

Florida Teacher Certification Examinations (FTCE)  
Florida Educational Leadership Examination (FELE)

# **2012 Annual Administration and Technical Report**

**January 1, 2012–December 31, 2012**

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**Prepared for  
Bureau of Postsecondary Assessment  
Office of Assessment and School Performance  
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## **I. PREFACE**

The Annual Administration and Technical Report for the Florida Teacher Certification Examinations (FTCE) and the Florida Educational Leadership Examination (FELE) contains technical information and describes activities associated with the FTCE and the FELE programs for the reporting period of January 1, 2012, through December 31, 2012.

This document was developed by Evaluation Systems group of Pearson (hereafter referred to as "Pearson") for the Florida Department of Education Bureau of Postsecondary Assessment (hereafter referred to as "Department"). It is intended to serve Florida's educational stakeholders, including the Department, institutions of higher education (IHEs), local school districts, and policy makers. The report includes the following key topics:

- Executive Summary of the 2012 FTCE/FELE Annual Administration and Technical Report
- Background of the FTCE/FELE program, including legislative basis
- Test development of FTCE/FELE, including an overview of validity and validation tasks
- Test administration of FTCE/FELE, including testing procedures and computer-based testing
- Scoring and reporting, including for multiple-choice and performance examination items
- Summary statistics reports regarding FTCE/FELE psychometric characteristics



## II. EXECUTIVE SUMMARY

The Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE) are integral to fulfilling the mission of the Florida Department of Education. The Department's mission is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

### ***Purpose of FTCE/FELE***

The purpose of the FTCE and the FELE programs is to provide the state of Florida with an assessment tool that allows prospective educators to demonstrate their knowledge and skills in the areas of general knowledge, professional education competence, and/or subject area knowledge. The tests measure prospective teachers' and school administrators' achievement of the benchmarks established by the Florida State Board of Education as stated in Rules 6A-4.0021 and 6A-4.00821 of the Florida Administrative Code (FAC) and published in the Competencies and Skills Required for Teacher Certification in Florida.

The FTCE is administered to educators seeking initial certification in the K-12 system. Florida educator candidates must take and achieve a passing score on one of 42 subject area FTCE examinations, as well as the General Knowledge Test and Professional Education Test, as one requirement for their first five-year Florida Professional Certificate. The FELE is administered to educators seeking initial certification as educational administrators in the K-12 system. Administrator candidates take the FELE as well as the General Knowledge Test and Professional Education Test.

### ***2012 FTCE/FELE Development Highlights***

The Department conducted test development activities for nine FTCE examinations, seven of which were developed under Florida's Race to the Top (RTTT) grant (as shown in the following table). Development activities helped to increase the rigor of the examinations, underscore the important role of STEM (science, technology, engineering, mathematics) content areas, and align, where appropriate, examinations to the Common Core State Standards and the Florida Educator Accomplished Practices (FEAPs).

<b>FTCE Examinations Redeveloped in 2012</b>	
<b>Florida RTTT</b>	<b>Non-RTTT</b>
General Knowledge	English for Speakers of Other Languages (ESOL) K-12
Prekindergarten/Primary PK-3	Professional Education
Elementary Education K-6	
Middle Grades Mathematics 5-9	
Mathematics 6-12	
Middle Grades English 5-9	
English 6-12	

### **FELE 3.0: Aligned to New Standards**

The FELE was enhanced to become a more relevant and contemporary assessment for prospective administrators. Educational leadership subject matter experts wrote additional prompts for the written performance FELE assessment, which were field tested throughout Florida. Sample essay responses were also written for FELE rater training and calibration to support the scoring process. New prompts move away from Florida school grading processes and focus on various types of student achievement data.

In February 2012, the Department convened a FELE Steering Committee to assist in determining a definition of the “beginning effective school administrator candidate” and appropriate levels of rigor for the revised FELE competencies and skills. The competencies and skills were presented to the State Board of Education in November 2012 for review and approval. The effective competencies and skills will be implemented in January 2014.

*Refer to section “III. Test Development” of this report for more details about FTCE/FELE test validity and development activities.*

### **2012 FTCE/FELE Administration Highlights**

FTCE/FELE is the first complete, 100 percent computer-based educator certification testing program in the nation. It features computer-based delivery of examinations with video prompts and responses, audio prompts and responses, and writing assignments. In 2012, computer-based testing (CBT) allowed for delivery of **109,441 total examinations** through a network of **72 CBT sites** (36 in Florida and 36 out-of-state).

<b>2012 Total FTCE/FELE Numbers Tested</b>	
<b>Examinations</b>	<b>Number Tested</b>
FTCE General Knowledge Test (GK)	59,747
FTCE Professional Education Test (PEd)	12,158
FTCE Subject Area Examinations (SAE)	32,359
Florida Educational Leadership Examination (FELE)	5,179
<b>TOTAL</b>	<b>109,443</b>

*Refer to section “IV. Test Administration” of this report for more details about FTCE/FELE administration activities.*



### III. BACKGROUND OF FTCE/FELE

#### ***Legislative Basis of FTCE/FELE***

Certification testing requirements are set forth in Section 1012.56, Florida Statutes. Educators must pass the FTCE as one of the requirements for their first five-year Florida Professional Certificate. Upon evaluation of the application for a teaching certificate, qualified educators may be issued a three-year Temporary Certificate while testing and performance requirements are being completed for the five-year Professional Certificate. Candidates seeking certification in Educational Leadership are required by Florida State Board of Education Rule to take and pass the Florida Educational Leadership Examination (FELE). [See State Board of Education Rule 6A-4.00821, FAC].

The 1999 Florida Legislature adopted the Teacher Quality Act of 1999, a legislative initiative that required the Department to conduct a review of all statutes and rules relating to teacher certification, followed by recommendations for improvement of the teacher certification process.

The 2000 Florida Legislature adopted EDUCATE 2000, a legislative initiative that implemented many recommendations for improving the teacher certification process. This legislative change specified that by July 1, 2002, the examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student content standards approved by the state board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

#### ***About FTCE/FELE Examinations***

The FTCE/FELE program consists of 44 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 45 tests. The FTCE tests include the Professional Education (PEd) Examination, the General Knowledge (GK) Examination, and the Subject Area Examinations (SAEs). The new FELE 2.0 examination consists of three subtests covering ten domains of core curriculum in Educational Leadership.

<b>FTCE/FELE Examinations</b>
<b>FTCE General Knowledge Test (GK)</b> assesses basic skills and consists of four subtests (Essay, English Language Skills, Reading, Mathematics)
<b>FTCE Professional Education Test (PEd)</b> measures pedagogy and professional practices
<b>FTCE Subject Area Examinations (SAE)</b> address content-specific knowledge in 42 different fields
<b>Florida Educational Leadership Examination (FELE)</b> for the certification of administrators (such as school principals) consists of three subtests (Instructional Leadership, Operational Leadership, School Leadership)

The FTCE/FELE examinations contain either multiple-choice items, performance items, or both multiple-choice and performance items. Some of the tests are composed of two or more subtests (e.g., FELE, General Knowledge, German K–12, Speech 6–12). The design and length of the tests vary across the subject areas. Each test was designed to reflect the requirements of the state with respect to the content to be covered and the method to be used for assessment, to enable, to the extent possible, stable scores to be derived from the tests.

Test content is aligned with student content standards approved by the State Board, now including Common Core State Standards. Every FTCE/FELE test is delivered by computer—the first 100 percent computer-based assessment program for educator certification in the nation (October 2009). The tests are administered as timed tests. The time allotted to each test (or subtest, as applicable) is based on test length and method of assessment.

The Department develops and administers the FTCE and FELE examinations in partnership with its contractor, Pearson. Beginning in October 2007, Pearson assumed responsibility for the FTCE/FELE test administration, scoring, and reporting activities.

## IV. TEST DEVELOPMENT

This section of the report presents an overview of test validity, the test development process, and a summary of 2012 development activities for FTCE/FELE.

### **Validity**

Validity refers to the degree to which inferences made from test scores are appropriate. Specific types of validation techniques traditionally used to support the use of educational and psychological tests—criterion-related validity (predictive and concurrent), content validity, and construct validity—are described in the industry-leading *Standards for Educational and Psychological Testing* (American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 1999).

For the FTCE and the FELE, the primary validity focus is content validity. Content validation evidence supports the notion that a test measures a representative sample of qualities in a desired domain. The intended content domain measured by the FTCE and the FELE is that of entry-level skills identified by the Department in conjunction with Florida subject matter experts (SMEs). The content validity of the FTCE and FELE is reinforced through the active and significant involvement of Florida educators, including teachers, district supervisors, teacher educators, and other education personnel throughout the test development process. Florida SMEs may (1) identify the competencies and skills to be the basis of the test; (2) be involved in the conducting of a statewide survey of those competencies and skills as appropriate; (3) develop test item specifications; and/or (4) create and review test items and test forms.

The basis for the certification examination is Section 1012.56 (2)(3)(4)(5), F.S., which provides that each applicant for initial professional certification shall demonstrate mastery of general knowledge (subsection 3), subject area knowledge (subsection 4), and professional preparation and education competence (subsection 5). The statute addresses the status only at initial certification and does not require that inferences be made from test scores concerning future success as a classroom teacher. No claims have been made with regard to measurement of specific aptitudes or traits, and no attempt has been made to establish relationships between the FTCE/FELE and independent, concurrent, or future criteria. It is claimed only that the test adequately measures the knowledge and skills for which it was developed.

### **FTCE/FELE Test Development, Revision, and Validation Process**

The various steps of the test development process involve qualified Florida educators (i.e., highly-qualified classroom teachers, district coordinators, college and university faculty), the gathering of validity information over the course of the development, and the creation of assessment materials that are job-related, accurate, measurable, free from bias, and aligned with relevant educational standards for the subject area (e.g., State Board of Education [SBE]-approved educational standards, national standards).

All examinations that undergo test development are revised in accordance with alignment to SBE-approved educational standards. For example, if a subject area has completely new education standards (e.g., Florida Educator Accepted Practices [FEAPs]), then the revision of the current competencies and skills may range anywhere from 75% to 100% revision. This was the case for the revision of the English for Speakers of Other Languages (ESOL) K–12 and Professional Education examinations. If the current competencies and skills are in near alignment with newly adopted standards (e.g., Common Core), then revision of the current

competencies and skills may range anywhere from 20% to 75% revision. This was the case for the revision of the Mathematics 6–12 and Middle Grades Mathematics 5–9 examinations.

The following key test development tasks, which are described in the subsequent subsections, are used for FTCE/FELE to establish validity.

<b>Establishing Validity: FTCE/FELE Test Development Process</b>
1. Establish committees
2. Develop, validate, and finalize competencies and skills and test blueprints
3. Develop and validate item specifications
4. Develop, field testing, and validate items
5. Assemble and validate test forms
6. Develop and validate Test Information Guides
7. Standard setting

### **Establish Committees**

Committees are established for each subject area to develop or review test materials for each stage of the development process. The committees are typically composed of Florida public school teachers, district coordinators, and college and university faculty. Committee members are selected to represent various institutions and educational philosophies and to reflect the diversity of the Florida population.

### **Develop, Validate, and Finalize Competencies and Skills and Test Blueprints**

#### *First Committee*

For each subject area undergoing development, a committee of Florida educators is established to review existing competencies and skills and to revise, delete, or add competencies and skills to reflect current job-related practice, accepted teaching theory, Florida Statutes, and SBE-approved educational standards. The committee also reviews and adjusts the proportions of the test used to measure each competency as needed, resulting in the test blueprint.

#### *Second Committee and Survey*

For each subject area, another committee of Florida educators is convened to validate the revised competencies and skills and test blueprint according to specified review criteria. A statewide survey is also conducted to gather data regarding the degree to which each skill statement is important to the job of an entry-level educator in the field and to gather input on the appropriateness of the test blueprint weighting.

#### *Third Committee*

A third committee of Florida educators is convened to finalize the revised competencies and skills and test blueprint according to specified review criteria. Content validation survey data, where appropriate, is presented to the committee and used during the finalization process.

### **Develop and Validate Item Specifications**

Item specifications are used to guide the selection and development of test items. Following the finalization of the competencies and skills for each subject area, item specifications are updated. The item specifications include identification of the competency and skill for which the specification is developed, possible item formats and content to be tested, and an exemplary

test item. A committee of Florida educators is convened to validate the item specifications according to specified review criteria.

### **Item Development, Field Testing, and Validation**

For each subject area undergoing development, items from the existing item bank that have not been previously administered are selected and revised, as appropriate, and new test items are written, according to the item specifications. Newly written and revised test items are added to current test forms for field testing. Following field testing, a committee of Florida educators is convened to review and validate each item according to specified review criteria. Field-test data are provided to help the committee in the task.

### **Test Form Assembly and Validation**

For each subject area undergoing development, test forms are assembled in accordance with the test blueprint and other specified measurement guidelines and criteria. A committee of Florida educators is convened to review and validate the forms according to specified review criteria. Committee members take each test and their results (as well as examinee data) are provided to guide them in the task. Before and after the first administration of each test form, a key validator reviews each test item to confirm validity and accuracy.

### **Test Information Guide Development and Validation**

For each subject area undergoing development, updated Test Information Guides are developed. The updated guides include the competencies and skills, test blueprint, sample test items linked to specific competencies, and an annotated bibliography of Florida textbooks or other preparation resources.

### **Standard Setting**

Standard setting is the process of determining a score on a test that reflects the boundary line between candidates who satisfy the testing component of state requirements for teacher licensure and those who do not. Standard setting relates directly to test validation since the standard setting process produces a recommended passing score (also referred to as a “cut score”)—a boundary line between just acceptable knowledge and skills relative to the construct of interest and unacceptable knowledge and skills.

The *Standards for Educational and Psychological Testing* require that passing scores be set high enough to distinguish adequate from inadequate performance, but not too high to be unreasonably limiting (AERA, APA, NCME, 1999). The Department oversees the ongoing review and updating of the FTCE and FELE in order to maintain professional standards and to ensure alignment with the latest Florida State Standards. Two leading psychometric experts, Hambleton and Pitoniak (2006), recommend that standard setting process includes the following nine steps:

- Select standard setting method
- Choose panelists
- Prepare performance level descriptors
- Train panelists
- Collect item ratings
- Provide feedback to panelists
- Compile panelists' ratings to obtain performance standards
- Conduct panelists' evaluation
- Compile validity evidence and prepare documentation

In 2012, standard setting was conducted for the following seven fields using the steps described in the subsequent subsections:

- Biology 6–12
- Chemistry 6–12
- Physics 6–12
- Middle Grades General Science 5–9
- Earth/Space Science 6–12
- Health
- Physical Education

#### *Standard Setting Method*

The modified Angoff method (Angoff, 1971) was used to set passing scores for the examinations. In this method, subject matter experts reviewed each item and marked the proportion of the “beginning effective teacher candidate” that should provide a correct response.

#### *Standard Setting Panel*

The Standard Setting Panel formed to participate in standard setting activities for the tests consisted of public school teachers licensed and practicing in the field, and college faculty from Florida colleges and universities who are currently preparing (or have prepared) prospective teachers in the field. Committee members were selected to include educators from public schools and colleges who represented districts and colleges across the state and generally reflected the diversity of the state of Florida.

### **2012 FTCE Test Development Overview**

As previously highlighted in section “II. Executive Summary” of this report, the Department conducted test development activities for nine FTCE examinations in 2012. These examinations were developed according to the development process described in the previous subsections. Two of the nine fields were in phases of development during 2011. Seven of the nine fields, which included STEM (science, technology, engineering, mathematics) and language arts/reading content, were developed under Florida’s RTTT grant.

In response to the RTTT mandate, the goal for redevelopment is to increase the rigor of the examinations and align, where appropriate, to the Common Core State Standards and the Florida Educator Accomplished Practices (FEAPs). The Postsecondary Certification Assessment Steering Committee (PCASC) convened in January 2011 to make recommendations on how to increase the rigor of the examinations. The PCASC recommended a number of strategies, including

- Raise the cognitive complexity of the skills
- Address the diverse learner at every grade level
- Embed state statutes into competencies and skills
- Ensure content pedagogy is current and embedded in the skills; base pedagogical aspects of the skills on the measurable components of the FEAPs; and base content on higher order/higher complexity skills and Common Core State Standards
- Research the link between cognitive complexity and item type; research item types that are strong indicators of the successful teacher
- Focus on the skills and knowledge needed by the target candidate

To implement these strategies, the following FTCE test development activities started in 2011

and continued throughout 2012 (RTTT test development activities for FTCE are scheduled to conclude in 2014):

<b>FTCE: 2012 Test Development Activities</b>
1. Develop, validate, and finalize the competencies, skills and test blueprint
2. Develop and validate item specifications
3. Develop and field test the items

### **2012 FTCE Additional Test Development Activities**

The following test development activities for English to Speakers of Other Languages (ESOL) K–12 and Professional Education took place in 2012:

- Item development
- Sensitivity and bias review
- Field testing for newly written and revised items
- Item validation
- Test form construction
- Test form validation
- Pre-admin key validation
- Test Information Guide production

The majority of test development activities for ESOL K–12 and Professional Education concluded in November 2012, when the test forms and test files were transferred to Pearson, along with all materials created during the test development cycle. The State Board of Education reviewed and approved the competencies and skills for these two examinations in October 2011. The new competencies and skills were implemented on examinations administered beginning January 2013, and are printed in the *Competencies and Skills Required for Teacher Certification in Florida, Seventeenth Edition*. Test development activities for Professional Education and ESOL K–12 will continue in 2013, culminating with standard setting in June 2013.

### **2012 FELE Test Development Overview**

As previously discussed in section “II. Executive Summary” of this report, the FELE was enhanced to become a more relevant and contemporary assessment for prospective administrators. 2012 test development activities (summarized in the following table) featured the writing of additional prompts, focusing on various types of student achievement data, for the written performance assessment of FELE Subtest 3.

<b>FELE 3.0: Test Development Activities in 2012</b>
1. Develop, validate, and finalize competencies and skills
2. Distribute the competencies and skills statewide survey

In addition, the Department convened a FELE Steering Committee to assist in determining a definition of the “beginning effective school administrator candidate” and appropriate levels of rigor for the revised FELE competencies and skills. The competencies and skills were presented to the State Board of Education in November 2012 for review and approval. The effective competencies and skills will be implemented in January 2014.





## V. TEST ADMINISTRATION

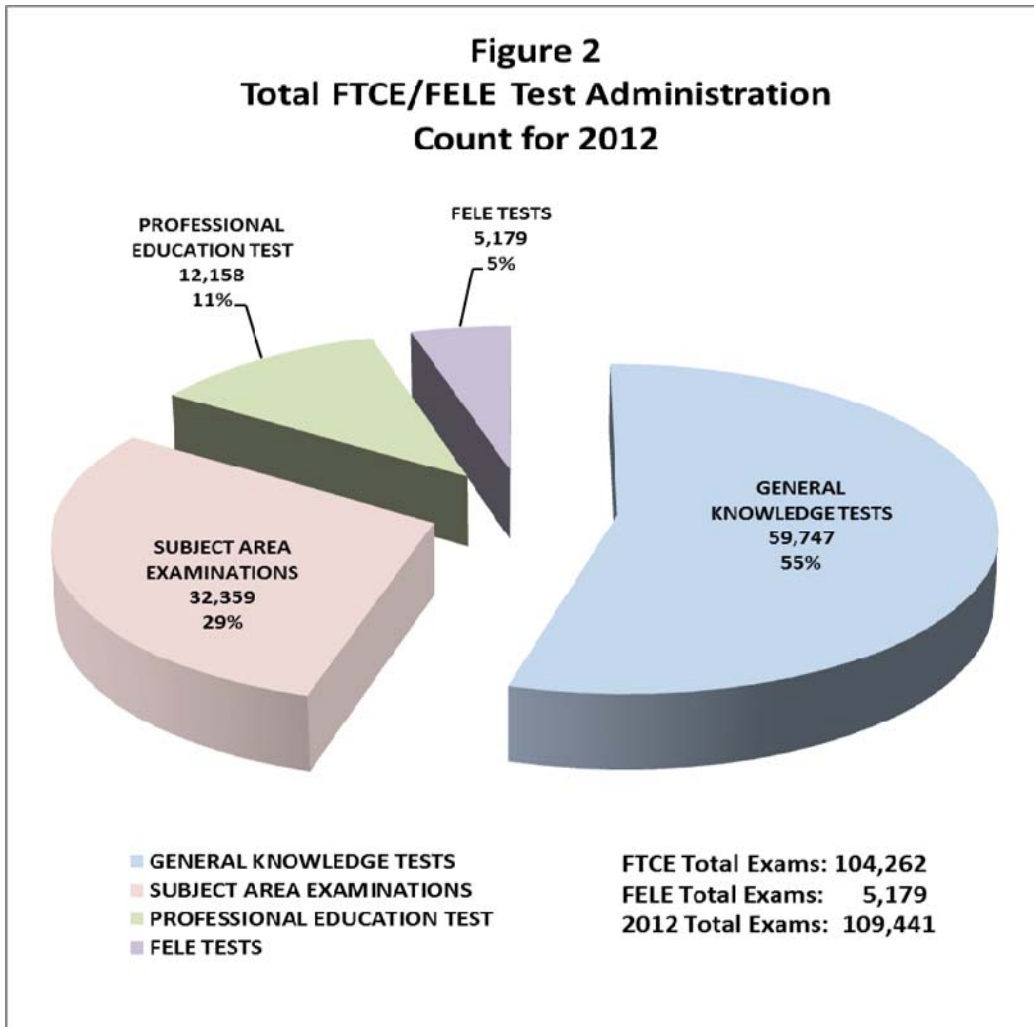
### **Overview of Test Administration Activities**

This section of the report outlines the administration processes for computer-based testing (CBT) for the Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE). This section includes information and specific data on the following:

- Examinations administered
- Test sites used
- Examinees tested
- Test administration procedures
  - communication sources for program information
  - website
  - customer service
  - registration
- Test administration format, including computer-based testing

As previously highlighted in section “II. Executive Summary” of this report, the following Figures 1 and 2 present, respectively, a brief summary of the 2012 administration year and a chart summarizing the total examination count of FTCE/FELE administered in year 2012.

<b>Figure 1</b>	
<b>2012 Administration Year</b>	
<b>January 1, 2012–December 31, 2012</b>	
<b>Program Overview</b>	
The FTCE/FELE testing program offers 45 unique examinations, including	
<ul style="list-style-type: none"> <li>• General Knowledge</li> <li>• Professional Education</li> </ul>	<ul style="list-style-type: none"> <li>• 42 Subject Area Examinations</li> <li>• FELE</li> </ul>
<b>Computer-Based Testing (CBT)</b>	
<ul style="list-style-type: none"> <li>• Administered Monday–Saturday at Pearson VUE locations</li> <li>• Evening hours available (at Pearson VUE locations)</li> </ul>	
Number of Sites	36 in Florida, 36 out of state
<b>Total Examinations Administered: 109,441</b>	



*Note:* One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas.

### **Test Administration Procedures**

The process involved in the administration cycle is traced in this section to follow the progression of a typical examinee from gathering information and registration through taking the test (scoring and score reporting is discussed in the next major section).

### **Program Information and Communications to Examinees**

There are a number of sources of information about the FTCE/FELE testing program for potential examinees, school districts, universities and colleges, and the general public.

#### *Website*

The FTCE/FELE contractor website provides the most accurate and up-to-date information on the FTCE/FELE program (<http://www.fl.nesinc.com/>). The website includes information on

- each FTCE/FELE examination,
- test sites and the examinations offered,
- instructions for registration,
- what to expect on the day of the test,
- score release information, and

- post-score release information, including ordering additional score reports, and score verification.

Examinees can order Test Information Guides directly from the website, deliverable by immediate download to a computer as a PDF file. The website also includes forms for ordering additional score reports, requests for score verification and requests for testing accommodations.

The website also features an “Important Announcements” section on the home page. This section is used for specific announcements including, but not limited to

- notice of changes to the FTCE/FELE program,
- notification of score release,
- information about FTCE/FELE pilot testing, and
- emergency announcements pertaining to delayed or cancelled testing.

These announcements link to stand-alone web pages that can be added, edited, and removed as needed.

#### *Program Information Flyer*

A downloadable and printable program information flyer is available on the contractor website that provides an overview of the FTCE/FELE testing program.

#### *Customer Service*

Examinees can speak with a representative from 8 a.m. to 6 p.m. Monday through Friday. Customer Service Representatives have access to examinees’ registration and testing history and can assist with completing registration, changing a test registration, and answering questions about the program and the testing process.

In some cases representatives may refer examinees to a more appropriate agency for the information they are seeking, as Pearson cannot answer questions about certification requirements or the process to obtain or renew teaching certification for the State of Florida. Representatives have access to the FTCE/FELE contractor website, the Department of Education website and the Bureau of Educator Certification website and are trained to help examinees navigate these sites.

Customer service is also available via the website, and examinees can contact Pearson by email at any time. This email account is monitored continuously during call center operational hours. All queries receive a response within 1 to 2 business days.

#### **Registration Process**

Online registration is available 24 hours a day, 7 days a week via the FTCE/FELE contractor website. Examinees registering online are asked to create a user account and are guided through selecting a testing date, testing site, and the specific examinations for which they wish to register. Examinees can review this registration information, print a new admission ticket, and change their registration by logging into "My Account" from the website.

### *Alternative Arrangements*

Online registration for alternative arrangements and certain FTCE/FELE examinations is a three-part process, whereby examinees

- initiate the registration process online,
- send in their requests for accommodations, and
- are contacted by a Customer Service Representative to complete the registration process.

### ***Paper-Based Testing (PBT) Administration***

The FTCE/FELE system does not administer paper-based tests (PBT) except as an accommodation when requested and verified, or through the Troops to Teachers program for military applicants serving overseas.

### ***Computer-Based Testing (CBT) Administration***

As previously mentioned, the FTCE/FELE system was the first in the nation to move to a totally computer-based testing system. Computer-based testing allowed for a number of highlights in 2012, as discussed in the previous subsections and summarized in the following table.

<b>2012 FTCE/FELE Highlights of Computer-Based Testing</b>	
<b>Topic</b>	<b>Highlight</b>
Total Examinations Administered	Delivery of 109,441 total examinations
Extensive Network of CBT Sites	Features 72 CBT sites, consisting of 36 CBT sites in Florida and 36 out-of-state
CBT Site Availability	Many CBT sites are open Monday–Saturday and during evening hours
Ongoing, Online Registration	Secure, online registration enables candidates to register 24 hours per day, 7 days per week—up to 24 hours before the test date
Fast Score Turnaround	Unofficial scores are released at the CBT site immediately after the test and official score reports are issued electronically within 4 weeks after testing or 6 weeks for tests with performance items
Score Report Data	The Department and institutions of higher education may access various FTCE/FELE test performance data to inform policy, research, and instruction.
Official Program Website	FTCE/FELE official program website offers up-to-date registration and testing information, study materials, links to the Department’s website, and comprehensive customer service information.
Responsive Customer Service	Customer Service Representatives are available by phone and email from 8 a.m.–6 p.m. Monday–Friday. They have access to registration and testing history to assist with registration and answering questions about the program and the testing process.

## VI. SCORING AND REPORTING FOR FTCE/FELE

This section of the report addresses the FTCE/FELE scoring and reporting processes for

- multiple-choice items and
- performance items.

### ***Multiple-Choice Item Scoring***

Examinee responses are processed and analyzed in order to produce scores and prepare score reports. Responses are electronically scored based on established answer keys. Quality control procedures are implemented at this stage of scoring.

### **Test and Item Analyses**

Test and item analyses are generated for the tests administered as part of the FTCE, as well as for the FELE. These analyses provide various statistical descriptions of the items and the total test. Analyses are conducted on multiple-choice items to assess the accuracy and psychometric quality of the items and total test. Additionally, data from performance items are reviewed to confirm that items in the item bank for each field are comparable in terms of difficulty and score distribution.

The purpose of item analysis for multiple-choice items is to verify the accuracy of the answer key for each administered test form and as an additional quality assurance check before providing final results and before official candidate score reports are produced. Data are collected on each item, allowing for the empirical consideration of item difficulty, item discrimination, content accuracy, and the plausibility of distractors. These item statistics are calculated and evaluated for the current administration and cumulatively (i.e., combined statistics for previous operational test administrations).

The analyses for the total test include the following:

- Number of examinees
- Total number of items on form
- Number of scored items
- Number of non-scored items
- Number in 27% group (see item discrimination index that follows)
- Raw score statistics:
  - Mean
  - Median
  - Mode
  - Standard deviation
  - Maximum raw score
  - Minimum raw score
  - Range of raw scores
- Average p-value
- Average point biserial
- KR20 test reliability
- Standard error of measurement
- Brennan-Kane index

The analyses for each item include

- item response distribution by response alternative (number and proportion);
- p-value (the percentage of examinees selecting the keyed correct response);
- item-to-test point biserial correlations; and
- item discrimination index (the difference in proportion correct between the upper and lower 27% of examinees).

These analyses are reviewed before examinee scores are reported. Items designated as “scored” are used to calculate examinee scores.

### **Reliability**

The *Standards for Educational and Psychological Testing* refers to reliability as the consistency of test scores for a group of candidates across administrations (AERA, APA & NCME, 1999). Reliability is a property of test scores for a particular group of examinees, not a fixed property of a test. Many factors may affect statistical estimates of test reliability, including the variability of the examinee group, test length, test design, test content, and number of examinees.

Because these tests are utilized to make high-stakes decisions, several indicators of decision consistency (that is the degree to which the same decisions are made from two tests) and measures that indicate score reliability (consistency of scores across administrations) are calculated. Statistics not only consider the reliability of the test scores, but also indicate the reliability of the decisions made using the test results.

The Kuder-Richardson index of item homogeneity (KR20) is an overall test consistency (reliability) estimate based on a single test administration (Kuder & Richardson, 1937). It is generally applicable to tests composed of multiple-choice items.

### **Item Bias**

Efforts to avoid bias begin with the manner in which the assessment materials are created and reviewed. The FTCE development process includes the review criterion of “freedom from bias” for the competencies and skills, test blueprint, item specifications, items, test forms, and Test Information Guide. The consistent use of this criterion assists in the validation of assessment materials, ensuring they are an accurate representation of the competencies being evaluated and that the materials or content are not offensive or biased against any identified group.

In addition, on a monthly base, item bias statistics are reported for forms that meet the specified criteria for focal groups. Item bias statistics measure the extent to which item performance may reflect group membership rather than the knowledge or skill that the item is designed to measure.

### **Performance Assessment Scoring**

Several of the tests in the FTCE/FELE program include performance items. Responses to the performance items are scored by qualified Florida educators (raters) using holistic scoring procedures. In these methods, scorers judge the overall effectiveness of each response using a set of characteristics that have been defined as important to help inform the overall score. The score is holistic in that each score is based on the overall effectiveness of these characteristics working together, focusing on the response as a whole.

### **Rater Selection Criteria**

Raters are selected and approved by the Department to score based on their qualifications according to criteria defined in conjunction with the Department. While some qualifications may

vary depending on the subject matter area and the specific requirements in place at the time the rater was recruited and approved, typically FTCE raters meet the following qualifications:

- Hold a minimum of a Bachelor's degree
- Hold a current professional teaching certificate in the same subject area for which they will be scoring OR hold or have held a position at a college, university, or community college in the same subject area for which they will be scoring
- Have at least five (5) years of teaching experience in the same subject area for which they will be scoring
- Are approved to score by the Florida Department of Education

Additional applicable internal guidelines for FTCE are as follows:

- Rater applicants who hold a current professional teaching certificate in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.
- Rater applicants who hold or have held a position at a college, university, or community college and teach courses in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.

FELE raters must meet the following qualifications:

- Be either an active school administrator (i.e., principal or assistant principal) or a district-level administrator with at least three years of experience; a school or district-level administrator with at least three years of experience who has retired within the past two years; or a retired faculty member who has had three years of experience as a school administrator or district-level administrator within the last ten years
- Hold or have held a certificate in educational leadership
- Have content knowledge in English language skills and educational leadership
- Be approved to score by the Florida Department of Education

Additionally, the following internal guideline is applicable:

- If a school or district-level administrator is also teaching as a professor in an educational leadership program at a university, then this applicant will not qualify to be a FELE rater.

### **Overview of Holistic Scoring Sessions**

Holistic scoring sessions include a number of different tasks, sets of procedures, and areas of focus. Scoring events for performance assessments are typically seven-day sessions and are conducted to meet CBT score reporting dates. While sessions may differ slightly for low-incidence fields or for sessions where new prompts/rubrics are introduced, the following topics are critical to conducting FTCE/FELE holistic scoring sessions:

- Security and oversight
- Rater training
- Rater calibration
- Scoring operational responses
- Invalid response procedures

## **Holistic Scoring Manuals**

### *Holistic Scoring Procedures Manual*

This manual was updated several times and lastly in 2012 since the Department moved to an all-CBT administration format in 2009. It summarizes the policy and criteria associated with operationalizing the holistic scoring program for all FTCE and FELE assessments with performance scoring components. The manual includes criteria for identifying and approving qualified raters and Chief Raters, as well as detailing rater training and calibration procedures for each scoring session.

Additionally, the manual includes all of the scoring scales (rubrics) used in the holistic scoring process along with an overview of the holistic scoring models used for each assessment, including score discrepancy resolution models and procedures for handling invalid responses.

### *Rater Manual*

This manual is used by each group of raters in scoring performance assessments and is specific to the field being scored. Topics include the following:

- General background information
- Confidentiality statement
- Description of the test
- Score scales
- Holistic scoring definition
- Orientation description
- Calibration process and assessment descriptions
- Scoring procedures for paired and consensus scoring
- Explanation of the rater form
- Test directions for the examinee
- Competencies and skills
- Information about pre-prepared essays
- Historic anchor sets for each field

### *Quality Control*

The rating process is designed to maintain the quality of the scores through training, calibration, and recalibration of raters. Rater performance is monitored throughout the scoring session to ensure that raters are calibrated and scoring accurately, fairly, and consistently. This process includes the random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and the introduction of 'validation' papers into the FELE scoring process.

In addition, the Department has made arrangements to randomly listen to scoring sessions during scoring cycles via teleconference technology and to participate in the rater-feedback process. This constant monitoring of the scoring process and outcomes is coupled with an annual on-site monitoring visit by the Department to insure that all holistic scoring procedures are being followed in an effective manner.

### ***Analysis and Reporting of Results***

This section of the report describes the analyses that are conducted following administrations of the FTCE and FELE for the purposes of test form equating and reporting results to candidates, institutions, and the Department.



## **Equating**

Equating refers to the process of placing scores from alternate, parallel, or equivalent forms of a test on a common scale (AERA, APA, & NCME, 1999). The central purpose of statistical equating is to compensate statistically for possible variability in the characteristics of test forms that may affect examinees' scores (e.g., differences in the overall difficulty of the new test form compared to a previous test form). Statistical equating ensures that a candidate's scale score is adjusted for the relative difficulty of a particular form that was taken, thus allowing test developers to attribute differences in scores across test forms to differences in knowledge and skills and not differences in the tests. Equating also ensures that different test forms are comparable and that scores from multiple test forms can be used interchangeably.

For FTCE/FELE examinations with 50 or more examinees per administration, one of two equating methods (as listed in the following) is used. The choice of method is directed by the Department.

- Linear (Z-score) Equating
- Angoff Equating

For test forms with fewer than 50 examinees per administration, the Equal-Percent Method is used, unless otherwise directed by the Department.

## **Score Reports for Examinees, Institutions, and the Department**

### *Scale Scores*

Examinee performance on the FTCE and FELE is reported in terms of scale scores rather than raw scores. The advantage of using scale scores is that the various tests can be interpreted in the same scale units, unaffected by the fact that there may be different numbers of questions. The reporting scale is a linear transformation of the original raw score for each test.

For each of the FTCE subject area tests, the passing score is set to a scale score of 200. That is, each test is adjusted so that the passing score is always 200 regardless of which subject area test, or which form of the subject area test, is being administered. Some of the subject area tests have both a multiple-choice and a holistically scored performance component. For most of these tests, composite scores are derived to permit combining the two separate parts into a single total score.

For example, the total score for the English 6–12 and Middle Grades English 5–9 tests is based on combining and weighting the multiple-choice (equated) raw score (70%) and the performance score (30%). The weighting schemes differ from test to test depending on the recommendations of the test development committees.

For the new FELE, which began in January of 2009, the reporting scale score is also a linear transformation of the original raw score for each subtest. As in FTCE examinations, for each new FELE subtest, the passing score is set to a scale score of 200. For Subtest 3, which includes the performance component, a composite score is calculated, then a scale score is produced based on the composite score.

### *Score Reporting*

Score reports are released to examinees on a biweekly schedule dependent on the examination taken and mode of testing. For multiple-choice (MC) tests only, examinee scores are reported approximately four weeks after the test date. For examinations with performance sections (French K–12, German K–12, Spanish K–12, Speech 6–12 part 2, General Knowledge Essay,

English 6–12, Middle Grades English 5–9, and FELE Subtest 3), examinee scores are reported approximately six weeks after the test date. There might be a one week delay in scores for all newly administered test forms due to additional statistical and key validation reviews.

Unofficial reports for computer-based tests containing only multiple-choice items are provided to the examinee at the conclusion of each test except for those new test forms. Official score reports are available to examinees through the score website for 60 days. Examinees are sent an email notifying them of the availability of their score reports electronically on the score reporting date.

A copy of the score report is also sent directly to the school district, college, or university indicated upon examinee registration. All passing scores are submitted electronically to the State Bureau of Educator Certification.

## VII. SUMMARY REPORTS

This section of the report describes and provides examinee performance reports for the FTCE/FELE examinations administered between January and December of 2012. This includes the following reports:

- FTCE/FELE Test Information (Appendix A)
- First-Time Examinees Longitudinal Passing Rates by Field (Appendix B)
- Examinations Summary Data by Examination Count (Yearly Total) (Appendix C)
- Site Summary Data by Examinee Count (Yearly Total) (Appendix D)

The following FTCE/FELE report summaries are followed by the corresponding data charts, which appear in the appendices.

### *FTCE/FELE Test Information*

This report includes information about key aspects of the FTCE/FELE examinations. For each field, the report lists the number of multiple-choice items on the examination, along with the number and type of performance items, if applicable. The report also includes total testing time that examinees receive and what, if any, supplemental testing materials an examinee may receive during the test (e.g., math reference sheet). (Appendix A)

### *First-Time Examinees Longitudinal Passing Rates by Field*

This report provides the number of first-time examinees and their passing rates by field for the last four years (2009 to 2012). In 2012, among fields with at least 100 examinees, General Knowledge Subtest 1: Essay had the highest passing rate at 97% and Physics 6–12 had the lowest passing rate at 61%. Of the three FELE subtests, FELE Subtest 2: Operational Leadership had the highest passing rate at 94%. The other two FELE subtests each had passing rates at 88%. (Appendix B)

### *Examination Summary Data by Examination Count*

This report provides the number of examinations registered for and taken in 2012, by examination name. In total, there were 113,282 FTCE/FELE examinations registered for and 109,443 examinations taken. Among those, for General Knowledge there were 62,137 examinations registered for and 59,747 taken. For FELE, there were 5,327 examinations registered for and 5,179 taken. For Professional Education, there were 12,470 examinations registered for and 12,158 taken. Among the FTCE Subject Area Examinations, the three fields with the highest counts of examinations registered for and taken were Elementary Education K–6 (9,535 registered and 9,286 taken); Exceptional Student Education K–12 (3,382 registered and 3,298 taken); and Prekindergarten/Primary PK–3 (2,468 registered and 2,395 taken). (Appendix C)

### *Site Summary Data by Examinee Count*

This report provides the number of examinations registered for and taken in 2012, by test center. Among all of the sites, the three test centers at which the highest number of examinees tested were as follows: Tampa (site #1064) where 9,758 tested; Orlando (site #1055) where 9,552 tested; and Jacksonville (site #1060) where 8,971 tested. (Appendix D)



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**APPENDIX A:**  
**FTCE/FELE Test Information**





**FLORIDA TEACHER CERTIFICATION EXAMINATIONS**  
**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION**  
*January 2012–December 2012*

Test Code	Test name	# of Multiple-Choice Items	# of performance items	Performance Score scale range	Test time	Supplemental materials
<b>Florida Educational Leadership Examination (FELE)</b>						
814	Subtest 1: Instructional Leadership	70-80			2 hrs	
815	Subtest 2: Operational Leadership	70-80			2 hrs	
816	Subtest 3: School Leadership	60-70	1 written	1-6	2.5 hrs	
<b>General Knowledge Exam</b>						
821	Subtest 1: Essay		1 written	1-6	50 min	
822	Subtest 2: English Language Skills	40			40 min	
823	Subtest 3: Reading	40			40 min	
824	Subtest 4: Mathematics	45			100 min	4-function calculator & math reference sheet
<b>Professional Education Exam</b>						
083	Professional Education	120			2.5 hrs	
<b>Subject Area Exams</b>						
054	Agriculture 6–12	120			2.5 hrs	
001	Art K–12	115			2.5 hrs	
002	Biology 6–12	120			2.5 hrs	
051	Business Education 6–12	120			2.5 hrs	
003	Chemistry 6–12	100			2.5 hrs	scientific calculator, periodic table & reference sheet
005	Computer Science K–12	120			2.5 hrs	
006	Drama 6–12	120			2.5 hrs	
008	Earth/Space Science 6–12	120			2.5 hrs	
010	Educational Media Specialist PK–12	120			2.5 hrs	
060	<b>Elementary Education K-6</b> <u>5 Sections, 45 items each:</u> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• PE, Health, Music, Visual Arts</li> <li>• Science &amp; Technology</li> <li>• Mathematics</li> </ul>	225			260 min	Math reference sheet

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS**  
**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION**  
*January 2012–December 2012*

Test Code	Test name	# of Multiple-Choice Items	# of performance items	Performance Score scale range	Test time	Supplemental materials
013	English 6–12	85	1 written	1-7	2.5 hrs (1 hr for essay)	
047	English to Speakers of Other Languages (ESOL) K–12	120			2.5 hrs	
061	Exceptional Student Education (ESE) K–12	120			2.5 hrs	
052	Family and Consumer Science 6–12	120			2.5 hrs	
015	<b>French K–12</b> <i>Speaking</i> <i>Writing</i>	85	2 oral  1 written	1-6 (5 components)  1-5	2.5 hrs	special character chart
171	<b>German K–12: Subtest 1</b>	95	2 written	1-4	2.5 hrs	special character chart
172	<b>German K–12: Subtest 2</b> (Oral Interview)		oral interview	below inter/high, inter/high or above	45 mins	
018	Guidance and Counseling PK–12	120			2.5 hrs	
019	Health K–12	120			2.5 hrs	
020	Hearing Impaired K–12	120			2.5 hrs	
022	Humanities K–12	120			2.5 hrs	
023	Journalism 6–12	120			2.5 hrs	
024	Latin K–12	100			2.5 hrs	
057	Marketing 6–12	120			2.5 hrs	
026	Mathematics 6–12	80			2.5 hrs	scientific calculator
014	Middle Grades English 5–9	85	1 written	1-7	2.5 hrs (1 hr for essay)	
004	Middle Grades General Science 5–9	120			2.5 hrs	
062	Middle Grades Integrated Curriculum 5–9	120			2.5 hrs	scientific calculator
025	Middle Grades Mathematics 5–9	80			2.5 hrs	scientific calculator
038	Middle Grades Social Science 5–9	120			2.5 hrs	

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
January 2012–December 2012**

Test Code	Test name	# of Multiple-Choice Items	# of performance items	Performance Score scale range	Test time	Supplemental materials
028	Music K–12	105			2.5 hrs	
063	Physical Education K–12	120			2.5 hrs	
032	Physics 6–12	90			2.5 hrs	scientific calculator
053	Prekindergarten/Primary PK-3	120			2.5 hrs	
007	Preschool Education Birth-Age 4	120			2.5 hrs	
035	Reading K–12	120			2.5 hrs	
036	School Psychologist PK–12	120			2.5 hrs	
037	Social Science 6–12	120			2.5 hrs	
039	<b>Spanish K–12</b> <i>Speaking</i> <i>Writing</i>	80	6 oral  1 written	1-6 (4 components)  1-5	2.5 hrs	special character chart
411	Speech 6–12: Subtest 1	90			1.5 hr	
412	Speech 6–12: Subtest 2		1 speech	1-4	45 min	3x5 note cards (20 per candidate) & timing chart
042	Speech-Language Impaired K–12	120			2.5 hrs	
055	Technology Education 6–12	120			2.5 hrs	
044	Visually Impaired K–12	120			2.5 hrs	



**APPENDIX B:**

**First-Time Examinees Longitudinal Passing Rates by Field**



FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
 FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
**FIRST-TIME EXAMINEES LONGITUDINAL PASSING RATES BY FIELD (2009–2012)**

Examination	2009		2010		2011		2012	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
Agriculture 6–12	62	58%	56	93%	61	90%	73	85%
Art K–12	475	89%	323	92%	324	94%	300	90%
Biology 6–12	860	77%	491	85%	614	87%	560	86%
Business Education 6–12	590	77%	234	80%	244	82%	284	76%
Chemistry 6–12	351	58%	255	75%	316	74%	238	76%
Computer Science K–12	105	70%	35	66%	30	80%	50	78%
Drama 6–12	165	80%	74	89%	61	87%	73	82%
Earth/Space Science 6–12	382	81%	218	89%	364	88%	278	85%
Educational Media Specialist PK–12	384	65%	248	88%	208	86%	264	80%
Elementary Education K–6	10,525	79%	7,373	83%	7,592	83%	7,421	84%
English 6–12	2,425	72%	1,393	73%	1,422	73%	1,523	73%
English to Speakers of Other Languages (ESOL) K–12	3,857	68%	1,208	76%	1,101	76%	998	78%
Exceptional Student Education K–12	4,535	82%	2,858	92%	2,660	93%	2,917	87%
Family and Consumer Science 6–12	159	73%	82	82%	75	76%	88	65%
French K–12	136	80%	69	75%	84	92%	69	77%
GK Subtest 1: Essay	17,394	89%	13,210	95%	12,824	96%	12,780	97%
GK Subtest 2: English Language Skills (ELS)	16,416	89%	13,045	92%	12,874	92%	12,903	91%
GK Subtest 3: Reading	16,411	83%	13,038	86%	12,830	87%	12,863	85%
GK Subtest 4: Mathematics	16,554	78%	13,029	82%	12,893	82%	12,895	81%
German K–12 Interview	14	100%	6	67%	9	89%	6	83%

Source: Data provided by Evaluations Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
 FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
**FIRST-TIME EXAMINEES LONGITUDINAL PASSING RATES BY FIELD (2009–2012)**

Examination	2009		2010		2011		2012	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
German K–12 Written	15	87%	5	60%	11	82%	7	71%
Guidance and Counseling PK–12	641	76%	377	86%	360	90%	429	95%
Health K–12	721	89%	279	83%	278	87%	273	67%
Hearing Impaired K–12	58	93%	31	94%	37	89%	48	96%
Humanities K–12	73	64%	16	63%	31	55%	22	73%
Journalism 6–12	112	99%	29	97%	41	95%	36	97%
Latin K–12	22	59%	24	71%	12	75%	17	82%
Marketing 6–12	115	63%	41	56%	24	71%	43	70%
Mathematics 6–12	1,819	49%	1,141	54%	1,172	55%	1,158	63%
Middle Grades English 5–9	621	78%	356	85%	341	81%	536	85%
Middle Grades General Science 5–9	794	61%	486	74%	697	77%	782	73%
Middle Grades Integrated Curriculum 5–9	4,291	71%	2,093	71%	1,387	71%	45	67%
Middle Grades Mathematics 5–9	1,905	66%	1,171	75%	1,479	76%	1,629	73%
Middle Grades Social Science 5–9	556	66%	288	82%	302	81%	451	86%
Music K–12	439	85%	311	88%	384	88%	306	92%
Physical Education K–12	1,322	77%	718	83%	670	81%	685	79%
Physics 6–12	185	44%	136	59%	146	60%	113	61%
Prekindergarten/Primary PK–3	2,476	80%	1,747	94%	2,000	93%	2,182	92%
Preschool Education Birth–Age 4	321	80%	114	91%	158	81%	141	84%
Professional Education (PEd)	15,112	84%	10,126	86%	10,216	85%	10,045	87%

Source: Data provided by Evaluations Systems group of Pearson



FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
 FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
**FIRST-TIME EXAMINEES LONGITUDINAL PASSING RATES BY FIELD (2009–2012)**

Examination	2009		2010		2011		2012	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
Reading K–12	1,059	86%	570	93%	586	91%	469	91%
School Psychologist PK–12	106	85%	101	91%	90	94%	96	97%
Social Science 6–12	2,527	69%	1,715	90%	1,638	89%	1,785	66%
Spanish K–12	979	78%	479	84%	457	83%	538	87%
Speech 6–12 Speaking	17	94%	7	100%	6	100%	9	100%
Speech 6–12 Written	20	95%	7	86%	6	100%	9	89%
Speech-Language Impaired K–12	77	90%	40	98%	26	92%	37	92%
Technology Education 6–12	164	58%	86	73%	86	73%	95	61%
Visually Impaired K–12	32	66%	18	83%	36	53%	29	79%
<b>FTCE TOTAL FOR ALL AREAS</b>	<b>128,379</b>	<b>81%</b>	<b>89,757</b>	<b>86%</b>	<b>89,263</b>	<b>86%</b>	<b>88,598</b>	<b>86%</b>
FELE Subtest 1: Instructional Leadership	1,380	79%	1,120	87%	1,542	89%	1,543	88%
FELE Subtest 2: Operational Leadership	1,377	88%	1,115	94%	1,539	95%	1,538	94%
FELE Subtest 3: School Leadership	1,373	77%	1,118	86%	1,541	88%	1,538	88%
<b>FELE TOTAL FOR ALL SUBTESTS</b>	<b>4,130</b>	<b>81%</b>	<b>3,353</b>	<b>89%</b>	<b>4,622</b>	<b>91%</b>	<b>4,619</b>	<b>90%</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>132,509</b>	<b>81%</b>	<b>93,110</b>	<b>86%</b>	<b>93,885</b>	<b>87%</b>	<b>93,217</b>	<b>86%</b>

Source: Data provided by Evaluations Systems group of Pearson



**APPENDIX C:**

**Examinations Summary Data  
by Examination Count (Yearly Total)**



## Examinations Summary Data by Examination Count (Yearly Total)

Examination	Yearly Total	
	Registered	Tested
Agriculture 6–12 (054)	85	81
Art K–12 (001)	354	346
Biology 6–12 (002)	658	634
Business Education 6–12 (051)	352	341
Chemistry 6–12 (003)	313	306
Computer Science K–12 (005)	57	56
Drama 6–12 (006)	88	82
Earth/Space Science 6–12 (008)	314	306
Educational Media Specialist PK–12 (010)	298	295
Elementary Education K–6 (060)	9,535	9,286
English 6–12 (013)	1,963	1,885
English to Speakers of Other Languages (ESOL) K–12 (047)	1,173	1,118
Exceptional Student Education K–12 (061)	3,382	3,298
Family and Consumer Science 6–12 (052)	108	106
French K–12 (015)	87	83
German K–12 Interview (172)	14	11
German K–12 Written (171)	9	9
Guidance and Counseling PK–12 (018)	487	478
Health K–12 (019)	341	332
Hearing Impaired K–12 (020)	51	51
Humanities K–12 (022)	24	23
Journalism 6–12 (023)	40	37
Latin K–12 (024)	25	25
Marketing 6–12 (057)	54	49
Mathematics 6–12 (026)	1,584	1,526
Middle Grades English 5–9 (014)	600	577
Middle Grades General Science 5–9 (004)	966	930
Middle Grades Integrated Curriculum 5–9 (062)	67	62
Middle Grades Mathematics 5–9 (025)	2,019	1,978
Middle Grades Social Science 5–9 (038)	515	503
Music K–12 (028)	380	369
Physical Education K–12 (063)	820	799
Physics 6–12 (032)	176	169
Prekindergarten/Primary PK–3 (053)	2,468	2,395
Preschool Education Birth–Age 4 (007)	159	154
Reading K–12 (035)	529	512
School Psychologist PK–12 (036)	104	101
Social Science 6–12 (037)	2,283	2,207
Spanish K–12 (039)	647	624
Speech 6–12 Speaking (412)	10	9
Speech 6–12 Written (411)	10	10
Speech-Language Impaired K–12 (042)	43	43
Technology Education 6–12 (055)	119	116
Visually Impaired K–12 (044)	37	37
<b>SUBJECT AREA EXAMINATIONS TOTAL</b>	<b>33,348</b>	<b>32,359</b>

## Examinations Summary Data by Examination Count (Yearly Total)

Examination	Yearly Total	
GK Subtest 1: Essay	14,114	13,519
GK Subtest 2: English Language Skills (ELS)	14,980	14,422
GK Subtest 3: Reading	16,034	15,449
GK Subtest 4: Mathematics	17,009	16,357
<b>GK TOTAL FOR ALL SUBTESTS</b>	<b>62,137</b>	<b>59,747</b>
FELE Subtest 1: Instructional Leadership	1829	1,778
FELE Subtest 2: Operational Leadership	1688	1,641
FELE Subtest 3: School Leadership	1810	1,760
<b>FELE TOTAL FOR ALL SUBTESTS</b>	<b>5,327</b>	<b>5,179</b>
Professional Education (PEd)	12,470	12,158
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>113,282</b>	<b>109,443</b>

**APPENDIX D:**

**Site Summary Data by Examinee Count (Yearly Total)**





### Site Summary Data by Examinee Count (Yearly Total)

Pearson VUE Test Center	Registered	Tested
Albuquerque (3220)	4	4
Bath (3601)	5	5
Birmingham (3307)	90	89
Boca Raton (1001)	2,106	2,000
Boston (0269)	113	113
Boynton Beach (1056)	6,171	5,973
Brentwood (4322)	29	29
Chicago (1442)	16	16
Cincinnati (3658)	62	62
Colorado Springs (0623)	91	87
Coral Gables (1067)	3,131	2,987
DC (0918)	178	172
Dallas (4428)	16	16
Daytona Beach (1002)	275	272
Doral (1071)	3,633	3,458
Elm Grove (5050)	12	12
Everett (4820)	9	9
Florida Keys Community College (1077)	207	205
Ft. Lauderdale (1057)	2,560	2,444
Ft. Lauderdale II (1074)	2,978	2,903
Ft. Myers (1009)	70	65
Ft. Myers (1058)	4,257	4,149
Ft. Myers II (1076)	1,811	1,765
Gainesville (1059)	6,023	5,877
Hollywood (1065)	3,714	3,494
Houston (4422)	13	9
Indianapolis (1543)	93	92
Jacksonville (1005)	666	622
Jacksonville (1060)	9,245	8,971
Lake City (1006)	20	20
Lake Mary (1070)	3,538	3,444
Lakeland (1075)	4,580	4,451
Lakeland (1003)	376	375
Lansing (2346)	39	39
Las Vegas (2914)	14	14
Macon (1122)	5	5

### Site Summary Data by Examinee Count (Yearly Total)

Pearson VUE Test Center	Registered	Tested
Marietta North (1128)	333	317
Melbourne (1072)	3,836	3,728
Memphis (4324)	2	2
Miami (1061)	8,015	7,720
New York (0118)	179	176
North Charleston (4102)	37	37
Orlando (1007)	1,155	1,115
Orlando (1055)	9,908	9,552
Ormond Beach (1068)	2,428	2,382
Panama City (1047)	821	781
Pasadena (0517)	16	14
Pensacola (1062)	4,243	4,153
Philadelphia (3972)	125	121
Phoenix (0330)	5	5
Pittsburgh West (3901)	53	53
Raleigh (3443)	126	126
Richmond (0023)	54	54
Rochester (0115)	48	44
San Diego (0543)	37	33
Sarasota (1073)	3,006	2,882
Somerset (3105)	20	20
Southfield (2345)	4	4
Springfield (1440)	22	22
St Petersburg (1066)	3,938	3,784
Tallahassee (1063)	5,328	5,188
Tampa (1064)	10,086	9,758
Tampa (1004)	3,224	3,049
Troops to Teachers (0202)	75	67
Wichita (1706)	8	8
<b>TOTAL</b>	<b>113,282</b>	<b>109,443</b>



