

**Florida Teacher Certification Examinations
Test Information Guide
for
Business Education 6–12**



FLORIDA DEPARTMENT OF EDUCATION
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Third Edition

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Business Education 6–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to assist examinees in preparing for the subject area test in Business Education 6–12 and identifying areas in need of further study. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review. An annotated bibliography of related subject matter materials is available at the end of the test information guide to provide further guidance in identifying additional areas in need of study.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool for your comfort.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and work through the questions that require more thought.
 - When you are not certain of the correct answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

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Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Business Education 6–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table can serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover each specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions
(test blueprint)*

<i>Competency</i>	Competency/Skill	Approx. %
	1 Knowledge of information technology	15%
	1 Identify touch keyboarding techniques.	
	2 Apply functions and common features of word processing, spreadsheet, database, digital publishing, presentation, multimedia, and communication software appropriate for specific tasks.	
	3 Differentiate between the characteristics of networks used in business applications.	
	4 Apply diagnostic and troubleshooting techniques to hardware and software problems.	
	5 Identify current entry-level computer coding practices.	
	6 Identify characteristics and uses of emerging technologies and devices.	

Skills 1–6

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
1 Knowledge of information technology	15%
1 Identify touch keyboarding techniques.	
2 Apply functions and common features of word processing, spreadsheet, database, digital publishing, presentation, multimedia, and communication software appropriate for specific tasks.	
3 Differentiate between the characteristics of networks used in business applications.	
4 Apply diagnostic and troubleshooting techniques to hardware and software problems.	
5 Identify current entry-level computer coding practices.	
6 Identify characteristics and uses of emerging technologies and devices.	
2 Knowledge of business communications	10%
1 Apply the rules for standard grammar and punctuation usage.	
2 Demonstrate communication skills in written, verbal, and nonverbal forms.	
3 Apply effective internal and external communication skills.	
4 Apply standard formats for business documents.	
3 Knowledge of accounting and personal finance	10%
1 Identify and apply manual and computerized accounting concepts, principles, and procedures.	
2 Interpret and use financial data and statements.	
3 Apply personal money management and consumer credit strategies to make informed decisions.	
4 Evaluate services and products provided by financial institutions.	

Competency/Skill		Approx. %
4	Knowledge of business management and administrative procedures	10%
1	Identify and apply management theories, styles, functions, and procedures.	
2	Analyze business organizational structures and management responsibilities.	
3	Apply human resource management principles (e.g., employee benefits, advancement, conflict resolution).	
4	Apply administrative office procedures (e.g., records management, file management).	
5	Analyze procedures for implementing information technology security, privacy, and risk management policies.	
6	Identify characteristics of professional business behavior and effective customer service strategies.	
5	Knowledge of entrepreneurship and marketing	10%
1	Differentiate among the types of business ownership.	
2	Identify the characteristics of entrepreneurship.	
3	Analyze strategies for starting and maintaining a profitable business.	
4	Apply principles of the marketing mix (i.e., price, place, promotion, and product) and distinguish among various marketing strategies.	
6	Knowledge of business law and ethics	10%
1	Interpret common legal processes, procedures, and documents associated with business and technology.	
2	Identify the major types of laws (e.g., intellectual property, employment, computer, criminal, property, international) and their characteristics.	
3	Differentiate among the jurisdiction of federal, state, district, and local courts and laws.	
4	Analyze the impact of U.S. government regulations on business operations.	
5	Analyze the relationships between contract law, law of sales, and consumer law.	
6	Assess ethical practices as they relate to business.	

Competency/Skill		Approx. %
7	Knowledge of foundations, teaching methods, and professional development	15%
1	Identify professional and student publications, organizations, and current trends affecting business education.	
2	Apply strategies for curriculum planning and development for diverse learners.	
3	Apply strategies for developing and cultivating stakeholder partnerships.	
4	Apply instructional strategies to assist all students in developing employability skills.	
5	Apply effective lesson presentation and assessment techniques for diverse student populations using a variety of learning platforms.	
6	Evaluate tools and instructional resource materials such as hardware, software, textbooks, and digital content for diverse learners.	
8	Knowledge of international business	10%
1	Apply appropriate communication strategies for effective international business relations.	
2	Analyze the impact of international business on domestic and foreign economies.	
3	Analyze social, cultural, and ethical factors that affect and influence the global business environment.	
4	Analyze political, legal, and economic factors that affect and influence the global business environment.	
5	Analyze financial and marketing decisions that affect and influence the global business environment.	
9	Knowledge of career development	10%
1	Evaluate tools, resources, and strategies that facilitate the transition from school to college and careers.	
2	Identify emerging workplace trends, career paths, and related issues.	
3	Analyze characteristics of workplace expectations and soft skills as they relate to career development.	

5

Test Format and Sample Questions

The Business Education 6–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
Direct Question Choose the response option that best answers the question.	Question 1, page 12
Sentence completion Select the response option that best completes the sentence.	Question 3, page 12
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 10, page 14

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. Which of the following best describes proper posture when touch keyboarding?
 - A. back straight and feet in front
 - B. body leaning back with shoulders relaxed
 - C. elbows out and knees together
 - D. leaning forward with wrists resting on the desk

2. Which of the following types of software applications is most appropriate for creating slides to assist in providing information on a particular subject to an audience?
 - A. presentation
 - B. spreadsheet
 - C. web development
 - D. word processing

3. In computer programming, a loop function is used to
 - A. sum a series of values.
 - B. repeat a set of instructions.
 - C. order data in a sequence.
 - D. define a variable type.

4. The resolution level of a photograph taken on a camera phone is determined primarily by the
 - A. focal length of the image-capturing device.
 - B. rate of connectivity transferring the image.
 - C. dimensions of the image display screen.
 - D. number of pixels contained in the image file.

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5. While giving a presentation, an employee often touches colleagues on the shoulder when trying to obtain acknowledgement of a major point or topic. Which of the following best describes this type of nonverbal behavior?
- A. chronemics
 - B. kinesics
 - C. haptics
 - D. proxemics
6. Which of the following methods of communication would be most appropriate for a supervisor to use to notify employees of upcoming changes in the company's sick leave policy?
- A. telephone
 - B. business letter
 - C. memorandum
 - D. personal meeting
7. Which of the following is a résumé format that highlights relevant skills and achievements in categories rather than job titles and is often used by people who have been out of the workforce for an extended period of time?
- A. chronological
 - B. integrated
 - C. targeted
 - D. functional
8. Which of the following principles forms the basis for the adjusting entry of an uncollectible accounts expense estimate?
- A. revenue recognition principle
 - B. objective evidence principle
 - C. timeliness principle
 - D. matching principle

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9. The Statement of Shareholders' Equity includes which of the following items?
- A. interest income
 - B. total liabilities
 - C. common stock
 - D. operating expenses
10. An employee would like to set aside some money for the future. The employee would like to contribute modest amounts monthly to a federally insured account, yet have access to funds in case of an emergency. Which of the following options would be most appropriate for the employee?
- A. regular savings account
 - B. certificates of deposit
 - C. money market accounts
 - D. U.S. savings bonds
11. Which of the following behaviors best describes a transformational leader?
- A. inspiring employees through demonstrating behaviors that are desired in subordinates
 - B. motivating employees to do exceptional things by having a clearly stated mission and the ability to persuade employee commitment
 - C. clarifying employees' roles and task requirements by providing rewards and penalties contingent on performance
 - D. tailoring the management style that allows different relationships with different subordinates
12. Which of the following security measures includes the use of digital signatures?
- A. proxy
 - B. authentication
 - C. token
 - D. biometrics

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13. A business institutes a program that includes steps to protect the public from exposure to hazardous substances through handling, education, and awareness. This is an example of
- A. behavioral leadership.
 - B. contingency planning.
 - C. philanthropic mission.
 - D. social responsibility.
14. Several doctors would like to set up a medical practice together and organize their business so that they are shielded from one another's liabilities associated with malpractice. Which of the following legal structures would be the most appropriate organization for this group?
- A. C corporation
 - B. S corporation
 - C. nonprofit corporation
 - D. professional corporation
15. Which of the following is a common mistake that entrepreneurs often make when preparing a business plan?
- A. claiming performance that is much lower than industry averages
 - B. introducing the team of professionals they are working with
 - C. reporting lower than expected growth levels
 - D. underestimating the need for capital
16. An electronics store that introduces its new line of televisions at a high price for early adapters and then lowers the price over time is using which of the following pricing policies?
- A. cost pricing
 - B. penetration pricing
 - C. skimming pricing
 - D. flexible pricing

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17. Which of the following would most likely be considered a violation of criminal law rather than tort law?
- A. A politician libels an opponent in a local newspaper.
 - B. A homeowner cuts down a tree that is on a neighbor's property.
 - C. A shopper is injured after slipping on a wet floor in a store.
 - D. An employee steals computer equipment from the company.
18. Which of the following is an example of a voidable contract?
- A. Person A agrees to sell his car to Person B for \$5,000. Person B later learns that the car is worth only \$2,500.
 - B. Person C agrees to pay \$100 to Person D to steal a painting from a neighbor and deliver it to Person C.
 - C. Person E agrees to sell her rowboat to Person F for \$250. Person E later learns that Person F is a minor.
 - D. Person G and Person H agree orally on a price for home repairs. Additional problems arise as the job progresses.
19. Which of the following acts would be considered illegal by the U.S. Securities and Exchange Commission?
- A. A medical doctor reads an article about a recent drug trial and purchases stock in the company that makes the drug.
 - B. A company president decides to give all employees shares in the company instead of cash bonuses.
 - C. A vice president informs shareholders that based on product sales the company is expecting significant growth.
 - D. An executive for a company shares some internal corporate files with a friend who is a major investor.
20. An instructor is using a blended learning approach for a lesson on the accounting equation. Which of the following best describes an advantage of this type of instruction?
- A. Teachers can utilize an interdisciplinary curriculum to link important ideas.
 - B. Students have opportunities to engage in face-to-face sessions with their teacher.
 - C. Class time can be devoted to solving problems rather than introducing content.
 - D. On-the-job training opportunities can be designed to support instruction.

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21. Which of the following is a student career organization that sponsors the Workplace Skills Assessment Program?
- A. BPA
 - B. O*NET
 - C. FBLA
 - D. NBEA
22. An example of an internship is a(an)
- A. college student who has summer employment related to a professional career.
 - B. high school graduate who takes classes and works part time to learn a trade.
 - C. entry-level worker who earns a promotion from trainee to manager at a large firm.
 - D. businessperson who contracts as an independent salesperson with a major retailer.
23. Compared to other work-based programs, a student enrolled in a cooperative education program will
- A. receive school credit in addition to pay.
 - B. obtain a license in a commercial trade.
 - C. earn an industry certification in a technical field.
 - D. be eligible for postsecondary higher education.
24. Which of the following instructional approaches is likely to be most effective in preparing students for employment interviews?
- A. concept mapping
 - B. role-playing
 - C. explicit teaching
 - D. inquiry learning

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25. A large U.S. company is planning on adapting one of its most popular products to sell in a foreign country. The company decides to create a new marketing message and a new product name and hires marketing specialists from the target country to assist in this project.

This approach best reflects an effort to reduce risks associated with which of the following?

- A. disruptions in the supply chain
 - B. cross-cultural miscommunication
 - C. trademark and intellectual property
 - D. fluctuations in asset valuation
26. Which of the following best describes the practice known as corporate inversion?
- A. A U.S. company purchases an overseas company to avoid paying U.S. income taxes.
 - B. An overseas company manufactures goods in the United States to avoid import tariffs.
 - C. A U.S. company contracts with an overseas company to reduce labor costs.
 - D. An overseas company purchases a U.S. company to obtain new technology and manufacturing processes.
27. Before establishing operations in an area of political instability, it would be most important for the managers of a multinational corporation to assess the risk of
- A. fluctuating currency exchange rates.
 - B. supply chain interruptions.
 - C. expropriation and nationalization.
 - D. employee cultural clashes.
28. Globalization, the availability of inexpensive labor, and advances in telecommunications technology have led most directly to which of the following?
- A. flextime
 - B. union contracts
 - C. outsourcing
 - D. job sharing

29. Which of the following is the most important question to ask first when measuring the success of a team?

- A. Does the team socialize outside of work?
- B. Does the team regularly meet its goals?
- C. Are the team members courteous to each other?
- D. Are the team members strong leaders?

30. Which of the following is an example of an employee soft skill that is valued by businesses?

- A. computer programming
- B. communication abilities
- C. accounting knowledge
- D. professional certification

Answer Key

Question Number	Correct Response	Competency
1.	A	01
2.	A	01
3.	B	01
4.	D	01
5.	C	02
6.	C	02
7.	D	02
8.	D	03
9.	C	03
10.	A	03
11.	B	04
12.	B	04
13.	D	04
14.	D	05
15.	D	05
16.	C	05
17.	D	06
18.	C	06
19.	D	06
20.	C	07
21.	A	07
22.	A	07
23.	A	07
24.	B	07
25.	B	08
26.	A	08
27.	C	08
28.	C	09
29.	B	09
30.	B	09



Annotated Bibliography

The annotated bibliography in this section includes basic references that you may find useful in preparing for the exam. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills for Business Education 6–12. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Allen, K. R., & Meyer, E. C. (2011). *Entrepreneurship: Building a business*. Columbus, OH: Glencoe/McGraw-Hill.

Focuses on the multiple facets of entrepreneurship such as managing market strategies, managing business finances, market analysis, and risk management. Useful for review of competencies 4 and 5.

2. Angell, P. A. (2007). *Business communication design: Creativity, strategies, and solutions* (2nd ed.). Boston, MA: McGraw-Hill/Irwin.

Deals primarily with the multiple facets of communication in business. The text goes over a variety of types of communication from creating effective interpersonal messages to designing oral presentations. Useful for review of competency 2.

3. Dlabay, L., & Scott, J. C. (2010). *International business* (4th ed.). Mason, OH: Cengage Learning.

Introductory text that covers real-world applications in the context of international business, including topics on business ethics and cross-cultural settings. Useful for review of competency 8.

4. Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2012). *Marketing essentials*. Columbus, OH: Glencoe/McGraw-Hill.

Focuses on DECA-approved activities and preparing students for further study in marketing by exploring marketing concepts and case studies. Useful for review of competency 5.

5. Guerrieri, D. J., Haber, F. B., Hoyt, W. B., & Turner, R. E. (2007). *Accounting: Real-world applications & connections*. Woodland Hills, CA: Glencoe/McGraw-Hill.

Addresses real-world applications from several actual businesses to illustrate various accounting concepts throughout the text. Useful for review of competency 3.

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6. Gust, K. J. (2006). *Digital communication tools*. Woodland Hills, CA: Glencoe/McGraw-Hill.

Introductory text for students to help in understanding how to use digital tools and applications to further themselves in both school and a career. Useful for review of competency 1.
 7. Kapoor, J., Dlabay, L., & Hughes, R. J. (2012). *Personal finance*. New York, NY: McGraw-Hill/Irwin.

Addresses topics on personal finance planning, money management, career planning, taxes, consumer credit, housing, legal protection, insurance, investing, and retirement and estate planning. Useful for review of competency 3.
 8. Kinicki, A., & Williams, B. (2012). *Management: A practical introduction* (6th ed.). New York: NY: McGraw-Hill/Irwin.

Deals primarily with research and real-world application of basic management concepts in a student-centered layout. Useful for review of competency 4.
 9. Laudon, K. C., & Traver, C. G. (2014). *E-commerce 2014*. Upper Saddle River, NJ: Pearson.

Focuses on the three major topics behind e-commerce: technology change, business development, and current social issues. Useful for review of competencies 1 and 5.
 10. Littrell, J. J., Lorenz, J. H., & Smith, H. T. (2014). *School to career* (10th ed.). Tinley Park, IL: Goodheart-Willcox.

Addresses topics for students regarding teamwork, problem solving, and employability skills to help in making future career decisions and goals. Useful for review of competency 9.
 11. Longenecker, J. G., Petty, J. W., Palich, L. E., & Hoy, F. (2012). *Small business management: Launching and growing entrepreneurial ventures* (16th ed.). Mason, OH: Cengage Learning.

Deals primarily with demonstrating the knowledge necessary to lead and manage a small business as well as the wider impact that small businesses can have on the larger community. Useful for review of competencies 4 and 5.
 12. Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Focuses on the author's framework for successful instructional design which balances science-based instructional strategy with the art of knowing when to use them. Useful for review of competency 7.

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- 13.** Miller, R. L., & Jentz, G. A. (2010). *Business law today* (9th ed.). Mason, OH: Cengage Learning.

Focuses on law in the context of the business world and covers a range of topics from contracts and government regulations to identity theft. The text also discusses the potential impacts on business law from an economic crisis. Useful for review of competency 6.
 - 14.** Ober, S., Johnson, J., & Zimmerly, A. (2008). *Gregg college keyboarding & document processing*. New York, NY: McGraw-Hill/Irwin.

Focuses on keyboard and writing skills, including Language Arts and word processing commands and techniques. Useful for review of competencies 1 and 2.
 - 15.** Rader, M. (Ed.). (2003). *Effective methods of teaching business education in the 21st century* (No. 41). Reston, VA: National Business Education Association.

Addresses topics ranging from the foundations of business education to international business, marketing, and lifelong professional development in the form of teaching strategies and other resources. Useful for review of competency 7.
 - 16.** Reardon, R., Lenz, J., Peterson, G., & Sampson, J. (2012). *Career development & planning: A comprehensive approach* (4th ed.). Dubuque, IA: Kendall Hunt Publishing.

Addresses topics such as cognitive and social foundations, the occupational world and work behavior, and career choice and development in individuals and organizations. Useful for review of competency 9.



Additional Information

Please visit the following website to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>