Introduction

The Florida Department of Education requires that prospective teachers take the Florida Teacher Competency Exam (FTCE) in order to receive a Professional Certificate. The examination is composed of three tests: Professional Education, General Knowledge, and Subject Area Exams. Depending upon your background, you may need to take one, two, or all three of the tests.

The Professional Education Test assesses knowledge of pedagogy and professional practices. The General Knowledge Test is a basic skills achievement test containing four subtests: Mathematics, Reading, English Language Skills, and Essay. The Subject Area Exams measure content area knowledge and must be taken by candidates applying for a Professional Certificate, and those adding a subject area to a Professional Certificate must pass a subject area exam in the field(s) in which they seek certification.

The purpose of this web site is to help you prepare for the Professional Education Test (PEd) by:

• Familiarizing you with the test’s format
• Providing you with sample items and feedback
• Correlating the test’s content with information in the text, Educational Psychology: Windows on Classrooms
• Providing you with information about how to obtain additional sample items.

Test Format for Professional Education Test

The Professional Education Test is a multiple-choice test consisting of approximately 120 items that measures competencies and skills in the following areas of professional education. Numbers in parentheses indicate the percentage of test items that assess competencies in each area.

• Assessment (9%)
• Communications (9%)
• Continuous Improvement (5%)
• Critical thinking (9%)
• Diversity (7%)
• Ethics (5%)
• Human Development and Learning (9%)
• Subject Matter (5%)
• Learning Environment (9%)
• Planning (9%)
• Role of the Teacher (7%)
• Technology (5%)
• Foundations of Education (5%)
• ESOL (7%)
A revised, updated version of the test was administered for the first time in July of 2003. The multiple-choice questions are of four basic types:
• sentence completion
• direct question
• scenario
• command.

Examples of each, taken from the Florida Department of Education web site: www.fldoe.org/edcert, are shown below.

**Sentence completion:**

1. A science teacher uses the phrase, “My Very Excellent Mother Just Served Us Nine Pizzas” to help the student remember the order of the planets. This phrase is an example of a:
   a. sequencing tip.
   b. summary tip.
   c. review device.
   d. mnemonic device.

**Direction question:**

2. Which of the following situations is the best example of a teacher promoting middle school students’ creative thinking after reading a given fiction selection?
   a. Students rewrite the ending of the selection to change the resolution of the plot.
   b. Students use the Internet to locate information about the author.
   c. Students draw a portrait of the protagonist.
   d. Students videotape a reenactment of events from the selection.

**Scenario**

3. Wesley has been identified as a slow learner. He is frequently frustrated by class activities and seatwork assignments and sometimes cries when he cannot do the work that others complete quickly. Which of the following teacher actions is best in this situation?
   a. Encourage Wesley to keep up with the class work by allowing him to quit before he becomes too frustrated.
   b. Arrange what Wesley is to learn into a series of small steps, each followed with immediate feedback.
   c. Seat Wesley away from other students so that his behavior will not bother others.
   d. Send Wesley to the exceptional education resource teacher for special help with academic assignments.
**Command**

4. Identify strategies for determining reading comprehension level and for improving reading comprehension.

A science teacher suspects a new student of having problems with reading comprehension. To assist the student, the teacher should:
   a. arrange for diagnostic testing in reading.
   b. tell the student to study more because the material is difficult.
   c. recommend that the student purchase science notes from a local bookstore.
   d. suggest the parent acquire a tutor for the student.

**Correct Answers**:
1. d
2. a
3. b
4. a
### Competencies and Skills

<table>
<thead>
<tr>
<th>Competencies and Skills</th>
<th>Chapter, Section, and page numbers in Eggen &amp; Kauchak’s <em>Educational Psychology: Windows on Classrooms</em></th>
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</thead>
</table>
| **1. Assessment:** Knowledge of various types of assessment strategies that can be used to determine student levels and needs (9%) | **Chapter 14:** Assessing Classroom Learning (Entire chapter)  
**Chapter 15:** Assessment Through Standardized Testing (Entire chapter) |
| **2. Communications:** Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (9%) | **Chapter 8:** Constructing Understanding  
- Social interaction facilitates learning (283-284)  
**Chapter 12:** Creating Productive Learning Environments: Classroom Management  
- Benefits of communication (437-438)  
- Communication with parents: Accommodating learner diversity (440-442)  
**Chapter 13:** Creative Productive Learning Environments: Principles of Instruction  
- Communication (474-475) |
| **3. Continuous Improvement:** Knowledge of strategies for continuous improvement in professional practices for self and school (5%) | **Chapter 1:** Educational Psychology: Teaching in the Real World  
- Knowledge and learning to teach (7-11)  
- The role of research in acquiring knowledge (12-20)  
- Conducting research in classrooms: Instructional strategies (17-18)  
- Research and the development of theory (18-20)  
- Research and teacher decision making (20-24)  
- Assessment and learning: Gathering data for decision making (23)  
- Reflection and decision making (24) |
| **4. Critical Thinking:** Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills (9%) | **Chapter 7,** Cognitive Views of Learning (Entire chapter)  
**Chapter 8,** Constructing Understanding (Entire chapter)  
**Chapter 9:** Complex Cognitive Processes  
- Concept learning (312-329)  
- Problem solving (319-330)  
- Critical thinking (334-337) |
| **5. Diversity:** Knowledge of cultural, linguistic, and learning style differences and how these differences affect classroom | **Chapter 2:** The Development of Cognition and Language  
- Factors influencing development (39-40)  
- Social interaction and development (56-57)  
- Language and development (57) |
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<tr>
<th>Topic</th>
<th>Description</th>
<th>Related Chapters</th>
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<tbody>
<tr>
<td>1. <strong>Practice and Student Learning</strong></td>
<td>(7%)</td>
<td><strong>Chapter 4: Learner Differences</strong>&lt;br&gt;- Culture and development (58)&lt;br&gt;- Assessment and learning: Cultural controversies in measuring intelligence (123-125)&lt;br&gt;- Learning styles (128-129)&lt;br&gt;- Intelligence: One trait or many? (118-122)&lt;br&gt;- Influence of SES on learning (130-131)&lt;br&gt;- Culture and schooling (133-137)&lt;br&gt;- Responding to gender differences: Instructional strategies (143-144)&lt;br&gt;- Students placed at risk (144-153)</td>
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<td>2. <strong>Ethics</strong></td>
<td>Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (5%)</td>
<td><strong>Chapter 1: Educational Psychology: Teaching in the Real World</strong>&lt;br&gt;- Knowledge and learning to teach (7-20)&lt;br&gt;- Research and decision making (20-24)&lt;br&gt;<strong>Chapter 3: Personal, Social, &amp; Emotional Development</strong>&lt;br&gt;- Development of morality, social responsibility, and self control (101-113)</td>
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<td>3. <strong>Human Development and Learning</strong></td>
<td>Knowledge of how to apply human development and learning theories that support the intellectual, personal, and social development of all students (9%)</td>
<td><strong>Chapter 2: The Development of Cognition and Language</strong> (Entire chapter)&lt;br&gt;<strong>Chapter 3: Personal, Social, &amp; Emotional Development</strong> (Entire chapter)</td>
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<td>4. <strong>Subject Matter</strong></td>
<td>Knowledge of subject matter incorporating reading strategies and literacy as they apply across the curriculum to increase learning (5%)</td>
<td>Additional Content and Web Links module on the book’s Companion Website (<a href="http://www.prenhall.com/Eggen">http://www.prenhall.com/Eggen</a>): To locate this module, first click on a specific chapter, then on Additional Content and Web Links module, and finally, click on Cognition in the Content Areas, then Learning to Read and Teaching Reading.</td>
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<td>5. <strong>Learning Environment</strong></td>
<td>Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment (9%)</td>
<td><strong>Chapter 12: Creating Productive Learning Environments: Classroom Management</strong> (Entire chapter)&lt;br&gt;<strong>Chapter 13: Creative Productive Learning Environments: Principles of Instruction</strong> (Entire chapter)</td>
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<td>6. <strong>Planning</strong></td>
<td>Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with state and district standards</td>
<td><strong>Chapter 13: Creative Productive Learning Environments: Principles of Instruction</strong>&lt;br&gt;- Deciding what topics are important to study (464)&lt;br&gt;- Preparing objectives: Deciding what students should know, value, or be able to do (464-468)</td>
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| (9%) | • Preparing and organizing learning activities (468-469)  
| | • Planning in a standards-based environment (470-472) |

11. **Role of the Teacher:**
Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participant in the continuous improvement of educational experiences of students (7%)

| Chapter 12: Creating Productive Learning Environments: Classroom Management  
| | • Involving parents; Instructional strategies (438-440)  
| | • Communication with parents: Accommodating learner diversity (440-441)  
| | • Benefits of communication with parents (437-438)  
| | • Involving parents: Instructional strategies (438-440) |

12. **Technology:** Knowledge of strategies for the implementation of technology in the teaching and learning process (5%)

| Chapter 5: Learners with Exceptionalities  
| | • Technology and learning: Assistive technology (185)  
| Chapter 8: Constructing Understanding  
| | • Technology and learning: Using technology to represent content (285-286)  
| Chapter 9: Complex Cognitive Processes  
| | • Using technology to improve problem-solving ability (328-329)  
| Chapter 11: Motivation in the Classroom  
| | • Technology and learning: Using technology to increase learner motivation (414-416)  
| Chapter 14: Assessing Classroom Learning  
| | • Technology and learning: Using technology to improve assessment (533-535) |

13. **Foundations of Education:**
Knowledge of the history of education and its philosophical and sociological foundations (5%)

| Chapter 1: Educational Psychology: Teaching in the Real World  
| | • Knowledge and learning to teach (7-11)  
| Chapter 4: Learner Differences  
| | • Socioeconomic status (SES) (129-131)  
| | • Students placed at-risk (144-153) |

14. **ESOL:** Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency (7%)

| Chapter 2: The Development of Cognition and Language  
| | • Language development (63-70)  
| | • English as a Second Language (67-69)  
| | • Teaching ELL students: Instructional strategies (70-73) |
**Additional Sample Test Items**

The sample test items above were taken from the *Test Preparation Guide* for the *Professional Education Test*. Additional test items (a total of 40) may be obtained by purchasing a copy of the *Test Preparation Guide* online for about $6.00 at [www.firm.edu/doc/sas/ftcehome.htm](http://www.firm.edu/doc/sas/ftcehome.htm), selecting *FTCE Test Preparation Guides* and following the instructions. Order forms for purchasing the guide are also available in the *FTCE Registration Bulletin* and at the University of South Florida’s *Certification Examinations for Florida Educators* Web site. Copies of the test preparation materials may also be found in many Florida university libraries and in a limited number of college bookstores.

The *Test Preparation Guide* is **not intended** as complete sources for general and professional knowledge, nor is it a substitute for college courses. The sample items are not exact representations of the content that appears on the actual test. Instead, the guides are designed to help examinees prepare for tests by offering an overview of the content and format that may be encountered on the actual exam.

**Additional Information About the Test**

Additional information about the test can be found at: [www.fldoe.org/edcert](http://www.fldoe.org/edcert).