004	20%
	II. Assessing student with CI and developing individualized programs	005-008	20%
	III. Promoting development and learning in students with CI	009-016	40%
	IV. Working in the professional environment	017-020	20%
EI	Subarea	Range of Objectives	Approximate test weighting
	I. Understanding students with EI	001-004	28%
	II. Assessing student with EI and developing individualized programs	005-010	27%
	III. Promoting development and learning in students with EI	011-016	30%
	IV. Working in the professional environment	017-020	15%
LD	Subarea	Range of Objectives	Approximate test weighting
	I. Understanding students with LD	001-005	22%
	II. Assessing student with LD and developing individualized programs	006-009	17%
	III. Promoting development and learning in students with LD	010-019	44%
	IV. Working in the professional environment	020-023	17%

HI	Subarea	Approximate % of Questions on Test
	I. Human development and students with special Educational needs	20%
	II. Hearing impairments	20%
	III. Assessment	16%
	IV. Program development and intervention	31%
	V. Professional knowledge	13%
POHI	Subarea	Approximate % of Questions on Test
	I. Human development and students with special educational needs	13%
	II. Characteristics of physical and health impairments	12%
	III. Assessment	12%
	IV. Program development and instruction	50%
	V. Professional knowledge	13%
SLI	Subarea	Approximate % of Questions on Test
	I. Human development and students with special educational needs	16%
	II. Speech, language, and hearing impairments	28%
	III. Assessment	20%
	IV. Program development and intervention	20%
	V. Professional knowledge and legal issues	16%
VI	Subarea	Approximate % of Questions on Test
	I. Human development and students with special educational needs	20%
	II. Visual impairments	14%
	III. Assessment	16%
	IV. Program development and intervention	34%
	V. Professional knowledge and legal issues	16%

Go to the test objectives for your major program area and go over the specifics of each objective. Match each objective to the course(s) in which you learned the material, and review that material.

Review Area II

Assessment

It is suggested that students review and understand the following general terms and concepts:

- I. Types of tests, inclusive assessment, and accommodations
 - A. Criterion referenced tests – there is typically more flexibility in accommodations here – however, accommodations should not interfere with the evaluation of the specific skill in question – they should be introduced to take away **irrelevant** difficulty
 - B. Norm referenced test – in assessment for eligibility we are conducting a standardized assessment in reference to a normal reference group. This means that we do not provide accommodations in terms of the modification of test materials. We do, however, select test instruments that are appropriate to the nature of the assessment we are conducting and known handicapping conditions. For example, we would not assess intelligence of a student with visual impairment using visual materials or a student with hearing impairment using auditory materials.. At this point, however, things do get a little tricky. Although we may be more inclined to use visual materials with an individual with hearing impairment, we don't necessarily have norms for this specific application. In reporting results, this caution should be stated.
- II. Validity and Reliability
 - A. Validity – does the test measure what it's supposed to measure? (truthfulness) Types:
 1. content – how well the test **covers** the content area it's supposed to measure
 2. criterion – how well the test **predicts** some other, independent outcome
 3. construct – how well the test measures a theoretical construct (e.g. intelligence)
 - B. Reliability – consistency
 1. test-retest
 2. alternate form
 3. split-half
 4. inter-rater

- III. Statistics – **descriptive** (for purposes of this course, we are not teaching inferential statistics)
- A. Measures of Central Tendency
 1. Mean
 2. Median – typically income levels are reported as median (e.g. \$43,000/family for state of Michigan)
 3. Mode – may be most appropriate for highly skewed data
 - B. Measures of Dispersion
 1. Range (Rank)
 2. Interquartile range
 3. Variance
 4. Standard Deviation
 - C. The Normal Distribution

Areas under the curve – note symmetry of distribution/explain relation to standard deviation (see next page)
 - D. Correlation

Can vary from +1 (perfect positive correlation) to -1 (perfect negative correlation) – statistic used to measure reliability of test instrument. Most published tests show reliabilities in the range of +.8 to +.96 – the higher the reliability, the smaller the measurement error.
 - E. Standard Error of Measurement (SEM or “Confidence Interval”)

Is expressed as a range or “confidence interval” and is based on the reliability of the test - in fact, it is the likelihood that the “true score” is captured within the range but is often expressed as “if we retested your child there is a (e.g.) 90% chance they would score in this range.”
- IV. Describing performance on tests:
- A. Raw Score
 - B. % correct (assumes that test either comprehensively covers or systematically samples from body of material.
 - C. Developmental scores – assumes that the test assesses abilities in some order of developmental sequence – e.g. crawling precedes walking, utterance of certain sounds precedes the utterance of other sounds. These sequences may differ for atypical children (e.g. autistic child whose first speech is in full sentences).
 - D. Age and Grade Equivalency scores – these are *not* developmental scores. They describe the average number of items correct at a specific age or grade. Disadvantages/cautions – the use of these scores is not recommended by professional organizations.

- E. Percentile ranks – important to distinguish from percent correct. Usually described as “if we tested 100 children, your child’s score would rank among the lowest 10.” These correspond with Standard Scores (85th percentile always corresponds with SS 115).
- F. Standard scores – most accurate description, from a statistical point of view. These scores can be and are used for mathematical calculations. Problem is that to understand these requires some background in statistics.

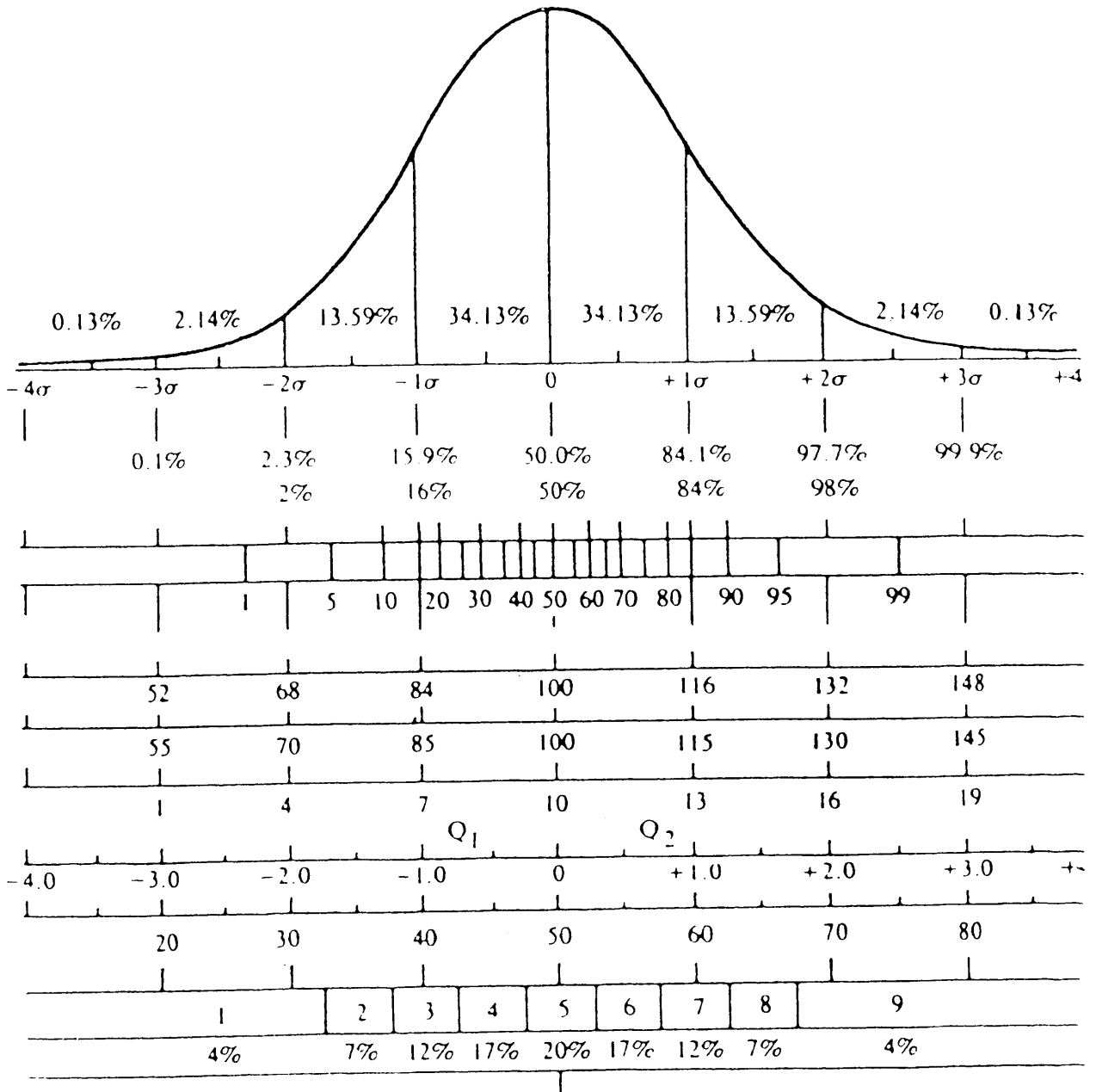
VARIANTS:

1. Standard or Wechsler Score –
mean=100, standard deviation of 15
2. T-scores – based on a mean of 50, standard deviation of 10
3. Z-scores – reports in units of standard deviation – mean = 0
standard deviation 1
4. NCE – rough approximation of percentile but statistically
manipulated so that units have equal intervals (has a mean of 50
and a standard deviation of 21.06)

Note: Review Chapter 11, Assessing Behavior, in the text book, *Assessing Students with Special Needs* by Venn.

Relationship of Normal Curve to Various Types of Standard Scores

Percent of cases under portions of the normal curve



Review Area III

IEP Manual

If you don't have the State of Michigan's IEP Manual, you should download and copy it.

Go to <http://www.michigan.gov/mde> and type in the search box: IEP Manual

Read through the document and concentrate on the vocabulary and initials.

What follows are some highlights from the IEP. The numbers to the right refer to the section and the page:

- 1-1 Post-school transition considerations are REQUIRED at what age; RECOMMENDED at what age?
- 1-2 What happens when a student reaches the AGE OF MAJORITY?
How often do you hold an annual review? A re-evaluation?
- 1-3 Who MUST be at the IEP meeting?
- 1-4 Who else CAN?
- 2-1 What 2 conditions need to be met for a student to be eligible?
- 3-1 What factors need to be considered for FAPE?
- 3-2 You need 4 elements in a PLAAFP. What are they?
- 3-3 Are PE services required for students with disabilities?
- 3-4 Students need to be involved in the transition planning for post secondary. Does this include inviting community agencies?
- 3-5 If the participating agency fails to provide agreed-upon transition services from the IEP, whose responsibility is it to still meet the needs of the student?
- 4-1 LRE means services available.....
- 5-1 Supplementary aids, services, and personnel includes:
- 6-1 A goal is designed to describe the progress a student can reasonably make in _____
- 6-2 Each goal gets at least two objectives, which describe what progress can reasonably be made in shorter time periods: need evaluation procedures, evaluation schedules, & _____
- 7-1 If a resource teacher does not have the endorsement of a student in the room, what happens?
- 7-2 What are some related services? What is Extended School Year? What happens to students on IEP who go to a nonpublic school?
- 8-1 Be aware that the IEPT decides about MEAP and MI-Access testing accommodations
- 8-4 Will most EI students take the MEAP?
- 9-1 If an IEP Team member disagrees with the determination of eligibility, what is supposed to happen?
- 10-1 The IEP Addendum MAY NOT be used for 3 types of meetings. What are they?
- 10-3 How are parents invited to attend an IEP meeting? What happens if the parents choose not to attend the IEP meeting?
- 12-1 IDEA 2004 requires a Manifestation Determination Review by the IEP Team within _____ schools days of any decisions to change the placement of the student because of a violation of code of student conduct. Two requirements include.....

- 12-2 With a Manifestation Determination, if the misconduct was due to one of two conditions, then it is deemed to be a manifestation of the student's disability. These 2 things are what?
- 12-3 If it IS a manifestation, then the IEP team shall do 3 things. What are these?
- 13-1 Interim Alternative Educational Setting for 45 school days is used when?
- 13-2 What is "serious bodily injury"?

Review Area IV

Administrative Rules & Regulations

Go to <http://www.michigan.gov/mde> and type in the search box: Administrative Rules for Special Education

This document is too lengthy to download and copy, but please skim through it and find the sections that apply to your program area major.

Most importantly, you should look at how eligibility is determined for your specific disability.

Review Area V

Transition

Focus on the vocabulary and initials within transition.

There may be some specific questions about agencies.

The home page for the Michigan Rehabilitation Services web site follows:

Review Area VI

CEC Code of Ethics

There may be a question about the Council for Exceptional Children Code of Ethics.

This information follows:



- Michigan.gov Home
- Rehabilitation (MRS)**
- > MRS Topic Areas
- > Customer Services
- > Deafness Bulletins
- > Disability Resources
- > **MRS OFFICE LOCATOR**
- > Services to Youth
- Workforce Programs**
- Finding A Job**
- Research & Reports**
- Inside Career Development**
- Career Education**
- Rehabilitation**

DLEG Home | Career Education & Workforce Programs Home
 Printer Friendly | Text Version | Email Page | A- A+ Text Size

- Search
- Departments/Agencies
 - Online Services
 - Surveys
 - ISS Land

Michigan Rehabilitation Services

Our Mission & Vision

MRS partners with individuals and employers to achieve quality employment outcomes and independence for persons with disabilities.



> [More](#)

- Quick Links**
- COSSA
 - Find a Job
 - Find Workers
 - Explore Careers
 - Veterans Services
 - Migrant & Seasonal Farm Worker Program
 - Labor Market Information
 - MRS Quicklinks**
 - Questions? Contact MRS Customer Assistance
 - Michigan Commission for the Blind
 - Mich. Rehabilitation Council
 - Mich. Dept. of Community Mental Health
 - Mich. Dept. of Human Services
 - MDE - Special Education Services
 - MRS
 - Mich. Rehabilitation Conference
 - Fidelity Bonding Program

MRS Topics

Am I Eligible?	How Do I Apply?	MRS Services
Michigan Career & Technical Institute (MCTI)	Disability Mgmt/ Accommodations	Office Locator
Business Services	Ticket to Work	Facts & Publications
Customer Services	Disability Resources	Other Agencies Who Can Help
Michigan Rehabilitation Services Executive Office		

Spotlight

• **Customer Spotlight -- Brenda**
 Brenda was in the early stages of substance abuse recovery when she came to MRS. In addition, she has a Bipolar disorder and was attempting to complete her parole. Even with her many challenges and resulting struggles, Brenda was highly motivated to stabilize her disease of addiction.

> [More](#)

• **An Investment That Works!**
2006 Annual Report
PDF
Successes of Rehabilitation benefit everyone:
People with Disabilities . . .
Employers . . .



> [More](#)



Council for Exceptional Children

The voice and vision of special education

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Monday, January 05, 2009

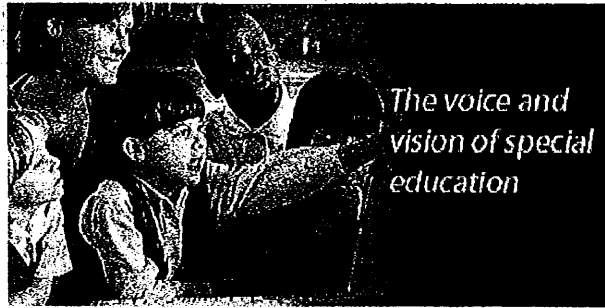
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Exceptionality
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Professional Role
Professional Practice Topics and Info
Professional Standards
Subject Areas
Support For Teachers
Teachers' Blogs



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CEC NEWS

Get all the latest news & info

Meet Your New Board of Directors
Terms of office for newly elected Board members began Jan. 1, 2009.

CEC's Publications Catalog Now Available Online
Don't miss CEC's 2009 catalog, packed with new publications such as "Surviving Graduate Study in Special Education," reduced prices on old favorites like "A Principal's Guide to Special Education," and more.

Are You an Early Bird?
CEC's 2009 Convention & Expo will take place April 1-4 in Seattle - have you registered yet? The early bird discount deadline is fast approaching. Register by Jan. 12, 2009, to save up to \$100 off onsite registration.

New CEC Today: Helping Diverse Students Succeed
In the December 2008 CEC Today, you will read about assessing diverse students for learning disabilities and a classroom-based model for nurturing differentiated instruction. This issue also includes a message from the CEC President.

CEC Opposes New IDEA Regulations on Selected Issues
Read CEC's summary and analysis of the new IDEA Part B regulations issued by the U.S. Department of Education, which focus on parental revocation of consent for special education services, representation by non-attorneys in due process hearings, and allocation of funds to school districts not serving students with disabilities.

CEC Urges Department of Education to Halt Overly Burdensome Procedures
In response to the U.S. Department of Education's proposed changes to the IDEA State Performance Plan/Annual Performance Review, CEC has called for better balance between data collection/reporting requirements and IDEA's emphasis on improved outcomes for children with disabilities.

CEC Unveils Public Policy Agenda for 111th Congress
CEC has announced its 2009-2011 policy agenda, outlining the major legislation its Policy and Advocacy

MEMBER LOGIN

Form with fields for Email Address and Password, and a Sign Up link.



CEC's Online Job Board

Find Your Perfect Job or Employee with CEC's NEW ONLINE JOB BOARD

CEC EVENTS

- Assistive Technology Three Session Webinar Series Feb. 12-26, 2009
Co-Teaching Two Session Webinar Series March 4-11, 2009

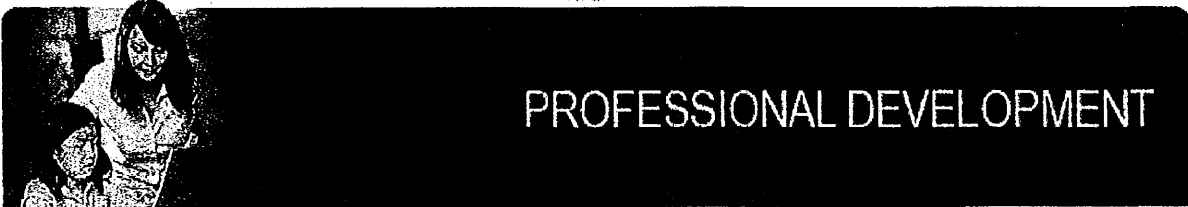


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Professional Development

- Convention & Expo
- Professional Training
- Professional Standards
 - Ethics & Practice Standards
 - Special Ed Teachers
 - Special Ed Administrators
 - Special Ed Diagnosticians
 - NCATE
 - Evidence-based Practices
 - Certification & Licensure
- Calendar of Events
- Events Registration
- Career Center



- Accreditation & Licensure
- Career Center
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CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

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