Educator Preparation Institute

Pasco-Hernando State College

Student Handbook
2022-2023

PHSC
PASCO-HERNANDO STATE COLLEGE

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About This Handbook

This Student Handbook is designed to provide you with information about Pasco-Hernando State College's Educator Preparation Institute (EPI) program. It is to be used in conjunction with the PHSC College Catalog and the EPI course syllabus for each course. Every effort is made to keep the information in this Handbook current. However, policy and procedural changes may be made at any time. Therefore, please check with your instructor and director of the EPI program each semester. It is your responsibility to keep up to date. Any portion of the EPI Handbook may be updated at any time. Such revisions shall be binding on all parties.

Letter to the Teacher Candidate

Dear Teacher Candidate,

I would like to take this opportunity to congratulate you on your decision to become a teacher and to welcome you to the Educator Preparation Institute (EPI) at Pasco-Hernando State College. You are embarking on an exciting adventure, one that will not only affect your life, but will affect the lives of hundreds of children over the next several years.

Teaching is so much more than the sharing of knowledge. Theoretical psychologist Carl Jung once said, "One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child." It is this ability to "touch human feelings" that makes us teachers.

The faculty and staff at the Educator Preparation Institute are committed to providing you with an experience that will prepare you to enter the classroom with the skills and confidence you need to be a successful teacher.

I am here to help you every step of the way, while you are a student and as you begin your career as a teacher. Please feel free to contact me with any questions or concerns you have, while you are traveling the pathway to certification.

Sincerely,

Jessica Hinds

Jessica Hinds
Director of Curriculum Support and Educator Preparation Institute
Pasco-Hernando State College
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New Port Richey, FL 34654
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Vision and Mission Statements

College Vision Statement
We will be the premier college of choice for our community, driving transformational change for intellectual, social and economic mobility through educational opportunities.

College Mission Statement
Pasco-Hernando State College, a comprehensive, learning-centered institution, serves its community by providing affordable, accessible, and diverse educational experiences that empower students to achieve academic success, personal enrichment, and socio-economic advancement.

Education Preparation Institute Vision Statement
The Educator Preparation Institute at Pasco-Hernando State College is a dynamic, learning-centered alternative certification program, with a faculty and staff who are dedicated to promoting a model for continuous lifelong learning, teaching excellence and supporting a community network.

Education Preparation Institute Mission Statement
The Educator Preparation Institute prepares learners to serve as teachers in their communities through collaborative learning programs with our professional development school partners. The Institute offers learners the opportunity to obtain a State of Florida Professional Teaching Certificate. In addition, the Institute offers learners opportunities to realize their "full creative potential."

Accreditations

Southern Association of Colleges and Schools Commission on Colleges
Pasco-Hernando State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate and Baccalaureate Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Pasco-Hernando State College.

Purpose

The purpose of the Educator Preparation Institute (EPI) program is to prepare individuals who currently hold a non-education baccalaureate or higher degree for employment as teachers in the state of Florida. Approved by the Florida Department of Education, the EPI program provides an alternate route to Florida teacher certification.

EPI Pathway to Certification

FLDOE Certification Resources
- [Educator Certification](#)
- [Certification Steps](#)
- [Contact](#)
  - U.S. Domestic Toll-Free Number: 800-445-6739

EPI Program
Completing an Educator Preparation Institute program (all coursework) and completing and passing the required Florida Teacher Certification Examinations (GKT, Prof Ed and SAE) satisfy the requirements for individuals to obtain a five-year Florida Professional Educator's Certificate.

FLDOE Statement of Status of Eligibility
In order to obtain a Statement of Status of Eligibility, individuals must apply for a Florida teaching certificate with the Florida Department of Education (FLDOE) online. Applying is easy and outlined in four steps on the [Florida Department of Education Certification Steps website](#). The application fee is $75.00 for each subject area or endorsement in which applicants intend to be certified. Once submitted, the application will be evaluated for eligibility. The applicant's FLDOE Official Statement of Status of Eligibility must state "You are Eligible for a Florida Educator's Certificate" in order to be admitted into PHSC's EPI program. A copy must be submitted with the EPI application. Please note that it may take six to eight weeks to receive a Statement of Status of Eligibility from the FLDOE. Please plan accordingly. To learn more about Florida's certification process for non-education majors or those changing careers, visit the [FLDOE Teaching for the Career Changer or College Graduate of a Non-education Program website](#), which includes guidance on choosing a subject area specialization.

Florida Teacher Certification Exams (FTCEs)
Section 1004.04, Florida Statutes requires that all teacher-candidates pass all three sections of the [Florida Teacher Certification Examinations](#) in order to be endorsed as a program completer. The General Knowledge Test (GKT) and Subject Area Exam (SAE) must be completed and passed prior to admission to the EPI program. The final test is the Professional Education Examination and must be taken at the end of the EPI program. During the application process, you must submit your official FTCE score report to the EPI Director. Individuals may register for these exams at http://www.fl.nesinc.com/FL_Register.asp.

Note:
- Completion of a master's degree or higher from an accredited postsecondary institution recognized by the Department of Education will satisfy the General Knowledge Test requirement.
- Full-time teachers in a Florida Pk-12 public school who have earned a highly effective rating per their performance evaluation under s. 1012.34 F.S., may use it to satisfy the Professional Education Test requirement.

Contacts and Support Services

EPI students have access to all available college services. These include but are not limited to:
- [Accessibility Services](#)
- [Career Services](#)
- [Counseling](#)
- [E-Learning Support](#)
- [Libraries](#)
- [Student Life and Leadership](#)
- [Veterans Services](#)

Please refer to the college catalog for a full listing of available services.

Regarding a student issue or concern, the chain of command is as follows: (1) Course instructor, (2) Director of Curriculum Support and Educator Preparation Institute, and (3) Assistant Dean of Arts and Sciences.

The Director of Curriculum Support and Educator Preparation Institute serves to oversee the EPI program and performs faculty evaluations for EPI faculty, handling administrative issues relative to the program, program paperwork required by the college and Florida Department of Education (FLDOE), and helps to coordinate field experience placement within Pasco County School District, Hernando County School District or Florida Virtual School. The Director of Curriculum Support and Educator Preparation Institute reports to the Dean of Arts and Sciences.

The Educator Preparation Institute (EPI) program contacts listed below are based on the West Campus in New Port Richey, Florida.

Name	Title	Email	Phone
Jessica Hinds	Director, Curriculum Support and Educator Preparation Institute	hindsj@phsc.edu	727-816-3471
Dr. Gerene Thompson	Dean, Arts and Sciences	thompsg@phsc.edu	727-816-3325
Maria Witherell	Assistant Dean, Arts and Sciences	witherm@phsc.edu	727-816-3476
Sameea Perkins	Assistant Dean, Student Affairs and Enrollment Management	perkins@phsc.edu	727-816-3356
Billy Vasilakis	Advisor	vasilav@phsc.edu	727-816-3194
Tiffany Suto	Financial Aid Advisor	parksr@phsc.edu	727-816-3343
Scott Heil	Coordinator of Veteran Services	heils@phsc.edu	727-816-3289

EPI Program Overview

The Educator Preparation Institute (EPI) program consists of competency-based instruction and fulfills the Professional Education Competence Program and Professional Preparation coursework requirements necessary for earning a five-year Florida Professional Educator's Certificate and Reading Endorsement.

The EPI program can be completed within one year and offers convenient asynchronous online classes and a field experience component. This alternative certification program enables the student to master competencies necessary not only to receive a Professional Educator's Certificate, but also to become a successful teacher in the P-12 classroom. The program's curriculum encompasses topics such as classroom management, instructional strategies, teaching and learning processes, as well has a 90-hour required field experience for students to incorporate what they have learned in the classroom.

The program courses designated by an EPI prefix provide institutional credit, are not transferable to an upper-division institution, and do not count toward any degree.

Course Term Offerings

Course No.	Title	Credits	Term Offered
EPI0001	Classroom Management	3	Fall
EPI0002	Instructional Strategies	3	Spring
EPI0003	Educational Technology	3	Spring
EPI0004	Teaching and Learning Process	3	Spring
EPI0010	Foundations of Research Based Practices in Reading	3	Summer, Fall
EPI0011	Foundations of Assessment and Differentiated Instruction in Reading	3	Fall, Spring
EPI0014	Demonstration of Accomplishment in Reading	3	Fall, Spring
EPI0020	Professional Foundations	2	Fall
EPI0030	Diversity in the Classroom	2	Fall
EPI0945	Field Experience I	3	Fall
EPI0940	Field Experience II	3	Spring

Grade Scale

Letter Grade	Percent Range
A	89.50% - 100%
B	79.50% - 89.49%
C	69.50% - 79.49%
D	59.50% - 69.49%
F	0 -59.49%

All EPI courses must be completed with a grade of "C" or higher.

Pathways

PHSC's EPI program consists of three pathways to gain a Florida Teacher Certificate based on the subject area certification of the teacher-candidate.

EPI Core Pathway – 25 credits
Program Code: EPI-CORE

Course No.	Title	Credits
EPI0001	Classroom Management	3
EPI0002	Instructional Strategies	3
EPI0003	Educational Technology	3
EPI0004	Teaching and Learning Process	3
EPI0010	Foundations of Research Based Practices in Reading	3
EPI0020	Professional Foundations	2
EPI0030	Diversity in the Classroom	2
EPI0945	Field Experience I	3
EPI0940	Field Experience II	3

Teacher candidates earning certification in one of the following subject areas must successfully complete this pathway that includes coursework that covers reading endorsement competencies 1-2:

- Agriculture (6-12)
- Art (K-12)
- Biology (6-12)
- Business Education (6-12)
- Chemistry (6-12)
- Computer Science (K-12)
- Deaf or Hard of Hearing (K-12)
- Drama (6-12)
- Earth-Space Science (6-12)
- Educational Media Specialist (PK-12)
- Engineering and Technology Education (6-12)
- Family and Consumer Science (6-12)
- General Science (5-9)
- Health (K-12)
- Humanities (K-12)
- Marketing (6-12)
- Mathematics (5-9)
- Mathematics (6-12)
- Music (K-12)
- Physical Education (K-12)
- Physics (6-12)
- Preschool Education (Birth - Age 4)
- Social Science (5-9)
- Social Science (6-12)
- Visually Impaired (K-12)
- World Language: French (K-12)
- World Language: German (K-12)
- World Language: Latin (K-12)
- World Language: Spanish (K-12)

EPI ESE Pathway – 28 credits
Program Code: EPI-ESE

Course No.	Title	Credits
EPI0001	Classroom Management	3
EPI0002	Instructional Strategies	3
EPI0003	Educational Technology	3
EPI0004	Teaching and Learning Process	3
EPI0010	Foundations of Research Based Practices in Reading	3
EPI0011	Foundations of Assessment and Differentiated Instruction in Reading	3
EPI0020	Professional Foundations	2
EPI0030	Diversity in the Classroom	2
EPI0945	Field Experience I	3
EPI0940	Field Experience II	3

Teacher candidates earning certification in the following subject area must successfully complete this pathway that includes coursework that covers reading endorsement competencies 1-4:
- Exceptional Student Education (K-12)

EPI with Reading Endorsement Pathway – 31 credits
Program Code: EPI-READ

Course No.	Title	Credits
EPI0001	Classroom Management	3
EPI0002	Instructional Strategies	3
EPI0003	Educational Technology	3
EPI0004	Teaching and Learning Process	3
EPI0010	Foundations of Research Based Practices in Reading	3
EPI0011	Foundations of Assessment and Differentiated Instruction in Reading	3
EPI0014	Demonstration of Accomplishment in Reading	3
EPI0020	Professional Foundations	2
EPI0030	Diversity in the Classroom	2
EPI0945	Field Experience I	3
EPI0940	Field Experience II	3

Teacher candidates earning certification in one of the following subject areas, must successfully complete this pathway that includes coursework that covers all 5 competencies for a reading endorsement:
- Elementary Education (grades K-6)
- English (grades 5-9)
- English (grades 6-12)
- English to Speakers of Other Languages (ESOL) (grades K-12)
- Prekindergarten/Primary Education (Age 3 - grade 3)
- Reading (grades K-12)
- Reading (endorsement)

Course Descriptions

EPI0001 Classroom Management

This course prepares the participant to set up a classroom, establish classroom policies and procedures, utilize various styles of presentations and employ varied teaching strategies including technology-infused instruction. Teacher candidates will learn methods for establishing and maintaining cooperative relations with parents. Teacher candidates will conduct research in professional literature to seek best practices and develop the craft of effective instruction. A grade of "C" or higher must be attained.

EPI0002 Instructional Strategies

This course prepares the participant to become proficient in the application of a variety of instructional strategies based on knowledge of learning styles, cooperative and collaborative grouping activities, accommodation for exceptional students, and to develop effective lesson and unit plans. A grade of "C" or higher must be attained.

EPI0003 Educational Technology

The purpose of this course is to introduce the student to appropriate applications of technology in an educational setting. Topics include productivity tools and educational applications including electronic communication and multimedia applications. A grade of "C" or higher must be attained.

EPI0004 Teaching and Learning Process

This course provides a foundation of various learning theories as applied to the instructional process. Characteristics (physical, social, emotional and cognitive) of students of each age group (elementary, middle school and high school) are also incorporated. This course also covers various student characteristics such as exceptionality, motivation, persistence, and second language acquisition. Ways to assess student learning and teacher performance are covered. Standardized testing, test interpretation, and the use of test results are included. A grade of "C" or higher must be attained.

EPI0010 Foundations of Research-Based Practices in Reading

This course combines Competency 1: Foundations of Reading Instruction and Competency 2: Application of Research-Based Instruction Practices, which are a part of the Florida Reading Endorsement Certification process. The guiding principle of the Reading Endorsement Certification process is that teachers will understand and teach reading as an on-going strategic process resulting in students, who are prepared to approach, and use complex and diverse texts for learning and life. By the end of this course, participants will understand how writing, listening, and speaking support the teaching of reading, how to incorporate those practices to develop independent skills, the ability to utilize the foundational skills collectively for independent success, that all students have instructional needs that require consideration and differences for instruction, and that family involvement supports all students' achievement in Reading, but especially beneficial for English Language Learners. This course provides research, principles, procedures, organization, and current effective practices in preK-12 reading programs. The participants will gain an understanding of scientifically-based reading research

and instruction. A grade of "C" or higher must be attained.

EPI0011 Foundations of Assessment and Differentiated Instruction in Reading

This course covers reading matrix indicators from Competency 3: Foundations of Assessment and Competency 4: Foundations and Applications of Differentiated Instruction, which are a part of the Florida Reading Endorsement Certification process. This course provides student-teachers with the understanding of how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. This course provides student-teachers with a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Student-teachers will learn to engage in the systematic problem-solving process in K-12 reading programs. A grade of "C" or higher must be attained.

EPI0014 Demonstration of Accomplishment in Reading

This course covers reading matrix indicators from Competency 5: Demonstration of Accomplishment, which is the final part of the Florida Reading Endorsement Certification process. This course is a culminating practicum that provides student-teachers with the ability to demonstrate their knowledge of the components of reading, as well as assessment and data analysis to implement a comprehensive research-based reading plan of instruction for all students. Student-teachers will learn to engage in the systematic problem-solving process in K-12 reading programs. A grade of "C" or higher must be attained.

EPI0020 Professional Foundations

This course provides the foundation of becoming a productive member of the teaching profession. Participants will gain an understanding of the organization and the administration of the public schools, the laws governing teachers, the Code of Ethics, and the purpose of schools. This course develops a professional perspective and creates a sense of grounding in the profession of teaching. A grade of "C" or higher must be attained.

EPI0030 Diversity in the Classroom

This course explores issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, and ethnicity upon the educational experience. The participant will gain a broader view of the aspects of diversity and reevaluate the role of personal beliefs and prejudices in the learning process. A grade of "C" or higher must be attained

EPI0940 Field Experience II

The purpose of the field experience is to provide a meaningful active teaching experience in the classroom. The EPI Field Experience meets the requirements of a teaching internship and/or teaching experience. A grade of "C" or higher must be attained.

EPI0945 Field Experience I

The purpose of the field experience is to provide a meaningful active teaching experience in the classroom. The EPI Field Experience meets the requirements of a teaching internship and/or teaching experience. A grade of "C" or higher must be attained.

Reading Competencies

Pasco-Hernando State College's Educator Preparation Institute offers three reading courses that cover Florida Reading Endorsement Competencies 1-5.

- EPI0010 Foundations of Research-Based Practices in Reading
  - Combines Competency 1: Foundations of Reading Instruction and Competency 2: Application of Research-Based Instruction Practices
- EPI0011 Foundations of Assessment and Differentiated Instruction in Reading
  - Combines Competency 3: Foundations of Assessment and Competency and 4: Foundations and Applications of Differentiated Instruction
- EPI0014 Demonstration of Accomplishment in Reading
  - Covers Competency 5: Demonstration of Accomplishment

PHSC's EPI program has developed pathways for teacher candidates based on their subject area certification which designates the required reading courses that must be completed according to Florida Rule 6A-5.066, Section 1012.585(3)(f), F.S. and State Board subsection 6A-4.0051(7), F.A.C. Please contact the EPI Director if you have any questions regarding the EPI reading endorsement competency requirement. EPI Students who already have their reading endorsement or have completed some of the reading competencies at a different institution or with their school district, may be eligible to receive credit for the reading courses at PHSC.

Students may petition for the award of credit for some or all of the reading endorsement courses by submitting a Petition for Credit – Educator Preparation Institute form (SAR-74E) and attaching appropriate documentation. Students must contact the director of the EPI program in order to start the petition process.

Field Experience

Pasco-Hernando State College's Educator Preparation Institute includes two field experience courses. One in the fall semester and one in the spring semester:

1. EPI0945 Field Experience I
2. EPI0940 Field Experience II

EPI0945 and EPI0940 are designed to demonstrate growth in your teaching practice in a diverse K-12 classroom setting under the guidance of experienced and clinically trained supervising/mentor teachers and your PHSC instructor.

The field experience - in observations and teaching demonstrations - forms the culmination of your learning experiences in PHSC's Educator Preparation Institute. Observations are much more than simply watching what happens. Your observations of a classroom and the interactions within it will be made through the lens of the Florida Educator Accomplished Practices (FEAPs) educational theories, instructional strategies, and practical applications. Thus, you will employ your critical thinking skills in objectively identifying what occurs in a classroom, analyzing it in terms of teaching and learning, and evaluating the outcomes. Similarly, teaching demonstrations reflect your learning and expertise in analyzing content and student needs in

order to design and deliver effective lessons and evaluate the outcomes.

The purpose of field observations/demonstrations is to note and interpret the various interpersonal and instructional interactions between the teacher and student(s) as well as interactions occurring among students in the classroom to identify patterns of behavior and learning. This helps you understand school and classroom dynamics and how to impact them in the interest of high-quality, FEAPs instruction. Students will complete a series of experiences designed to give prospective teachers insight on the varied backgrounds and cultures of students in public schools.

EPI students must complete a minimum of 45 hours within each field experience course for a minimum total of 90 hours. Students will not be able to complete all of their required hours in one or two weeks. Students will demonstrate the skills and competencies learned from the courses that they are concurrently enrolled in with the field experience course for a specific number of hours each week. 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 students must demonstrate the competencies learned within the EPI courses that they are concurrently enrolled in with the applicable field experience course.

All hours for the field experience courses will be verified by the student, supervisor/mentor teacher. All hours must be reported via the EPI Field Experience Log form. If the EPI student does not complete the required hours designated during the semester, then the student will not pass the field experience course.

The field experience course components apply to both teachers and non-teacher candidates:
- Course assignments/discussions
- Directed observation and analysis
- Minimum 45-hour field experience segment for each field experience course.
- Teaching demonstrations and reflections:

Questions regarding field experience assignments should be directed to the instructor of the field experience course.

EPI applicants are required to complete and submit the EPI Field Experience Request Form during the application process.
- EPI students employed as full-time teachers or long-term substitute teachers:
  - They will be allowed to complete all of the field experience requirements within their own classrooms/schools.

- EPI students not employed as full-time teachers or long-term substitute teachers:
  - The EPI Director will arrange all field experiences and assign schools and supervising/mentor teachers. Questions regarding placement and field experience paperwork are directed to the EPI Director.
  - The Field Experience MUST be completed in the subject area that the FLDOE has said you are eligible to teach as identified on your statement of status of

eligibility and for which you will be using in your EPI coursework.

- o Your placement will be based on your choices and the availability of a supervising/mentor teacher that meets certain criteria. Pending district approval and fit, you will be placed. Otherwise, the district is required to find a placement in a school with the requirements of the FLDOE within their district.
- o Placement will be in a public K-12 classroom in one of the following:
    - Pasco County School District
    - Hernando County School District
    - Florida Virtual School
- o Placement information will be sent to your PHSC email. You will be given instructions on when and how to contact your supervising/mentor teacher. For all placements, the expectation is that you will begin in the classroom as per directions from your district and supervising/mentor teacher.
- o You negotiate your schedule with your supervising/mentor teacher. Keep in mind that the teacher and school schedule take precedence. Usually, the teacher is very accommodating. If not, be respectful of their time and schedules. The teacher, school, and district are doing you and the EPI program a courtesy by allowing you to get on-the-job training in their schools with their trained personnel.
- o EPI students are NOT to contact the district offices. The EPI director will represent your interest to the districts. Please contact the director if you have any issues or concerns regarding the field experience school placement.
- o You may be required to attend a field experience orientation.

- If your situation changes for any reason while waiting for field experience placement or during the semester (e.g. you are hired as a teacher, you relocate, or you decide not to take the field experience course), please contact the EPI Director immediately. The district will need to be notified. If you fail to communicate changes, the district has the right to deny you future placement. A new Field Experience Request form may need to be completed and then sent to the new school administrators and a new supervisor/mentor teacher can be identified.

Fingerprinting/Background Checks

Prior to beginning a field experience placement, students that are not full-time teachers may need to be fingerprinted and complete a background check. The cost may be the responsibility of the student. If you are completing your field experience in a public school, you must go through that school district's background and fingerprinting process. The instructions for fingerprinting will be included in the field experience information sent to you after receiving the intent form. Policies and procedures may vary depending on the placement.

Important: Make sure you follow the fingerprinting requirements and instructions based on your district prior to submitting to fingerprinting. Please keep your fingerprinting receipts!

Florida Statute 1012.32 (2)(d)
Student teachers, persons participating in a field experience pursuant to s. 1004.04(6) or s. 1004.85, and persons participating in a short-term experience as a teacher assistant pursuant to s.1004.04(10) in any district school system, lab school, or charter school shall, upon engagement to provide services, undergo background screening as required under s. 1012.56.

Fingerprints shall be submitted to the Department of Law Enforcement for state processing and to the Federal Bureau of Investigation for federal processing. Persons subject to this subsection found through fingerprint processing to have been convicted of a crime involving moral turpitude shall not be employed, engaged to provide services, or serve in any position requiring direct contact with students. Probationary persons subject to this subsection terminated because of their criminal record have the right to appeal such decisions. The cost of the background screening may be borne by the district school board, the charter school, the employee, the contractor, or a person subject to this subsection.

Supervising/Mentor Teachers
Students enrolled in the field experience course are required to complete a minimum of 45 hours of observations and demonstrations under the guidance of a clinically-trained educator (supervising/mentor teacher). Supervising/Mentor teachers should be fully certified in their teaching area. They must be high performing educators with 3 years of teaching experience and have completed a Clinical Supervision course. In addition, for interns in Early Childhood Education, Elementary Education, English Education and Exceptional Education, supervising/mentor teachers must be ESOL endorsed. Supervising/mentor teachers must be recommended by school administrators.

- For EPI candidates NOT in a full-time teaching position:
  - Contact your assigned supervising/mentor teacher and schedule your observations and demonstrations as soon as possible
  - Students will complete a log that records the hours and activities completed under the supervision of the mentor teacher. The supervising/mentor teacher must sign the log after each visit for verification purposes. You will be required to submit the Field Experience Log Form to your instructor via Canvas.

- For EPI candidates that are full-time teachers or long-term substitute teachers:
  - Contact your assigned supervising/mentor teacher and set up an initial meeting date and discuss a plan to meet regularly. Full-time teachers must plan to meet with their mentor teacher a minimum of one time a week and have the mentor teacher visit their classroom at least one time a week to observe, assist and give advice.
  - Students will complete a log that records the hours and activities completed under the supervision of the mentor teacher. The time spent during these meetings and observations can count towards the 45 hours of observation. The supervising/mentor teacher must sign the log after each visit for verification purposes. You will be required to submit the Field Experience Log Form to your instructor via Canvas.

Field Experience Tips for Non-Teacher Candidates

1. Dress and behave professionally. Represent yourself and PHSC in a professional manner. Those that are not currently full-time teachers may be viewed as a potential teacher at that school and in the district.

2. Record and take notes during your observations for future reference and review. Include the date, time, and length of your interactions. Sketch the room layout. Identify the number of students. For diversity observations, include data on gender, race, special needs, language, and other information as available.

3. Consider choosing a focus for a specific observation (e.g., student-teacher interactions, instructional strategies, behavior management, verbal communication, nonverbal communication, and so on) in addition to more general observations of class climate and tone. Using the FEAPS as a lens for your observations is a good idea, especially in areas that you would like to learn more about Instructional Design, Lesson Planning, Learning Environment, Instructional Delivery and Facilitation, or Assessment.

4. Talk to the supervising/mentor teacher about his/her perception of what occurred during the observations. Think growth mindset for your own practices!

5. Interpret your findings (e.g., look for patterns of behavior by the teacher and/or students). Evaluate the outcome of instruction. Consider other alternatives and outcomes.

6. Reflect on your observations in terms of how you will use what you've learned in your future teaching experiences.

7. Complete assigned teaching demonstrations and reflections

EPI Program Completion

Graduation Requirements
A minimum of 25% of the program must be earned in residence at PHSC. A Certificate of Completion shall be awarded upon successful completion of the EPI required courses with a grade of "C" or higher, demonstrated mastery of the Florida Educator Accomplished Practices and passing scores on all sections of the Florida Teacher Certification Exams. A cumulative grade point average of not less than 2.5 must be achieved.

EPI Student Responsibilities
☐ For those with a temporary certificate, complete the CG-10 application for the upgrade of your Temporary Certificate to a Professional Certificate. Do at least 60 days prior to your statement/certificate's expiration at https://www.fldoe.org/teaching/certification/general-cert-requirements/moving-from-the-temporary-to-the-profe.stml.

Note: If you were never issued a certificate, you do not have to apply for anything else or pay any additional certification fee(s).

☐ Update the EPI office if there have been any changes made to your Statement of Eligibility and/or Temporary Certificate. If your Statement of Eligibility has expired, you need to request an updated eligibility statement at https://www.fldoe.org/teaching/certification/index.stml/steps.asp.

☐ Verify you have passing grades in all EPI classes (C or better) and a minimum overall GPA of 2.5.

☐ Take and pass all required FTCEs (General Knowledge Test, Subject Area Examination, and the Professional Education Test). Provide the EPI office with the official FTCE score report. To register for FTCEs, please visit http://www.fl.nesinc.com/tests.asp

☐ Complete the EPI Post Evaluation Survey. Print or screenshot the last confirmation page of the survey, "your response has been recorded" and submit to the EPI office.

☐ Complete and submit the EPI FEAPs Post Assessment Form.

☐ Check your PHSC email for communication regarding additional needed action.

EPI Director Responsibilities
☐ Review student's file and verify that all requirements for the completion process have been met.

☐ Review student's transcripts for program requirements.

☐ Sign and send sign the Verification of Completion of an Approved Postsecondary Educator Preparation Institute form CT-133 to the FLDOE Bureau of Educator Certification after the completion checklist is complete.

☐ Send the student a copy of the CT-133 and an EPI completion letter.

PHSC Student Account

The office of Admissions and student records will update the student account to reflect completion of the EPI program.

CT-133 Processing Time Frame

The CT-133 forms are sent by the EPI Director through regular U.S. mail to the FLDOE Bureau of Educator Certification. It can take 30 to 45 business days after a document is mailed to this office for it to appear in the educator's file. When the document is added to the file, the educator can log into his/her account and click on "View Documents" to confirm that the document is on file. The FLDOE does not send notification to colleges/universities that the document has been received. It is the responsibility of the educators to check their files to determine when a document is received.

The processing time frame for the CT-133 form will be up to 60 days from the date that the form is added to the file.

If the FLDOE receives a CT-133 form for an educator that has a temporary certificate but has not submitted the upgrade application, the FLDOE will add the CT-133 form to the file and the file will not be processed until the educator submits the upgrade application and fee. The educators are advised on their statement of status of eligibility letter that upgrading from a temporary certificate to a professional certificate requires an upgrade application and fee.

Student Policies

Code of Academic and Field Experience Integrity

As a PHSC EPI student, you are expected to conduct yourself with honesty and integrity in both the academic and field experience settings.

- Academic honesty and integrity involve refraining from lying, cheating, plagiarizing, sharing or copying exam or test questions and/ or doing anything to gain an unfair academic advantage. Honesty and integrity also include reporting unethical behavior that is being conducted by other students.

As a PHSC student, you will demonstrate respect for your instructors, peers, and students.

- Respect for your instructors includes calling them by their last names, refraining from talking when the instructor is speaking, and raising your hand if you have a question in class. These behaviors are the expectation in all environments, including virtual classrooms.
- In class, respect for your peers includes refraining from talking when another student is speaking, refraining from making comments when another student has a question, and never making fun of other students.

As a PHSC student, you will demonstrate responsibility for your actions.

- Academic responsibility includes handing assignments in on time and not representing the work of another as your own. You should never give your paperwork to another student taking the same course and should not accept paperwork or guidance from other students regarding exams or assignments.
- In regards to the field experience component, it involves arriving on time to your placement (classroom for full-time teachers), remaining there the entire time as agreed upon by your supervisor teacher and informing your field experience course instructor if changes occur.

As a PHSC student, you will demonstrate ethics in your conduct. Ethics involve the following principles:

- Justice - involves treating others fairly

To make a report, please call and make an appointment with the EPI Director. All reports will remain anonymous. Consequences for violations of these principles will depend upon the severity of the infraction.

Academic Dishonesty/Plagiarism

Students are held accountable for the policies regarding academic dishonesty and plagiarism as outlined in the college's catalog and student handbook. Forging field experience logs, collaborating on assignments that are not group work, and reusing assignments in classes without instructor permission are all violations that fall under cheating and plagiarism.

Any violation involving cheating or plagiarism, either knowingly or unknowingly, may lead to a

zero grade for the assignment or test. Depending on the situation of the first violation, any student may be dismissed immediately from the program without eligibility for re-enrollment to the EPI program based on the instructor's, EPI Director's, and Assistant Dean of Arts and Sciences' and Dean of Arts and Sciences' collaborative decision. Should the student be dismissed, the student will receive a grade of "F" in the course. In all instances, a second transgression of either or two offenses of cheating or plagiarism of any kind within the EPI Program will lead to immediate dismissal from the program without eligibility for reenrollment into the EPI Program. Specific information regarding cheating and plagiarism can be found in the student handbook. Violations may result in disciplinary procedures.

PHSC Catalog and Student Handbook Links
- [Academic Dishonesty: Cheating and Plagiarism](#)
- [Code of Student Conduct](#)
- [Student Disciplinary Procedures](#)

Online Class Attendance and Assignments

EPI Students must be in compliance with required college polices related to attendance verification for courses. It is the responsibility of the EPI student to contact faculty responsible for the class to clarify any questions related to course content or submission process.

Since the EPI courses are online, students are expected to submit assignments and complete activities by the due dates. Students may be considered "absent" if they fail to submit assignments on time. It is the responsibility of the student to contact the instructor of the course if an extenuating circumstance arises that may prevent the student from submitting an assignment on time. Students should not wait until the last minute to submit an assignment. Students should ask the instructor of the course to clarify any questions they may have on assignments.

Students must visit the school where they are placed for the field experience at a minimum of once a week. It is the responsibility of the student to speak with the instructor of the course if an extenuating circumstance arises that prevents the student from completing the required number of hours each week. In some cases, failure to complete the minimum number of hours required for the field experience course may result in an "F" grade in the course. For more specific information, please refer to course syllabus.

Re-Admission to PHSC and EPI Program

Students who have been admitted to the College but have not enrolled for courses within one year of the term in which they were admitted and students who initially enroll but do not register for one academic year, must apply for readmission to PHSC by submitting an online Application for Readmission. No fee is required to apply for readmission, however, all students reapplying to the College must submit proof of Florida residency. Students must also reapply for the EPI program.

Appendix A: Florida Educator Accomplished Practices

1. **Instructional Design and Lesson Planning**. Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons; and,
   f. Develops 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, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students' cultural linguistic and family background;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,
   i. Utilizes 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**. The effective educator consistently utilizes 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; and,
   j. Utilize student feedback to monitor instructional needs and to adjust instruction
4. **Assessment**. The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose

students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,

f. Applies technology to organize and integrate assessment information.

5. **Continuous Professional Improvement**. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and,

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. **Professional Responsibility and Ethical Conduct**. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

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