











# Educator Preparation Institute Field Experience Request Form

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Directions:** Select one of the following options and fill in the necessary information:

**\_\_\_ Option 1: I am a full-time teacher or long-term substitute teacher**

School Name: \_\_\_\_\_ County: \_\_\_\_\_

Principal Name: \_\_\_\_\_

Principal Email: \_\_\_\_\_ Principal Phone: \_\_\_\_\_

**\_\_\_ Option 2: I am not a full-time teacher. I choose a traditional school field experience.**

*Note: The EPI Director will coordinate a placement with Pasco or Hernando County Public Schools.*

I would like to conduct my field experience in: (check one) \_\_\_ Pasco County \_\_\_ Hernando County

\_\_\_\_ (initial) I understand that placements within Pasco or Hernando County Public Schools are not guaranteed. There must be a mentor available in my subject area, who is certified by the state to be a mentor teacher and is willing to take me on as a teacher-candidate.

**\_\_\_ Option 3: I am not a full-time teacher. I choose a Florida Virtual School Internship**

*Note: The EPI Director will coordinate a placement with Florida Virtual School.*

\_\_\_\_ (initial) I understand that the FLVS experience is an internship, not a field experience, and I may be expected to participate for a minimum of ten hours per week.

\_\_\_\_ (initial) I understand that placements within FLVS are not guaranteed. There must be a FLVS mentor available in my subject area, who is certified by the state to be a mentor teacher and is willing to take me on as a teacher-candidate.

**Acknowledgements:**

\_\_\_\_ (initial) I understand that I must complete a minimum of 45 hours in each field experience course (EPI0945 and EPI00940) for a minimum total of 90 hours. Any hours that are in excess of 45 hours completed within the first field experience course will not carry over to the second field experience course because I must demonstrate the competencies learned within the EPI courses that I am concurrently enrolled in with the applicable field experience course.

\_\_\_\_ (initial) I understand that I may be required to dedicate time during the school day in order to complete the required field experience.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### To be Completed by EPI Applicant

I have communicated with the following reference and s/he has agreed to complete this recommendation based on his/her knowledge of my personal attributes and abilities.

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

### To be Completed by Professional Reference

This candidate has applied to the Educator Preparation Institute at Pasco-Hernando State College and has given your name as a reference. This reference form will be included in the applicant's file for review by appropriate supervisors and may be shown to the applicant upon request. Your evaluation will be a service to the program, the applicant and his/her future students. You can either return this completed form to the applicant to be included in his/her application packet, or you can send the completed reference form to the Director of the EPI Program by emailing a scanned copy to [epi@phsc.edu](mailto:epi@phsc.edu) or via mail to:

Educator Preparation Institute Attn: Arts and Sciences  
Pasco-Hernando State College  
10230 Ridge Road  
New Port Richey, FL 34654

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Signature of Reference: \_\_\_\_\_ Date: \_\_\_\_\_

1. I have known this applicant as a/an: (check one)

Employee \_\_\_\_\_ Student \_\_\_\_\_ Co-Worker \_\_\_\_\_ Volunteer \_\_\_\_\_ Personal Acquaintance \_\_\_\_\_

2. Dates of length of time you have known the applicant (mm/yr): From \_\_\_\_\_ to \_\_\_\_\_

3. Please rate the applicant in each area below by placing a check mark in the rating column. If you wish to submit additional information, please use the additional comments section.

Professional Qualities	Low 1	2	3	4	High 5
Communication skills (oral, written, listening)					
Sympathetic understanding and treatment of others					
Attendance/punctuality					
Ability to work with others					
Ability to accept evaluation/criticism of performance					
Appropriate attire/appearance					
Adaptability/flexibility					
Judgment/common sense					
Dependability/reliability					
Attitude/cooperation					
Leadership					



First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Date: \_\_\_\_\_ Total Score: \_\_\_\_\_

**Information and Instructions:**

This self-assessment is designed to familiarize you with the Florida Educator Accomplished Practices (FEAPs) that are an integral part of the teaching and evaluating processes. If you are teaching, you will be able to answer the questions based on your classroom interactions. If you not teaching, then answer the questions as if this were your first week as a teacher. At the end of the EPI program, you will take this assessment again, to judge if what you learned in the program helped you to develop skills that relate to the FEAPs.

**Scoring:** Beside each critical skill listed below, identify the score that best describes your level of competency in the FEAPs at this time.

- 1- I am a beginner with this skill
- 2- I am familiar with this skill but need increased knowledge/practice
- 3- I am very competent in this area.

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**Florida Educator Accomplished Practices (FEAPS)**

**Quality of Instruction:**

**1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, I consistently:**

- \_\_\_\_\_ a. Align instruction with state-adopted standards at the appropriate level of rigor.
- \_\_\_\_\_ b. Sequence lessons and concepts to ensure coherence and required prior knowledge.
- \_\_\_\_\_ c. Design instruction for students to achieve mastery.
- \_\_\_\_\_ d. Select appropriate formative assessments to monitor learning.
- \_\_\_\_\_ e. Use diagnostic student data to plan lessons.
- \_\_\_\_\_ f. Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, I consistently:**

- \_\_\_\_\_ a. Organize, allocate, and manage the resources of time, space, and attention.
- \_\_\_\_\_ b. Manage individual and class behaviors through a well-planned management system.
- \_\_\_\_\_ c. Convey high expectations to all students.
- \_\_\_\_\_ d. Respect students' cultural, linguistic and family background.
- \_\_\_\_\_ e. Model clear, acceptable oral and written communication skills.
- \_\_\_\_\_ f. Maintain a climate of openness, inquiry, fairness and support.
- \_\_\_\_\_ g. Integrate current information and communication technologies.
- \_\_\_\_\_ h. Adapt the learning environment to accommodate the differing needs and diversity of students.
- \_\_\_\_\_ g. Utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. Instructional Delivery and Facilitation. I consistently utilize a deep and comprehensive knowledge of the subject taught to:**

- \_\_\_\_\_ a. Deliver engaging and challenging lessons.



- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- c. Identify gaps in students' subject matter knowledge.
- d. Modify instruction to respond to preconceptions or misconceptions.
- e. Relate and integrate the subject matter with other disciplines and life experiences.
- f. Employ higher-order questioning techniques.
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**4. Assessment. I consistently:**

- a. Analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drives the learning process.
- b. Design and align formative and summative assessments that match learning objectives and lead to mastery.
- c. Use a variety of assessment tools to monitor student progress, achievement and learning gains.
- d. Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- e. Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).
- f. Apply technology to organize and integrate assessment information.

**Continuous Improvement, Responsibility and Ethics**

**5. Continuous Professional Improvement. I consistently:**

- a. Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.
- b. Examine and use data-informed research to improve instruction and student achievement.
- c. Collaborate with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
- d. Engage in targeted professional growth opportunities and reflective practices.
- e. Implement knowledge and skills learned in professional development in the teaching and learning process.

**6. Professional Responsibility and Ethical Conduct.**

- a. I understand that educators are held to a high moral standard in a community and that the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B1.001 and 6B-1.006, F.A.C.,
- b. I fulfill the expected obligations to students, the public and the education profession.

**Score Information**

**38: Low** -!You are in the right place! The Educator Preparation Institute will teach you the skills to become proficient in all 13 FEAPs. This score is expected if you've never taught in a classroom before, however, if you are currently teaching, the EPI will help you develop and implement the FEAP competencies in your classroom!

**39-78: Average** -!This score is typical of a first-year teacher. The Educator Preparation Institute will help you fill in the gaps to become!truly successful in your classroom!

**79-114: Outstanding** -!You have an understanding of the FEAPs as this score is typical of a teacher who has been teaching for 3! years. The Educator Preparation Institute will aid you in fully developing your potential in the classroom!

Regardless if you scored 38 or 114, we look forward to having you in the Educator Preparation Institute as we feel confident that the EPI will give you the tools to become an outstanding Educator!

Please submit a double-spaced, typed response in 12-point font (either Calibri or Arial) and 1-inch margins in the following format. Please make sure that you have proofread your response prior to submission. It must be free of errors.

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Full Name  
Address  
Phone Number  
Email  
Date

### Teaching Philosophy

Please write a brief, one-page statement (a minimum of three paragraphs) that addresses the following question(s):

**For Full-time teachers,**

- What is your teaching philosophy?

**For those that are not full-time teachers (career change)**

- Why do you want to be a teacher?
- What qualities and skills do you possess that would help you become an excellent teacher? You can include your experiences, motivations and characteristics
- What impact can you have on students and their learning?
- What subject area/grade level do you want to teach? Why?