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F T C E

FLORIDA TEACHER CERTIFICATION EXAMINATIONS

F E L E

FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION



PROGRAM REPORT

Florida Department of Education
The Division of Accountability, Research, and Measurement
Office of Assessment

FLORIDA DEPARTMENT OF EDUCATION



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Dr. Eric J. Smith
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Dear Reader:

Thank you for your interest in Florida's educator certification examination system. The enclosed report presents an overview of the Florida Teacher Certification Examinations (FTCE) and the Florida Educational Leadership Examination (FELE) program, as well as specific data on testing in 2009.

The FTCE and FELE Program Report is provided annually as one of many efforts to provide public access to information about these examination systems. Each year, close to 200,000 certification examinations are administered to aspiring Florida teachers and educational leaders. These examinees work hard to prepare and have chosen the field of education as their profession. The Department of Education, with governance from the Florida Legislature and the State Board of Education, works diligently to ensure that this gateway into the profession is technically sound and contributes to valid judgments allowing all qualified individuals to receive certification.

The Florida Department of Education continuously monitors the quality of its assessment programs. We employ an inclusive process for guidance, review, and approval that involves a variety of Florida educators and other citizens. If you have interest and expertise that are relevant to this work and would like to be considered for committee service, please contact us at assessment@fldoe.org.

Sincerely,

Kris Ellington

Kris Ellington

KRIS ELLINGTON
ASSISTANT DEPUTY COMMISSIONER
ACCOUNTABILITY, RESEARCH, AND MEASUREMENT
OFFICE OF ASSESSMENT

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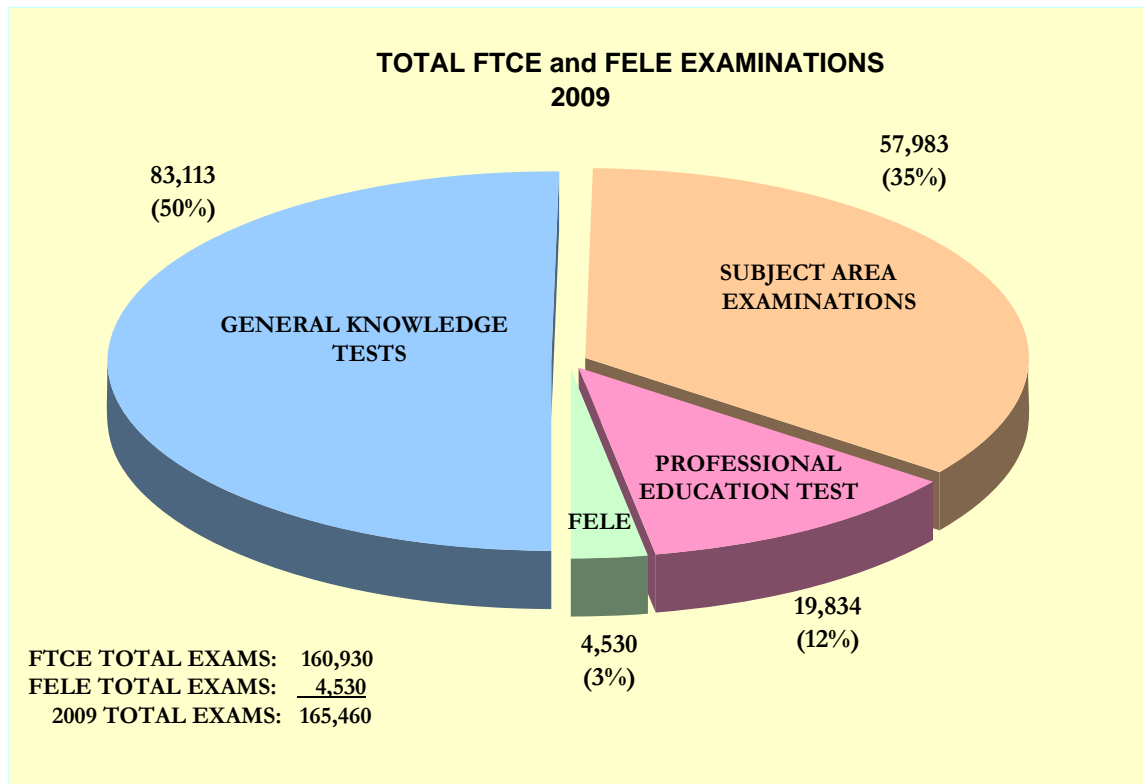
INTRODUCTION

The Florida Department of Education's (the Department's) Bureau of Postsecondary Assessment develops and administers the Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE), with support from its contractor, Evaluation Systems group of Pearson. This report demonstrates the robust nature of Florida's teacher certification assessments and provides a snapshot of the number of FTCE and FELE tests administered annually, passing rates, and a summary of examinee feedback on the entire process from initial registration to receipt of Individual Score Reports (ISRs).

Information is also provided about test development, scoring, and the Department's efforts to ensure that these tests accurately measure what they are supposed to measure, that they are fair, and that resulting examinee scores represent the knowledge base being tested at the time they took the test. This report also provides a summary of the program changes, including the migration to an all computer-based testing (CBT) format for both FTCE and FELE examinations. This was accomplished by the end of 2009.

The FTCE and FELE examinations measure prospective teachers' and school administrators' achievement of the benchmarks established by Florida's State Board of Education as stated in Rules 6A-4.0021 and 6A-4.00821 of the Florida Administrative Code and published in the *Competencies and Skills Required for Teacher Certification in Florida, Fourteenth Edition*. In order to receive certification as a K-12 teacher in Florida, an individual must meet approved certification requirements which include a passing score on the FTCE Professional Education Examination, all four subtests of the General Knowledge test (GK), and at least one subject area examination. Teachers can be certified in multiple subject areas, but must pass the subject area examination in each subject area for which they want to receive certification. Individuals must pass the FELE examination to be certified as a K-12 administrator.

Figure 1. Certification Examinations Administered in 2009 by Type of Examination



Note: Total FTCE and FELE examination counts include all PBT and CBT examinations administered in 2009. As noted above, one examinee may take multiple examinations in order to complete certification requirements in one or more subject areas.
Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FTCE and FELE Cumulative Files received on February 1, 2010.

TEST ADMINISTRATION

In order to assist in meeting the financial obligations of this project per section 1012.59, Florida Statutes, on January 1, 2010, the Department suspended the paper-based testing (PBT) format for administering the Florida Teacher Certification Examinations (FTCE) and Florida Educator Leadership Examination (FELE) for most administrations (see exceptions below). The Department shifted to a computer-based testing (CBT) format to be administered when a candidate is ready to test, unlike the preset testing schedule of PBT. Florida is now the only state in the nation offering all CBT.

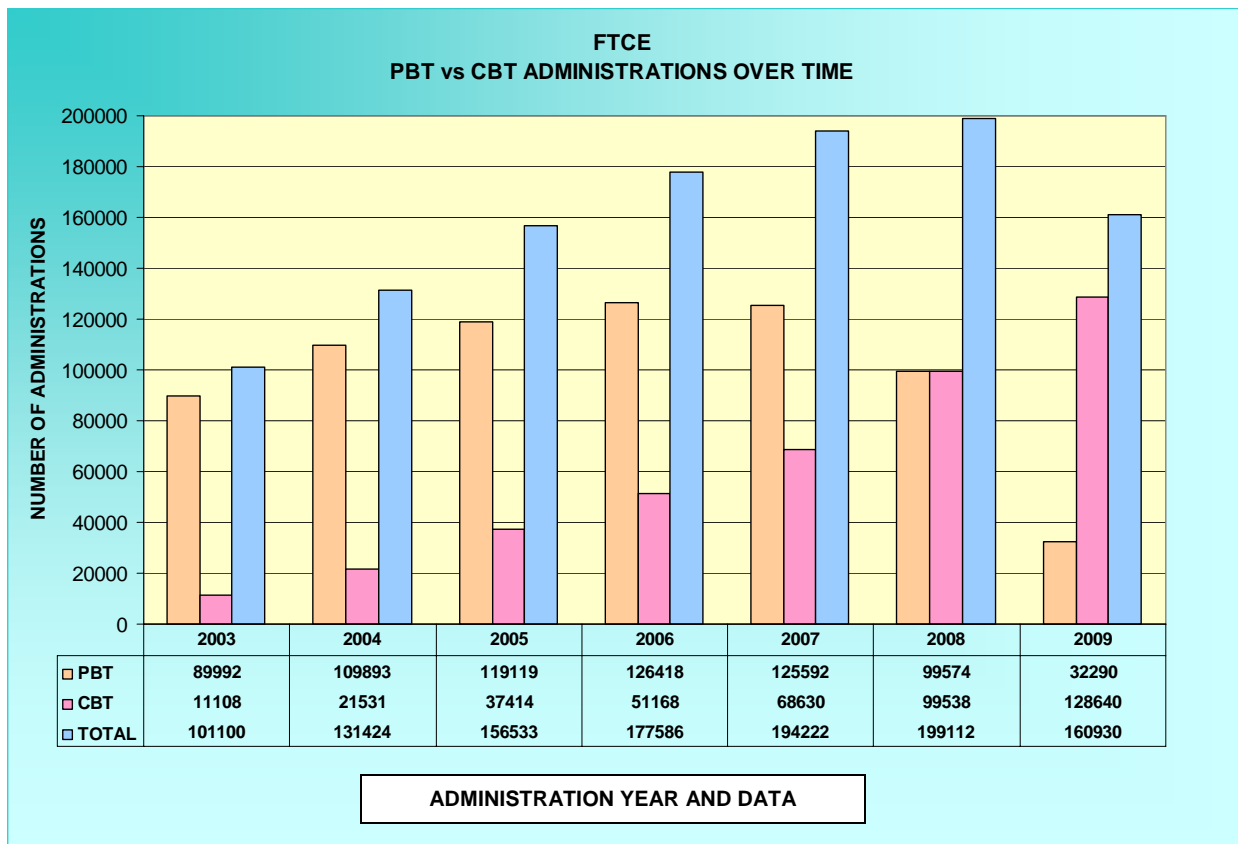
The CBT format provides examinees with more testing options than were available under PBT. The majority of examinees select CBT, as indicated in Figure 2. When CBT and PBT formats were both fully operational in 2009, examinees chose CBT 80% of the time. FELE was not available on CBT formats until near the end of 2009 (see Figure 3).

Due to budget reductions, in January 2010, all FTCE and FELE examinations were administered at Pearson VUE professional testing centers exclusively, and the use of most third-party college and university CBT sites was discontinued.

Some current exceptions to taking examinations via CBT are listed below:

- The Department supports examinees who need accommodations by providing them with the option of PBT at any of the CBT centers.
- The Troops to Teachers program will continue to offer PBT examinations as needed.

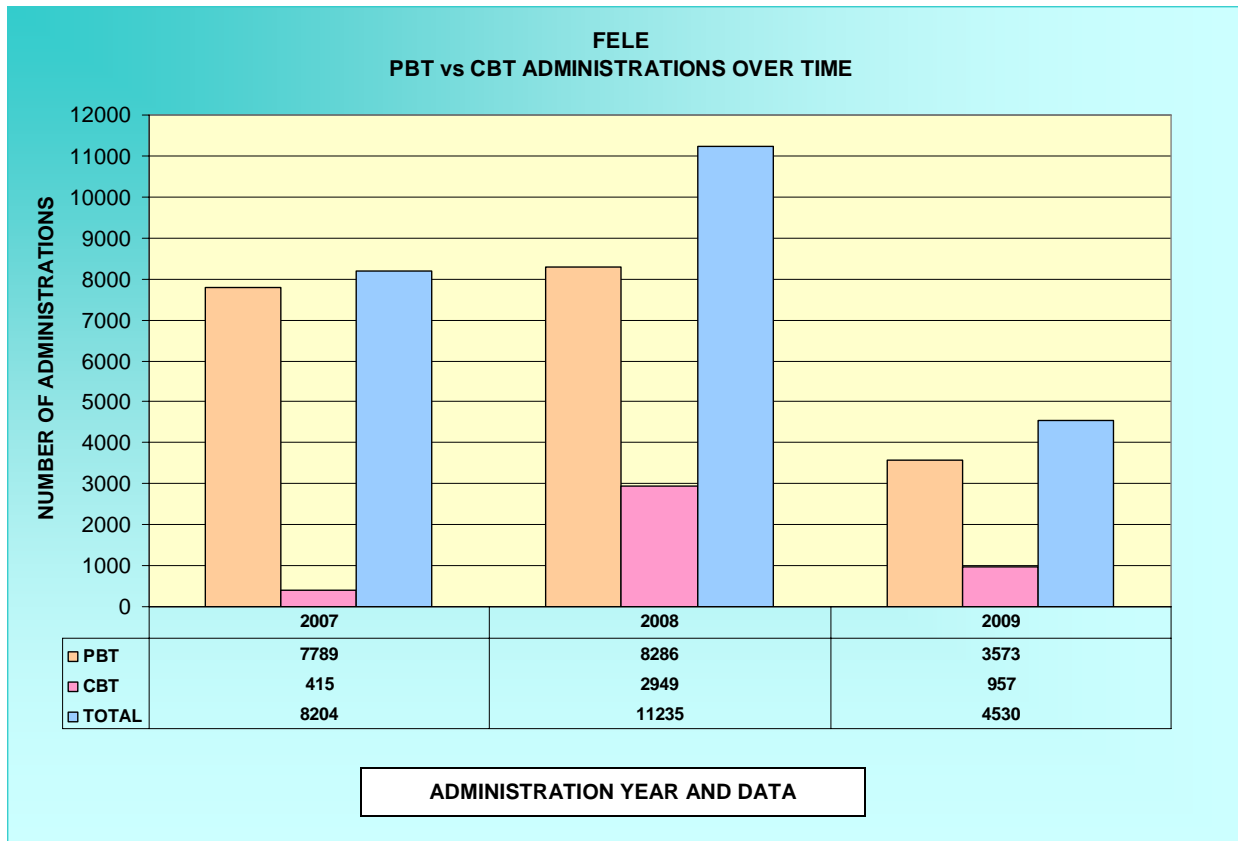
Figure 2. Number of FTCE Paper-based vs. Computer-based Examinations Administered



Note: Total FTCE examination counts include all PBT and CBT examinations administered in 2009. All FTCE examinations became available on CBT format as of January 1, 2009. As noted above, one examinee may take multiple exams in order to complete certification requirements in one or more subject areas.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FTCE Cumulative Files received on February 1, 2010.

Figure 3. Number of FELE Paper-based vs. Computer-based Examinations Administered



Note: Total FELE examination counts include all PBT and CBT examinations administered in 2009. All FELE examinations became available on CBT format as of January 1, 2009. One examinee may take one or more FELE subtests in order to complete certification requirements in one or more educational administration areas (see Scoring Section).

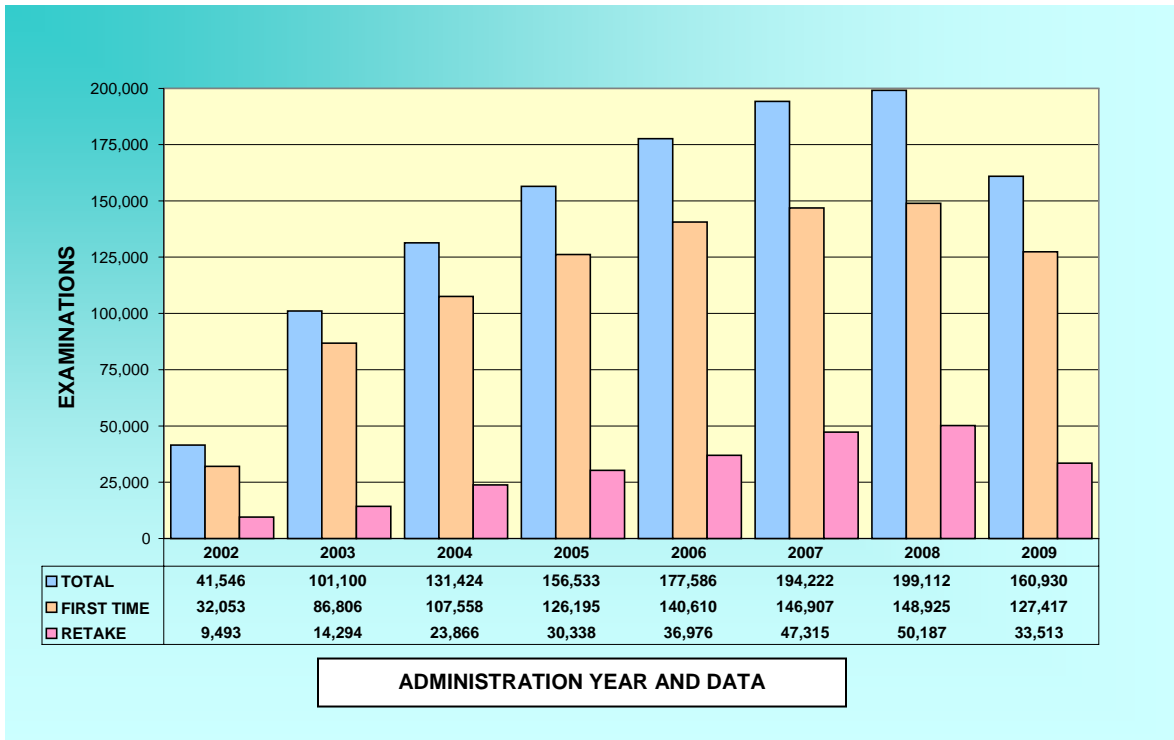
Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and drawn from the FELE Cumulative Files received on February 1, 2010.

PROGRAM GROWTH AND PASSING RATES

The number of FTCE and FELE examinations and teacher certification examinees has grown dramatically over the past decade (see Figures 4–7). This growth in teacher certification examinees can be largely attributed to both federal and state policy decisions over this time period, as indicated below. In September 2009, a substantial increase in both FTCE and FELE fees was approved by the Board of Education. Overall passing rates for both total examinees and first-time test takers increased in 2009 for both FTCE and FELE, even as program growth declined (see Figures 8–11).

- Congress passed the No Child Left Behind Act of 2001 (NCLB), which established new requirements for ensuring that all public elementary, middle, and secondary teachers of core academic subjects meet the federal definition of a “highly-qualified teacher.”
- On July 1, 2002, the General Knowledge Test (four subtests) replaced the College-Level Academic Skills Test (CLAST) as the required assessment to demonstrate mastery of general knowledge per Rule 6A-4.002, Florida Administrative Code.
- In November 2002, Floridians voted to amend Article IX, Section 1, of the Florida Constitution to reduce public school class sizes by establishing a maximum number of students in core-curricula courses assigned to a teacher. This increased the demand for teachers in Florida’s public school system.
- The 2004 Florida legislature authorized the creation of educator preparation institutes (EPs) at accredited postsecondary institutions to provide competency-based instruction for non education-major baccalaureate degree holders for temporary and full teacher certification per Section 1004.85, Florida Statutes.

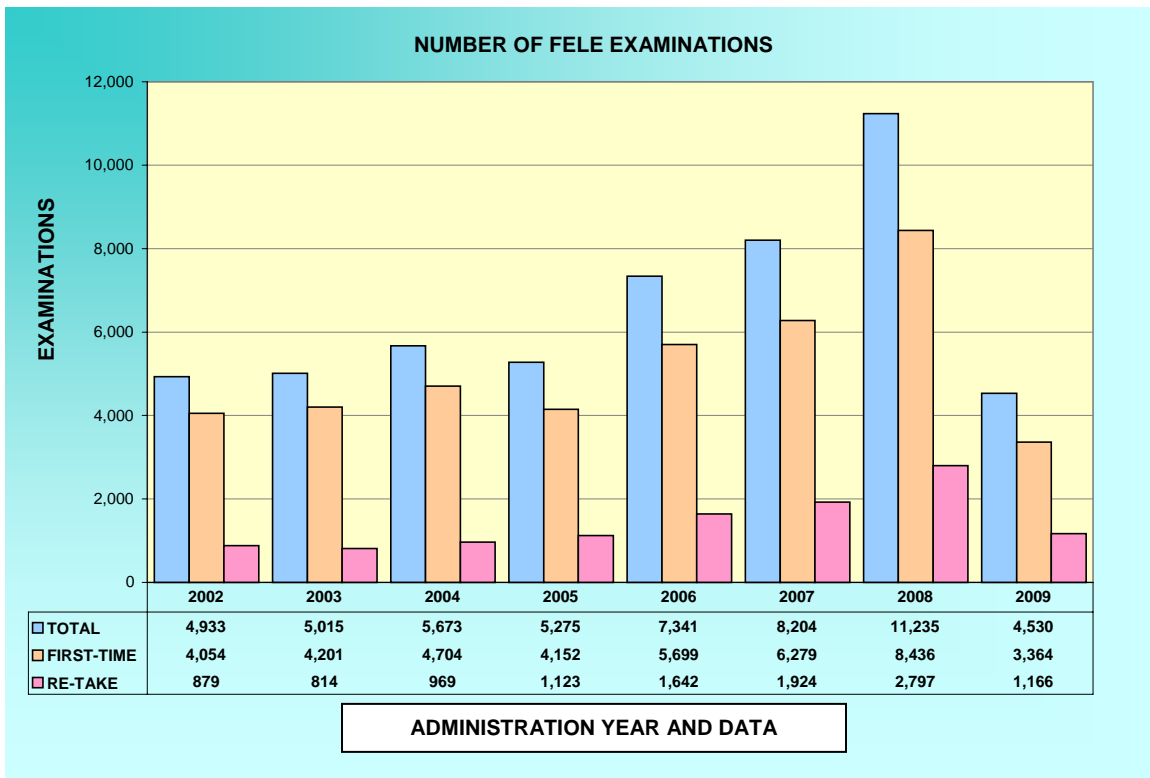
Figure 4. Annual FTCE Examinations Administered



Note: Total FTCE examination counts include all PBT and CBT examinations administered in 2009. As noted above, one examinee may take multiple examinations in order to complete certification requirements in one or more subject areas.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FTCE Cumulative Files received on February 1, 2010.

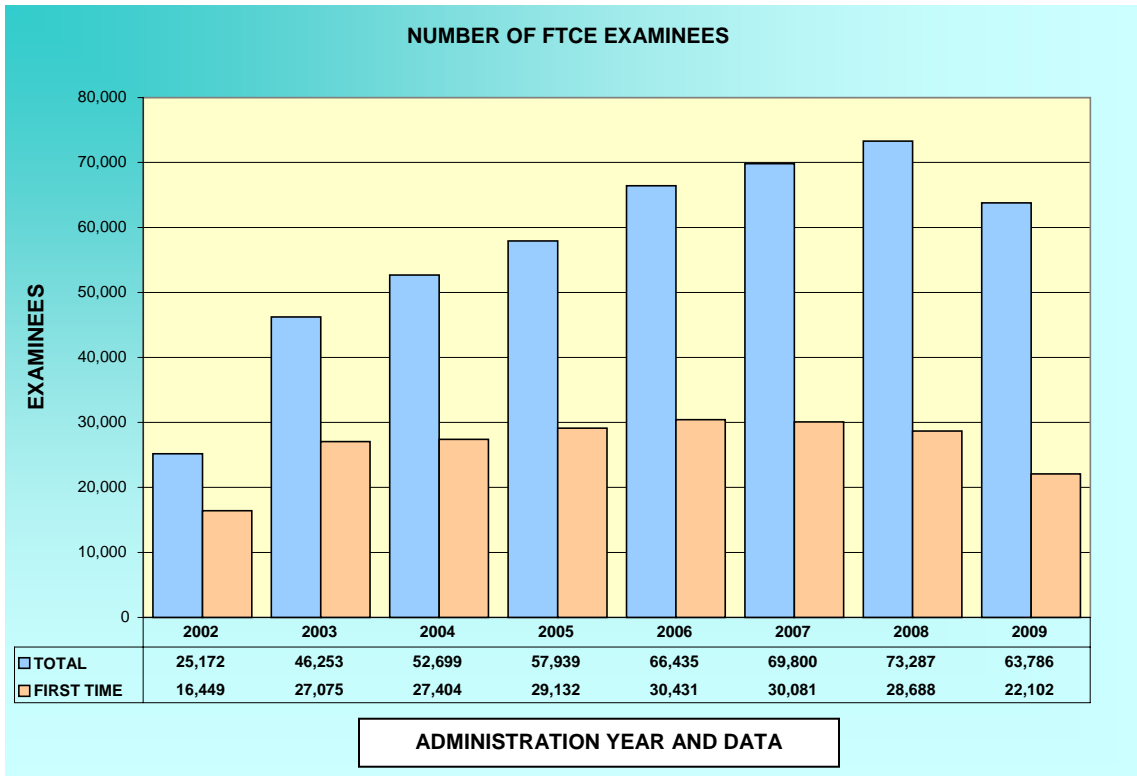
Figure 5. Annual FELE Examinations Administered



Note: Total FELE examination counts include all PBT and CBT exams administered in 2009. One examinee may take one or more FELE subtests in order to complete certification requirements in one or more educational administration areas (see Scoring Section).

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FELE Cumulative Files received on February 1, 2010.

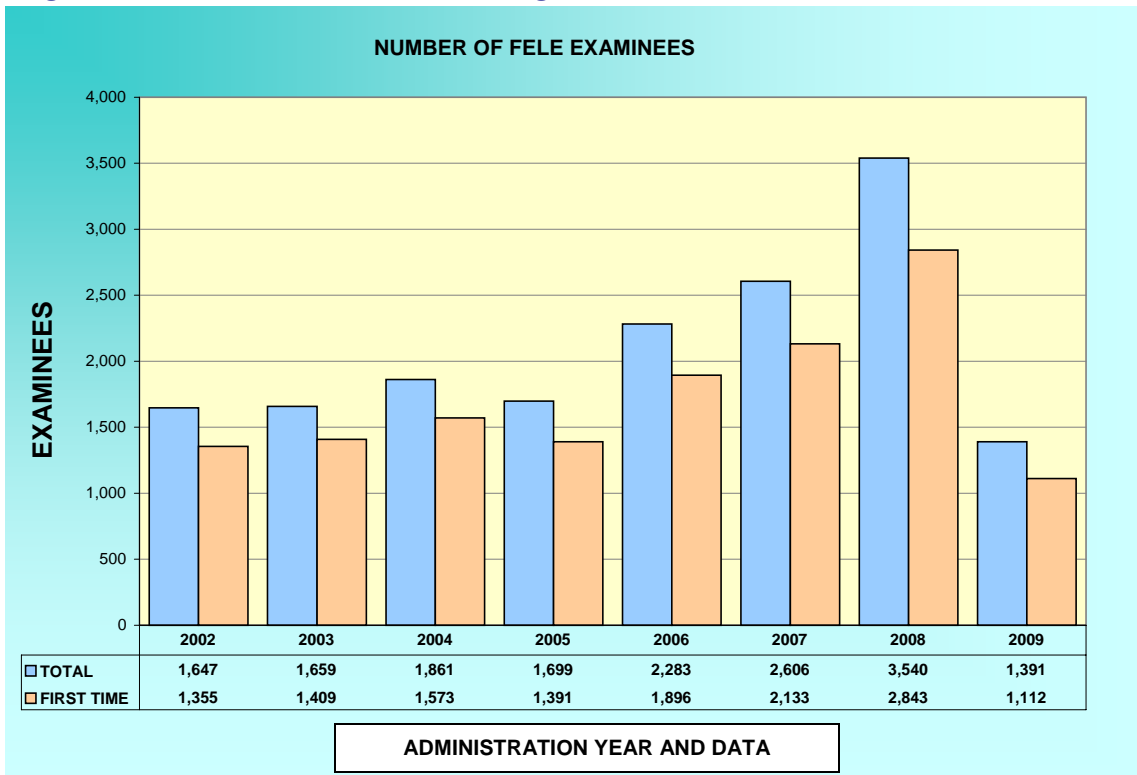
Figure 6. Number of Examinees Taking FTCE Examinations



Note: Total examinee counts include examinees who have taken an FTCE examination multiple times. First-time examinees have taken an FTCE examination only once in that calendar year.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FTCE Cumulative Files, February 1, 2010.

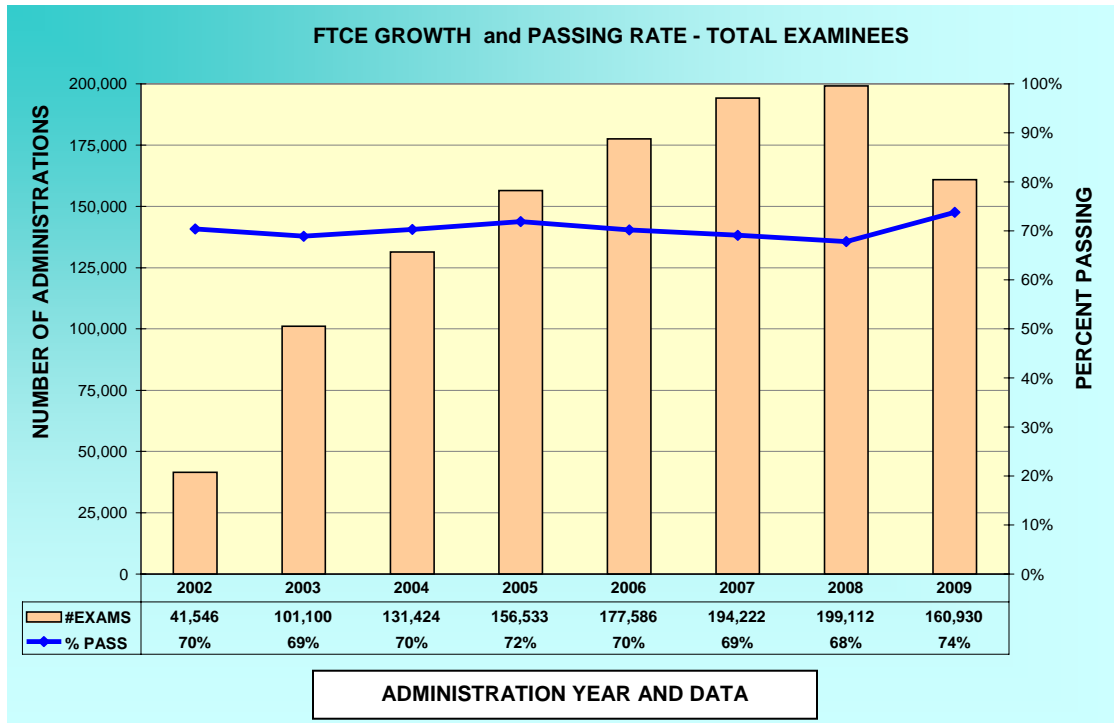
Figure 7. Number of Examinees Taking FELE Examinations



Note: Total examinee counts include examinees who have taken a FELE examination multiple times. First-time examinees have taken a FELE examination only once in that calendar year.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FELE Cumulative Files, February 1, 2010.

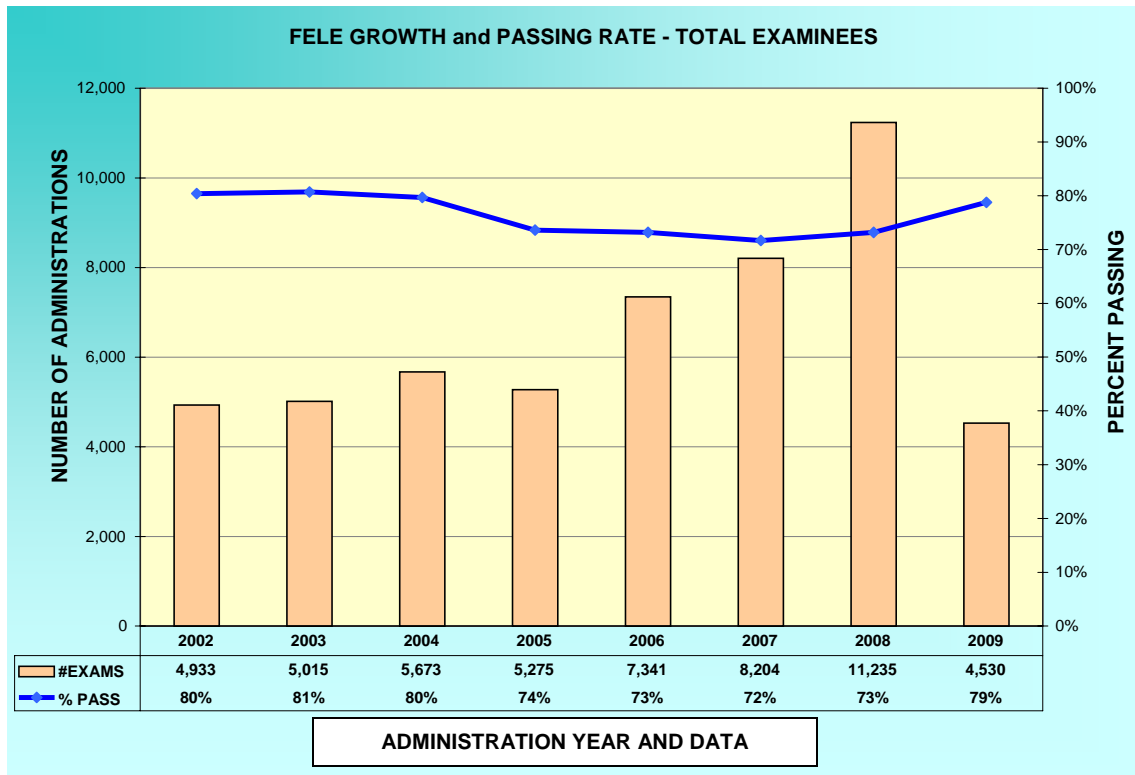
Figure 8. FTCE Growth and Percent Passing Rate: Total Examinees



Note: Examination counts reflect total examinees who have taken an FTCE examination multiple times in a PBT or CBT format in a given calendar year.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FTCE Cumulative Files, February 1, 2010.

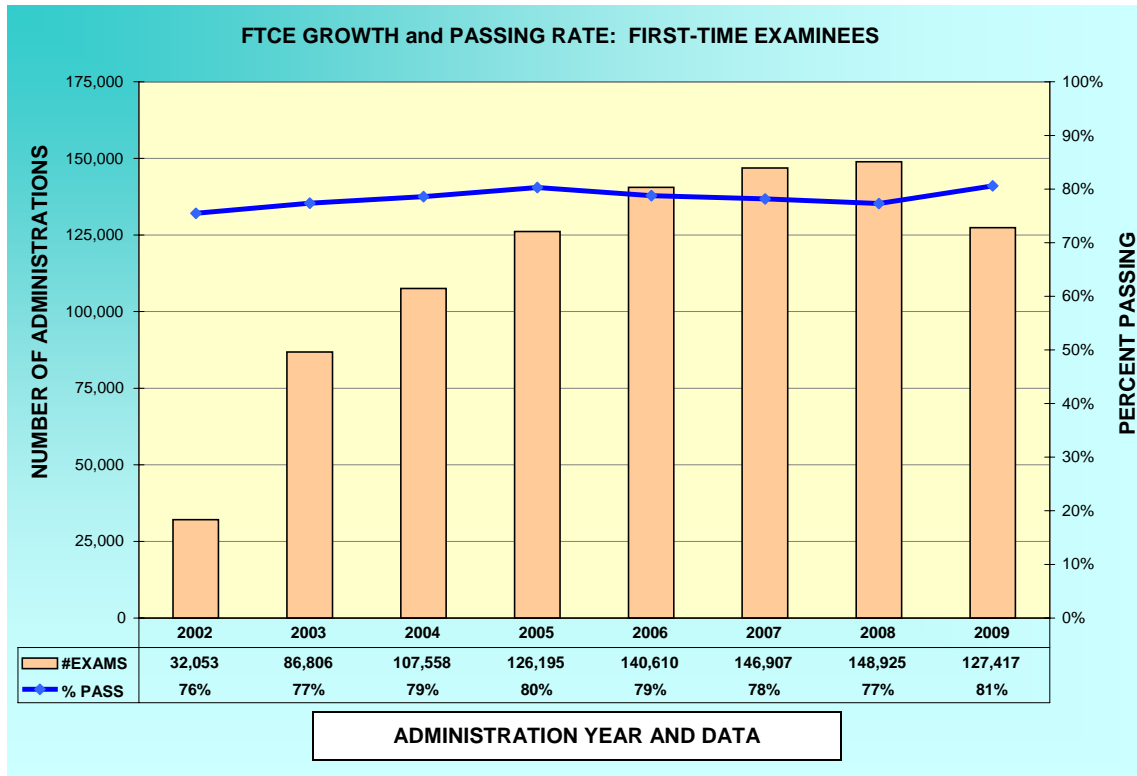
Figure 9. FELE Growth and Percent Passing Rate: Total Examinees



Note: Examination counts reflect total examinees who have taken a FELE examination multiple times in a PBT or CBT format in a given calendar year.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FELE Cumulative Files, February 1, 2010.

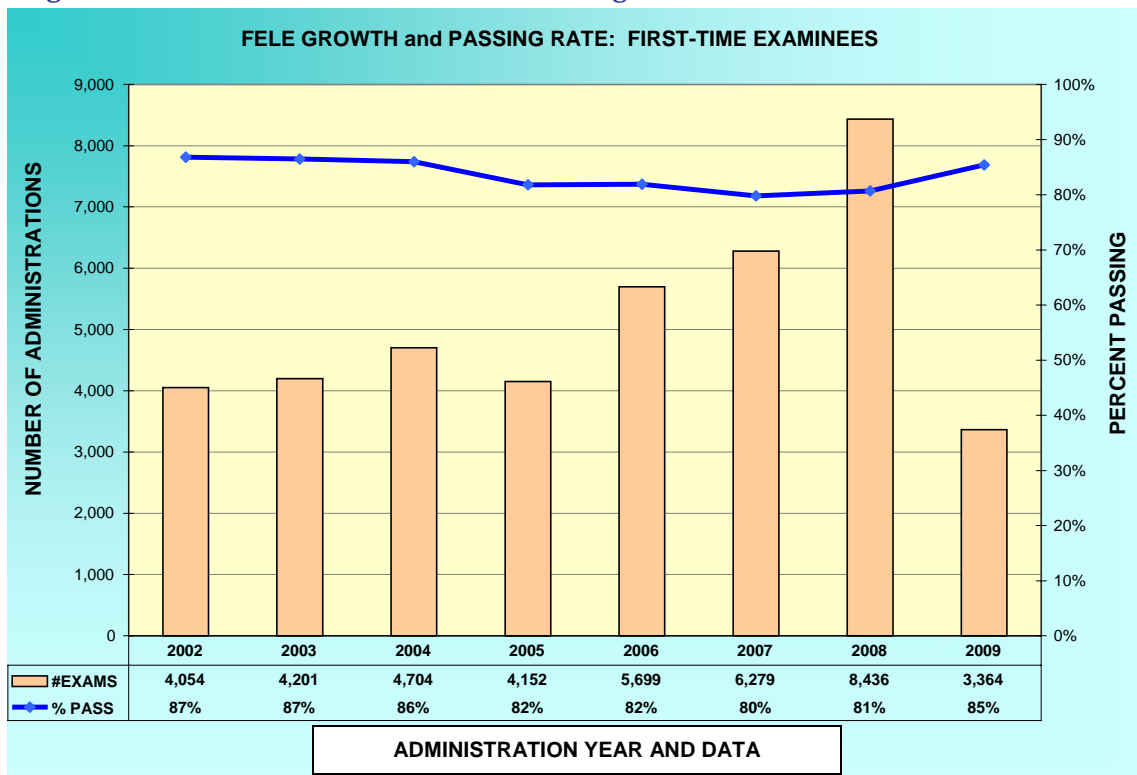
Figure 10. FTCE Growth and Percent Passing Rate: First-time Examinees



Note: Examination counts reflect first-time examinees who may have taken multiple FTCE examinations in a PBT or CBT format in a given calendar year.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FTCE Cumulative Files, February 1, 2010.

Figure 11. FELE Growth and Percent Passing Rate: First-time Examinees



Note: Examination counts reflect first-time examinees who may have taken multiple FELE subtests in a PBT or CBT format in a given calendar year.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and are drawn from the FELE Cumulative Files, February 1, 2010.

CUSTOMER SERVICE

The Florida Department of Education's (the Department's) FTCE/FELE program staff is actively involved in providing customer service to all stakeholders. The FTCE/FELE Customer Service call center is available 8:00 a.m. to 6:00 p.m. eastern time, Monday through Friday at (413) 256-2893 or at www.fl.nesinc.com. Examinees can direct their concerns and questions related to the FTCE/FELE assessment process, including registration and score reports, to customer service.

In addition, the Department maintains a link on its FTCE/FELE Web site where examinees can complete an online feedback survey about services they have received as part of the FTCE/FELE examination process from initial registration to receipt of an Individual Score Report. This survey can be accessed by clicking on the "online survey" link through the FTCE home page at www.fldoe.org/asp/ftce/. A summary of data collected in 2009 from this online feedback survey is in Figure 12.

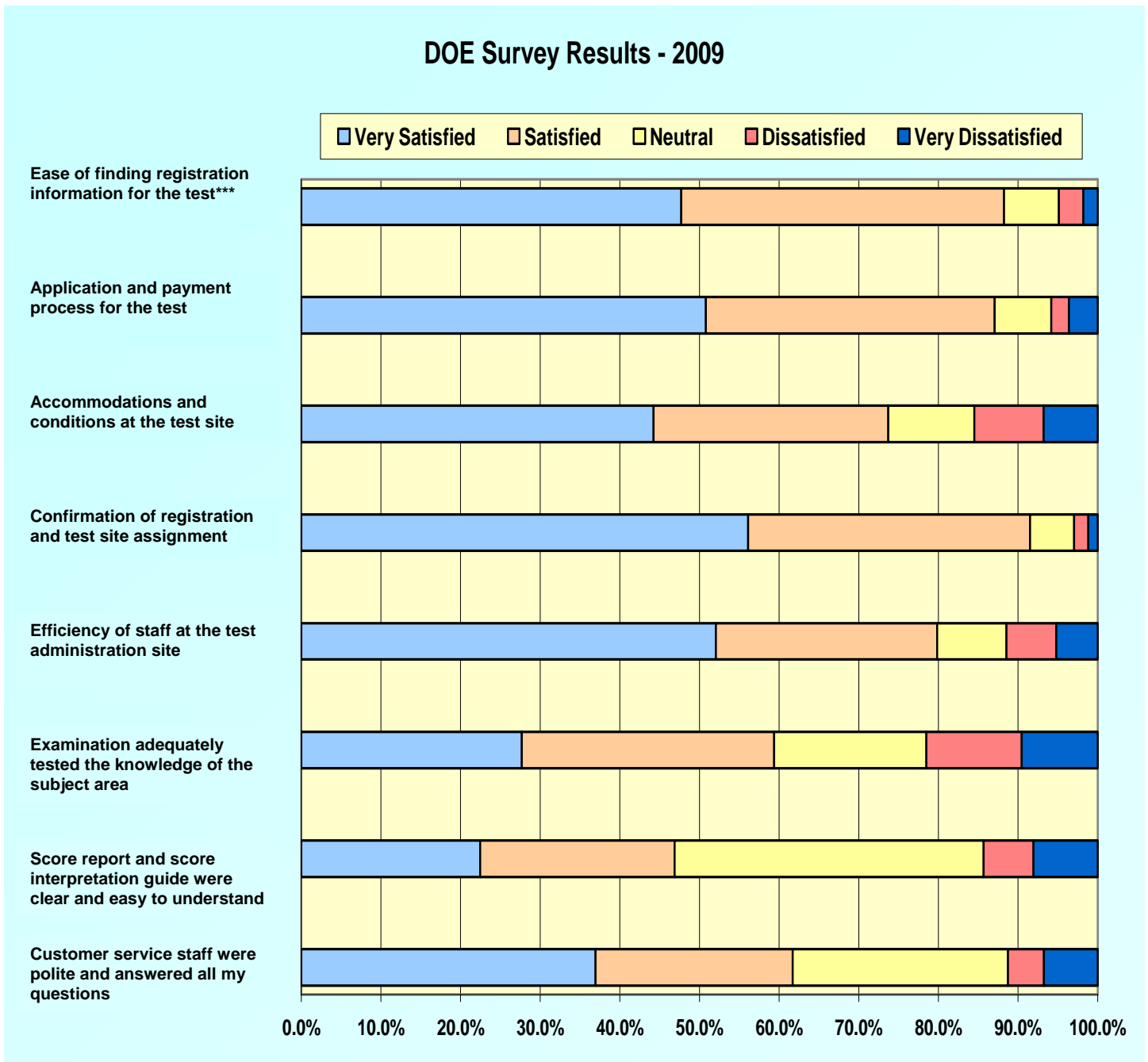
The FTCE/FELE contractor also provides an exit survey to examinees at the completion of each examination. Data collected from this survey are compiled by the contractor and submitted to the Department on a semiannual basis. A summary of data collected in 2009 from this survey is in Figure 13.

Survey results are used to gauge how to better communicate with potential Florida teachers, teacher education programs, and other key stakeholders through an improved Web presence and to identify targets for future process improvement. As the survey results indicate, the vast majority of examinees are either satisfied or very satisfied with the administration portions of the FTCE and FELE examination process.

Whenever survey results indicate that examinees found a part of the process to be less than satisfactory, the Department carefully and objectively reviews the specifics associated with that portion of the test administration process. If problems are revealed, the Department makes every effort to make improvements.

For example, the survey results from 2009 (Figure 12) indicated that the Individual Score Report (ISR) format could be improved, making it clearer and easier to understand. Department staff reviewed the format of the ISR and are implementing format changes as a result. These changes will be incorporated by the end of 2010.

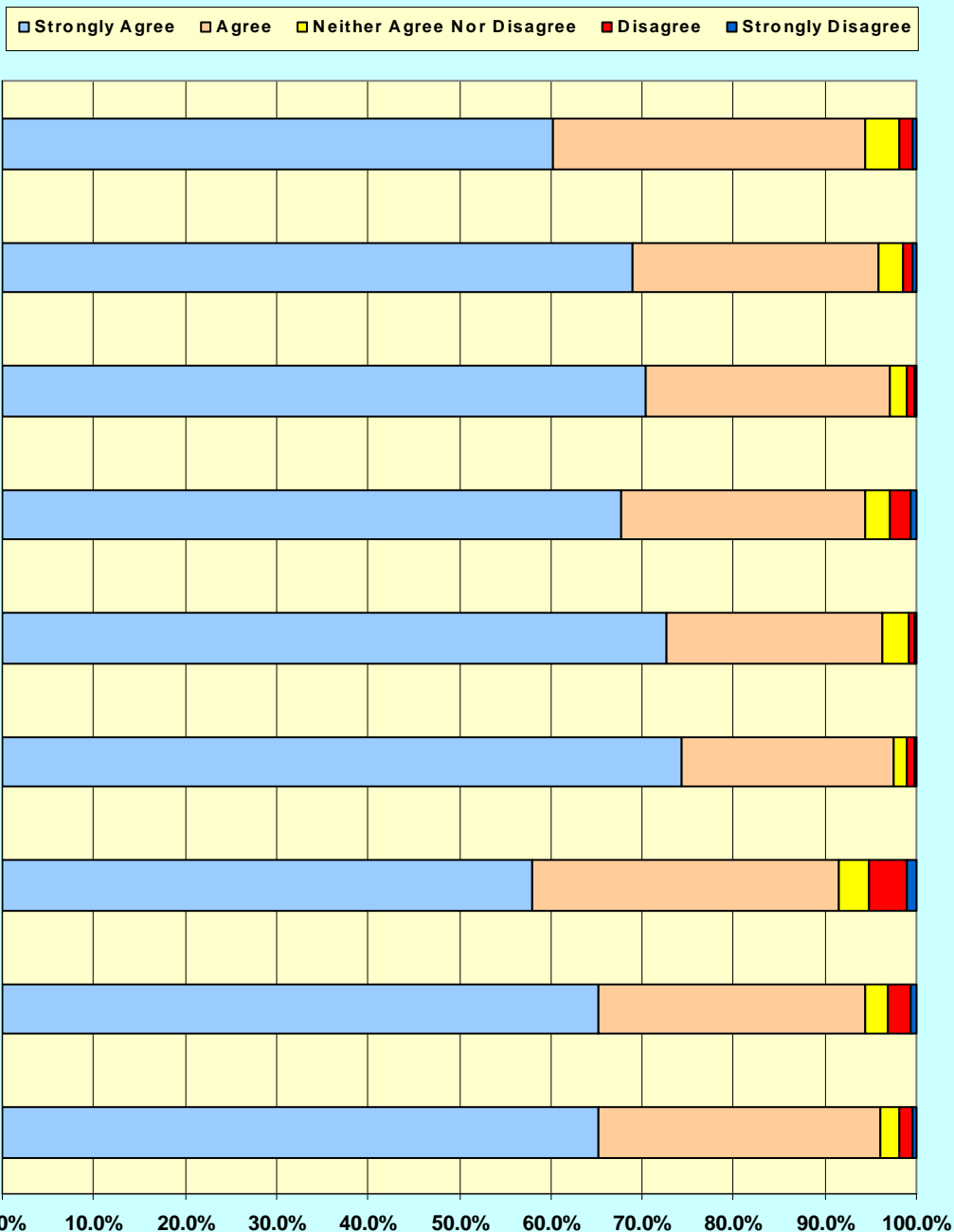
Figure 12. DOE FTCE/FELE Survey Results: 2009



***Compilation of survey data input from 943 online surveys submitted through the Department's survey link at the FTCE/FELE Web site, at <http://data.fldoe.org/cs/default.cfm?officeID=33>, in calendar year 2009.

Figure 13. Contractor FTCE/FELE Exit Survey Results: 2009

Contractor Exit Survey Results - 2009



***Compilation from Pearson ES Survey Report, January, 2010, of exit survey response data submitted by 18,805 examinees at FTCE/FELE scoring sites after completion of an assessment.

TEST DEVELOPMENT

New test forms are developed regularly on a prioritized basis in keeping with recommendations from the Department’s K–12 curriculum office, legislative mandates, or other policy maker directives. See table below for a summary of recent and ongoing new test form development.

New Test Form Development	
2008	Biology 6–12, Chemistry 6–12, Middle Grades General Science 5–9, Earth-Space Science 6–12, Educational Media Specialist PK–12, Physics 6–12, Social Science 6–12, Middle Grades Social Science 5–9, Prekindergarten/Primary PK–3, Agriculture 6–12, Elementary Education K–12, Exceptional Student Education K–12, Middle Grades Integrated Curriculum 5–9
2009	Guidance and Counseling PK–12, School Psychologist PK–12
2010	Physical Education K–12, Health K–12

Each newly developed test form must be consistent in content with the test blueprint and the overall difficulty of concurrently developed exams in accordance with SBR 6A-400.21 (FTCE) and SBR 6A-4.00821 (FELE). Additionally, test materials, items, and competencies and skills are aligned with Next Generation Sunshine State Standards (NGSSS) per Section 1003.41, Florida Statutes. As shown in Figure 15 (next page), the test construction process starts with identifying the competencies and skills a prospective Florida teacher must master to be certified in a specific subject area. This step is followed by the development of item specifications, and a test blueprint.

Once new items are developed according to these specifications, they are pilot-tested throughout Florida in computer-based format. Pilot testing data for each item are thoroughly reviewed to determine whether the items meet the Department’s criteria for difficulty, item discrimination, cognitive complexity, and alignment to all relevant standards. Intensive sensitivity reviews of all test items are performed to ensure that test forms are bias free. In order to improve the reliability and validity of new test forms, the Department convenes test development and validation committees comprised of Florida educators (i.e., public school classroom teachers, principals, district-level subject area curriculum coordinators, college of education faculty). Test development committee demographics for 2009 are in Figure 14 below.

The test development process is not finalized until form validation committees approve the new form and it meets Department approved psychometric measurement guidelines. The finalized new test form is administered after the State Board of Education approves the entire test construction process, including development materials (e.g., competencies and skills, new test form cut score). All of the items developed for these tests are assessed after every administration to ensure they continue to meet FLDOE approved statistical measurement guidelines.

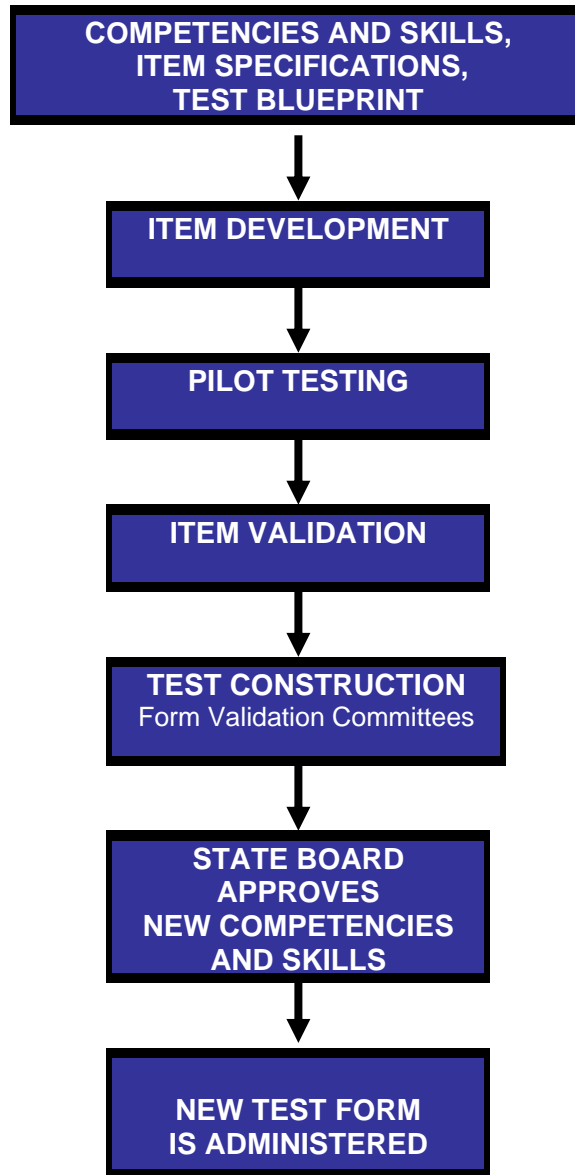
Figure 14. 2009 Test Development Committee Demographics

GENDER		ETHNICITY		REGION		K-16 LEVEL	
FEMALE	81%	WHITE	58%	NORTH	40%	DISTRICT	72%
MALE	19%	HISPANIC	9%	CENTRAL	44%	UNIVERSITY	28%
		BLACK	10%	SOUTH	16%		
		MULTIRACIAL	3%				
		NATIVE AMERICAN	1%				
		NOT REPORTED	18%				

Note: Percentages are based on statewide Subject Matter Experts invited to attend test development meetings in 2009.

Source: Florida Department of Education, Office of Assessment. These data are provided by Evaluation Systems group of Pearson and were drawn from the Subject Matter Expert database on March 26, 2010.

Figure 15. Test Development Overview



Source: This process is described in the Department's contract with Evaluation Systems group of Pearson, the *LXR Test Form Assembly Manual*, and the Florida Administrative Code.

SCORING

The scoring of FTCE and FELE examinations is affected by test development and test administration activities. Deviation from specified psychometric criteria for test development or test administration can compromise the accuracy of examinees' scores. As a result, rigorous data checks are used to ensure accuracy at every stage of test activities. For example, numerous analyses are incorporated during test development and after each test administration to inform scoring staff of item characteristics.

FTCE/FELE tests are designed to consistently determine pass and fail status, and not to rank-order examinee scores. Passing scores for all FTCE and FELE examinations are established in State Board of Education rule. These rules consist of both the examination effective date and the required cut score to pass the examination. Rule 6A-4.0021, FAC, Section (7) applies to the FTCE examinations and Rule 6A-4.00821 applies to the three sections of the FELE examination. Figures 16 and 17 report the passing rates for each examination for first-time test takers and total examinees by subject area tested.

Test forms are constructed to be parallel to forms given in the first year of current standards (base forms) established by state rules cited above. Care is taken during test development to ensure that the difficulty of subsequent forms will be similar to the base form such that only small adjustments are required to equate scores between forms. Examinees who take subsequent forms are provided equivalent base scale scores with passing equal to or greater than 200. Composite multiple choice and performance scores for examinations with performance components are also expressed on the base score scale with a passing score equal to 200.

Examinees who earn 200 or more points are provided with a score report indicating they have passed. Examinees who do not pass are provided their scale scores as feedback. Officials of Florida public and private colleges of education, community colleges with four-year teaching programs, and educator preparation institutes (EPs) can obtain disaggregated data by competency area for their respective students. FTCE/FELE test results provide teacher preparation programs with valuable information about their programs' strengths and weaknesses.

Examinees who do not pass may appeal their scores through a score verification process within 30 days from the date of the score release. In these score verification sessions, examinees are allowed to review items they answered incorrectly and to challenge items they believe have a scoring error. All scoring challenges are reviewed by the Department in conjunction with subject matter experts and examinees are awarded credit for items with successful challenges. If examinees pass a test as a result of being awarded credit through the challenge process, they are issued a revised Individual Score Report indicating they have passed.

Figure 16. FTCE Percent Passing Report by Calendar Year

FTCE SUBJECT AREA	2006				2007				2008				2009			
	FIRST-TIME		TOTAL		FIRST-TIME		TOTAL		FIRST-TIME		TOTAL		FIRST-TIME		TOTAL	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
AGRICULTURE 6-12	66	65%	92	54%	59	51%	100	44%	70	46%	120	43%	62	58%	100	54%
ART K-12	481	90%	555	87%	508	87%	576	85%	673	87%	749	86%	470	89%	535	87%
BIOLOGY 6-12	793	74%	1,011	67%	786	75%	1,018	67%	986	74%	1,251	67%	848	77%	1,053	71%
BUSINESS EDUCATION 6-12	632	68%	797	62%	728	71%	896	65%	837	69%	1,055	62%	585	77%	715	71%
CHEMISTRY 6-12	233	58%	328	52%	257	59%	407	50%	321	50%	483	46%	348	58%	493	53%
COMPUTER SCIENCE K-12	112	71%	138	67%	97	84%	122	75%	141	65%	157	62%	105	70%	112	69%
DRAMA 6-12	115	80%	129	75%	111	81%	142	72%	189	82%	217	76%	164	80%	200	75%
EARTH/SPACE SCIENCE 6-12	263	81%	305	75%	234	84%	267	78%	436	80%	478	76%	381	82%	421	79%
ED MEDIA SPECIALIST PK-12	658	73%	798	70%	611	71%	757	67%	599	55%	804	51%	384	65%	496	61%
ELEMENTARY ED K-6	12,727	78%	16,575	70%	12,965	75%	17,027	67%	13,085	74%	18,108	64%	10,463	79%	13,643	72%
ENGLISH 6-12	2,226	68%	2,839	63%	1,974	71%	2,567	64%	2,478	69%	3,176	64%	2,406	72%	3,004	67%
ESOL K-12	2,440	70%	2,884	65%	1,758	56%	2,245	51%	3,303	55%	4,246	52%	3,828	68%	4,736	65%
EXCEPTIONAL STUDENT ED (ESE) K-12	4,785	74%	6,169	65%	4,573	74%	5,995	66%	4,920	77%	6,222	69%	4,503	82%	5,267	78%
FAMILY & CONSUMER SCIENCE 6-12	263	70%	332	65%	221	68%	277	63%	207	65%	254	59%	157	73%	185	71%
FRENCH K-12	140	86%	166	80%	138	73%	158	70%	179	77%	210	73%	133	81%	153	76%
GERMAN K-12 Part 1	28	82%	33	82%	30	73%	40	63%	26	81%	35	71%	14	93%	16	81%
GERMAN K-12 Part 2	28	86%	33	82%	30	77%	40	68%	24	92%	31	84%	14	100%	14	100%
GK ENGLISH LANGUAGE SKILLS	19,846	88%	23,955	80%	21,458	86%	26,476	78%	19,812	86%	24,863	77%	16,338	89%	19,230	83%
GK ESSAY	18,930	87%	23,059	77%	19,969	89%	25,215	78%	19,309	88%	23,775	79%	17,314	89%	20,568	82%
GK MATHEMATICS	20,020	75%	26,167	65%	21,374	73%	31,333	63%	19,863	76%	29,284	64%	16,407	78%	22,621	68%
GK READING	19,842	85%	24,938	76%	21,387	83%	27,714	74%	19,850	81%	26,497	71%	16,325	83%	20,694	76%
GUIDANCE & COUNSELING PK-12	722	70%	962	62%	732	76%	983	68%	770	70%	1,096	61%	630	77%	828	70%
HEALTH K-12	352	85%	403	81%	447	87%	495	83%	738	84%	839	80%	717	89%	818	84%
HEARING IMPAIRED K-12	66	73%	82	72%	53	81%	70	77%	59	85%	74	78%	57	93%	68	88%
HUMANITIES K-12	37	60%	41	56%	49	71%	52	69%	77	58%	78	58%	73	64%	77	62%
INDUSTRIAL ARTS/TECHNOLOGY ED 6-12	99	66%	125	60%	118	38%	161	34%	173	50%	238	50%	162	58%	221	53%
JOURNALISM 6-12	61	97%	62	97%	79	99%	81	99%	151	95%	157	96%	112	99%	115	99%
LATIN K-12	14	79%	21	67%	21	57%	29	46%	37	73%	49	61%	22	59%	32	47%
MARKETING 6-12	58	78%	60	77%	75	79%	86	74%	112	80%	129	76%	115	63%	135	58%
MATHEMATICS 6-12	1,469	46%	2,278	41%	1,866	42%	2,851	40%	1,804	44%	2,816	40%	1,774	48%	2,533	47%
MG ENGLISH 5-9	636	84%	692	81%	523	74%	604	70%	585	68%	687	65%	619	78%	706	75%
MG GENERAL SCIENCE 5-9	888	56%	1,267	49%	587	57%	869	48%	903	54%	1,246	47%	786	61%	1,022	57%
MG INTEGRATED CURRICULUM 5-9	3,585	66%	4,309	61%	3,781	66%	4,700	60%	4,147	65%	5,366	58%	4,267	71%	5,238	66%
MG MATHEMATICS 5-9	2,224	63%	3,057	57%	2,033	62%	2,812	55%	2,464	61%	3,354	53%	1,881	66%	2,369	61%
MG SOCIAL SCIENCE 5-9	489	58%	671	51%	383	60%	563	50%	625	61%	838	53%	554	66%	727	60%
MUSIC K-12	459	84%	573	79%	422	82%	553	71%	502	82%	703	73%	432	86%	558	78%
PHYSICAL EDUCATION K-12	1,503	76%	1,889	68%	1,727	73%	2,197	65%	1,807	72%	2,312	65%	1,311	78%	1,621	73%
PHYSICS 6-12	138	53%	207	46%	145	49%	208	42%	172	54%	192	48%	181	45%	255	44%
PRE-K / PRIMARY PK-3	2,129	69%	2,801	60%	2,051	69%	2,856	58%	2,792	68%	3,975	57%	2,449	80%	3,171	71%
PRESCHOOL ED BIRTH-4 YR.	142	83%	159	77%	158	75%	177	70%	246	74%	282	69%	321	80%	350	79%
PROFESSIONAL EDUCATION	16,138	76%	20,468	69%	16,835	78%	23,132	69%	17,558	77%	24,851	68%	14,932	84%	19,834	77%
READING K-12	979	79%	1,153	75%	880	83%	1,028	78%	1,260	80%	1,435	75%	1,054	86%	1,159	83%
SCHOOL PSYCHOLOGIST PK-12	158	84%	199	77%	110	84%	134	78%	137	85%	168	79%	102	86%	144	79%
SOCIAL SCIENCE 6-12	2,345	64%	3,257	55%	3,363	63%	4,779	54%	3,065	60%	4,507	51%	2,500	69%	3,376	62%
SPANISH K-12	1,119	84%	1,348	78%	1,081	85%	1,277	78%	1,275	84%	1,516	78%	971	79%	1,153	72%
SPEECH 6-12 Part 1	24	83%	25	84%	16	88%	20	75%	27	82%	35	71%	20	95%	23	83%
SPEECH 6-12 Part 2	24	79%	25	76%	16	94%	20	90%	25	84%	30	83%	17	94%	18	94%
SPEECH-LANGUAGE IMPAIRED K-12	80	93%	93	90%	56	89%	69	90%	87	86%	96	84%	77	90%	84	89%
VISUALLY IMPAIRED K-12	44	80%	56	77%	32	75%	44	64%	19	58%	28	57%	32	66%	39	64%
TOTAL FOR ALL AREAS	140,610	79%	177,586	70%	146,907	78%	194,222	69%	148,921	77%	199,112	68%	127,417	81%	160,930	74%

Note: Examination counts reflect total examinees who have taken an FTCE examination multiple times in a PBT or CBT format in a given calendar year.

Source: Florida Department of Education, Office of Assessment, Division of Accountability, Research, and Measurement. These data are provided by Evaluation Systems group of Pearson and are drawn from the FTCE Cumulative Files, February 1, 2010.

SCORING (cont.)

Beginning January 1, 2009, the new FELE test was officially implemented based on changes approved by the State Board of Education in June 2008. The structure of the new FELE test is outlined below.

- **Subtest 1 - Instructional Leadership:** Instructional Leadership; Managing the Learning Environment; Learning, Accountability, and Assessment
- **Subtest 2 - Operational Leadership:** Technology; Human Resource Development; Ethical Leadership; Decision-Making Strategies
- **Subtest 3 - School Leadership:** Community and Stakeholder Partnerships; Diversity; Vision; Written Performance Assessment (WPA)

Figure 17. New FELE Examinee Percent Passing Report by Calendar Year

Type Examinee	2008 TOTALS		2009							
	ALL FELE		FELE SUBTEST 1		FELE SUBTEST 2		FELE SUBTEST 3		TOTALS	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
All Examinees	11235	73.2%	1537	75.7%	1442	86.6%	1551	74.5%	4530	78.8%
First-Time Examinees	8436	80.7%	1113	83.9%	1131	90.9%	1120	81.3%	3364	85.4%

Source: These data are provided by Evaluation Systems group of Pearson and are drawn from the FELE Cumulative Files received on February 1, 2010. In 2007–08, the FELE examination was in test development and its content was reconfigured and modified; therefore, only 2009 data are presented for the new examination subtests.



FLORIDA DEPARTMENT OF EDUCATION
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Florida Department of Education
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The Florida Department of Education and its test contractors currently employ strategies to protect the environment in the production and destruction of FTCE/FELE materials. The Department encourages schools and districts to recycle non-secure FTCE/FELE products after use.