

12/16/2008

Educator Preparation Institute

Teacher Certification Program Manual

(12-16-08 - information is subject to change)

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TEACHER CERTIFICATION PROGRAM

Thank you for your interest in the Teacher Certification Program at Lake-Sumter Community College (LSCC). The Teacher Certification Program is part of the Educator Preparation Institute (EPI). Of the Florida Department of Education's (FLDOE) projected need of thousands of new teachers, this innovative teacher-education program was developed to encourage people to enter the teaching profession. The Teacher Certification Program (TCP) at LSCC began its first cohort of 28 students in January of 2006. The program continues to evolve and build a reputation for high standards and excellence among schools that have hosted field placements for our students and have hired our graduates. Local school districts continue to support our growth by serving as TCP Program Advisors and Instructors. Employment prospects for LSCC TCP graduates remain excellent.

Completion of program courses and competencies in the form of an e-portfolio and passage of the Florida Teacher Certification Exams will culminate in a Professional Educator Certificate. Classes are held on campus as well as on the web with CE Enterprise –Blackboard. Class days and times are geared for career changers and may vary to meet the specific needs of the cohorts. Face-to-face sessions generally take place on Saturdays from 8am-4pm. In addition there are on-campus workshops and labs for students interested in refreshing skills for the certification exams as well as off-campus internship requirements that span 1 to 2 weeks. It is important to recognize that the Teacher Certification Program is an accelerated program which requires upper level reading and writing skills, time management, and a 7-month commitment from students. The information contained in this handbook is intended to acquaint you with the policies and procedures for the program as well as provide supplemental information that may impact your application. Procedures included herein are subject to change. The packet

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is updated on an annual basis and is posted on the web. It is the student's responsibility to remain apprised of current information and policy.

PROGRAM CONTACT INFORMATION

Dr. Glenn Ricci,
Dean of Arts and Sciences Program Development & EPI Program Manager
9501 Highway 441, Leesburg, FL 34788
Leesburg Campus
Phone: 352-365-3537
Fax: 352-323-3622
ricci@lsc.edu

Phillip Suttkus,
EPI Program Assistant
9501 Highway 441, Leesburg, FL 34788
Leesburg Campus
Phone: 352-787-3747
Extension 4508
suttkusp@lsc.edu

MANDATORY ORIENTATION

Generally held one week prior to the start of classes, the specific date for orientation will be included in the acceptance letter. All accepted students must attend this meeting to receive vital information relating to progression into the program.

REGISTRATION

Only students who have been accepted by LSCC, and conditionally or fully accepted into the EPI Program may register for courses. Fully accepted students may register for all courses offered within a given semester, whereas conditionally accepted students are restricted to registering for two courses. To assist with the registration process, during EPI orientation students are provided with a registration booklet and step-by-step instructions. Students are then responsible for all aspects of course registration (adding, dropping, or withdrawing from courses). When registration problems occur, students should contact the Registrar's office directly. Kelli Colborne, 352-365-3571,

colbornk@lsc.edu is the Assistant Registrar and Mark Swearingen is the Director of Admissions/Registrar, 352-323-3677, swearinm@lsc.edu. If you are unable to make phone or live contact in a timely manner, contact the Vice President of Student Services, Jane Miller, at 352-365-3576, or jmiller@lsc.edu, who oversees that area of the college.

SEQUENCE OF COURSES

Technology in the Classroom is the first course all students must start with. The rest of the courses will be offered in the sequence most logical for the given semester with consideration of the k-12 calendar.

1. EPI 0003 Technology in the Classroom
2. EPI 0001 Classroom Management
3. EPI 0002 Instructional Strategies
4. EPI 0004 The Teaching and Learning Process
5. EPI 0010 Reading: Foundations of Research-Based Practices
6. EPI 0020 Professional Foundations
7. EPI 0030 Diversity in the Classroom
8. EPI 0940 Professional Foundations Field Experience (15 hours)
9. EPI 0945 Diversity Field Experience (15 hours)

SELECTION PROCESS

Available seats are filled according to the following priority process:

1. Former LSCC EPI non-completers who have been granted re-admittance into the program and have passed the Florida Teacher Certification Examination (FTCE) General Knowledge (GK) and Florida Teacher Certification Examination (FTCE) Subject Area Exam (SAE);
2. New applicants that have been officially accepted into the program with priority given to applicants that have passed the GK and SAE;
3. New applicants that have been conditionally accepted into the program; and
4. New applicants who wish to transfer into the program from another Teacher Certification Program.

Note: Students must register for the first two EPI courses with their assigned XID# after enrolling at LSCC and being accepted into the Teacher Certification Program.

SELECTION CRITERIA

You must have a bachelor's degree in a field other than education. Applications that are complete and meet or exceed minimum selection requirements will be forwarded to the selection committee for review in consideration of Official Acceptance. Incomplete applications that meet or exceed minimum requirements will be considered in the

selection process for Conditional Acceptance. Applications that do not meet minimum requirements will not be considered in the selection process. Latter applicants will be notified in writing of reason(s) for non-consideration. Applicants from students transferring from another Teacher Certification Program will be considered on a case-by-case basis.

Complete applications will include:

- Copy of completed LSCC Application for Admission (program major code number 803)
<http://www.lsc.edu/admissions/application.aspx>
- Completed LSCC EPI/Teacher Certification Application
<http://www.lsc.edu/EPInstitute/>
- Statement of Status of Eligibility (issued after you apply to FLDOE for certification) that is no more than 2 years old
<http://www.fldoe.org/edcert/step1.asp>
- Official (Unopened) college transcripts from a regionally accredited college or university.
- Florida Teacher Certification Examination (FTCE) General Knowledge (GK) results
<http://www.fldoe.org/asp/ftce> www.fl.nesinc.com
- Florida Teacher Certification Examination (FTCE) Subject Area (SAE) results
<http://www.fldoe.org/asp/ftce> www.fl.nesinc.com

Incomplete applications that will be considered for Conditional Acceptance will include:

- Copy of completed LSCC Application for Admission
<http://www.lsc.edu/admissions/application.aspx>
- Completed LSCC EPI/ Teacher Certification Application
<http://www.lsc.edu/EPInstitute/>
- Evidence that you have applied for a Statement of Status of Eligibility (issued after you apply to FLDOE for certification)
<http://www.fldoe.org/edcert/step1.asp>
- Evidence that you have registered for the FTCE General Knowledge (To take the test at the South Lake campus use code 76)
<http://www.fldoe.org/asp/ftce> www.fl.nesinc.com

Evidence that you have registered for the FTCE Subject Area
(To take the test at the South Lake campus use code 76)
<http://www.fldoe.org/asp/ftce> www.fl.nesinc.com

Student Copy or photocopy of college transcripts from a regionally accredited college or university

OFFICIAL ACCEPTANCE

Official Acceptance indicates a student's file is complete and he/she is ready to start the Teacher Certification Program with the cohort indicated on the acceptance letter.

Applicants may be eligible for partial scholarship disbursement if funds are available only after being officially accepted into the program.

CONDITIONAL ACCEPTANCE

Conditional Acceptance indicates a student's file is incomplete and he/she may start the Teacher Certification Program with the cohort indicated on the acceptance letter and remain enrolled for a maximum of 60 days, or up to 2 TCP courses. At the end of 60 days all documentation required to be a complete application must be on file. The student may request an extension of the 60 days in writing if exceptional circumstances have caused a delay. The student's application will be evaluated for Official Acceptance by the Ombudsperson and a final decision regarding the student's status will be made prior to the 3rd TCP course start date. Student's requests to extend the 60 day conditional acceptance will be reviewed by the acceptance committee that will issue a final determination date. Students accepted conditionally who do not request an extension or are denied an extension will be prohibited from registering for additional TCP courses.

ADDITIONAL PROGRAM REQUIREMENTS

The TCP courses include distance learning instruction (Blackboard CE Enterprise and custom publisher online access), which requires all students to own or have regular access to:

1. Computer Operating System - A computer with Windows XP operating system or newer will support program applications and online systems.
2. Portable Work Storage System - USB flash/jump drives are encouraged. (Acceptable brands recommended by PC Support at LSCC include Lexmark, Kingston, Memorex, PNY Attaché and SanDisk.) CD burners are not available on campus for portable storage to transfer work between home and campus. If a student's home computer only has floppy disk access, he/she will be able to use floppy storage transfer, but it will be very limited in "save document" space for the student.
3. Internet Provider—Students need to provide personal e-mail addresses for ease of contact between program staff, instructors and students. Note: Dial-up service does not support many of the distance learning applications. It is highly recommended that students do not use dial-up services.
4. Microsoft Office Software or a Mac Equivalent—Microsoft Office provides the use of Word, Excel and PowerPoint applications. All three are used by program instructors and area K-12 schools; Teachers and Students versions of Microsoft Office at reduced-price packages are available in local stores. Microsoft Home only allows power point viewer and a limited program use of Excel. Microsoft Works is not compatible for use with campus applications and submittal of student work online.

ESTIMATED PROGRAM COSTS

The tuition rate listed below is based on the 2008-2009 academic year and is subject change. Other testing fees are subject to change by agency.

Florida Resident tuition is \$77.52 per credit hour. (Total Florida resident tuition cost for 21 credit hours = \$1,627.92)

Non-Florida Resident tuition is \$291.42 per credit hour. (Total Non- Florida resident tuition cost for 21 credit hours = \$6,119.82)

The college also adds a technology fee that will be charged each course.

Security Clearance/fingerprinting - \$55

Standard LSCC application - \$25

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Certification Examinations for Florida Educators (FTCE) - exams \$25 each
Go to: <http://www.fldoe.org/asp/ftce> www.fl.nesinc.com

Transcript review for Official Statement of Status of Eligibility from FLDOE - \$75
Go to: <http://www.fldoe.org/edcert/step1.asp>

Estimated cost of books – Books (valued at approximately \$575.00) are loaned at no cost to the student.

FINANCIAL AID

The LSCC student catalog www.lsc.edu/catalog contains information for financial aid policies and procedures. Contact: Ms. Audrey Maxwell-Director of Financial Aid

STUDENT SUPPORT

The Learning Centers, located on the Leesburg, South Lake, and Sumter Campuses, offer a variety of resources to assist students with math and English skills.

Assessments, tutoring, subject specific handouts, and electronic resources are available free of charge. Additionally, voice recorders and reference texts are available for lending, and workshops to refresh math skills and/or English skills for the GK exam may be offered if there is demand. For information about hours or services contact them at learningcenter@lsc.edu, or call the Leesburg Campus 352-365-3554, Clermont 352-243-5722, or Sumter 352-568-3074.

LEVEL II BACKGROUND CHECK

Applicants who may have a criminal history should ask the Florida Department of Education about potential barriers to teacher certification before applying to the program. Field experience is a required component of the Teacher Certification Program. Prior to conducting field experience, students must have a level 2 fingerprint/background check done through the respective local school district.

READMISSION POLICY

Students who have previously begun and subsequently have not completed the LSCC Teacher Certification Program will be given one opportunity to readmit into the program.

Students requesting readmission must do so within 1-year. Requests for readmission must be submitted by the application deadline for the cohort the student wishes to join and must include:

- 1) A new Teacher Certification Program application.
- 2) Description of action plan implemented to address issues surrounding withdrawal or failure from the program. (Supporting documentation of action plan may be required for interview.)
- 3) FTCE passing scores in the GK and SAE.

Students requesting readmission will be interviewed by the Ombudsperson. Failed courses may be retaken for grade forgiveness in accordance with the policy identified in the LSCC Student Handbook. Readmission Decisions are final. Students who are granted readmission into the program will be notified in writing. Readmitted students will attend a mandatory update meeting with the Program Manager.

TRANSFER POLICY

Students who have begun a Teacher Certification Program at an institution other than LSCC may request a transfer into the Teacher Certification Program at LSCC. It is important to remember that each institution develops and follows its own curriculum as well as admission procedures. Therefore, requests for transfer are reviewed on a case by case basis in order to determine what LSCC coursework is needed in order for the student to complete the program. Students who have been out of their prior program for over 1 year will not be considered for transfer into the LSCC program. Students who have made multiple prior attempts at Teacher Certification Programs other than LSCC and subsequently have multiple withdrawals or failures will not be considered for transfer into the LSCC program. The initial requirements that must be satisfied before a student will be considered for transfer are:

1. Passing Scores on the GK and Subject Area exams that are no more than 2-years old.
2. An overall college GPA of 2.5 or higher (substantiated by official transcripts from all institutions on record in the LSCC Admissions office).
3. A clear Level II background check that is no more than six months old.

Upon satisfaction of the initial requirements, the student will need to supply copies of course descriptions and syllabi for all TCP courses completed. After review of the latter, the Program Manager will determine and then notify the student of the LSCC TCP coursework needed to complete the program. The student will be added to the transfer waiting list for the next cohort and year in which that coursework will be offered. The student will gain admission according to the position on the waiting list and seat availability. There is no guaranteed admission for transfer requests.

SCHEDULE CHANGES

The Teacher Certification Program is a 7-month intensive experience that requires face-to-face classroom instruction on weekends and an on-line component. The schedule is developed before the FTCE exam dates are released and the school calendars are published, therefore LSCC reserves the right to accordingly adjust the dates of the on-line instruction and face-to-face instruction. Students are expected to "reserve" their weekends for the entire 7-month program duration for Teacher Certification Program instruction, study, and work, regardless of how (Blackboard CE Enterprise or in person) it is delivered.

ATTENDANCE

Attendance is mandatory for each class and students must remain in class during the entire session for the record book. Any class session missed can jeopardize a student's success and final grade. There are no automatically excused absences. The withdrawal deadline is 70% of the instructional dates. The dates for withdrawal are also available in the college catalog and student handbook. Students must withdraw from the

course via LOIS or the registrar's office. The EPI instructor or program will not do this for you. Students who do not officially withdraw from a course will receive an F for the course.

ACADEMIC STANDARDS

The Teacher Certification Program is a fast paced intensive experience that requires solid academic skills. A TCP writing rubric is used by all TCP instructors to grade all written assignments and should be used by students as a writing guide (Appendix A). Students who earn a "D" grade in a course are required to submit a written plan for academic improvement to the Program Manager for review. The Program Manager and the EPI committee will evaluate the student's plan and determine whether or not he or she may continue in the program. Students who withdraw from the program have the option of reapplying in the future providing they have addressed the cause for withdrawal and have passed both the GK and SAE. Students who earn an "F" grade in a course are not eligible to continue in the program until they have addressed the circumstances pertaining to their failure. They can then reapply, after passing the GK and SAE, and retake the failed course for grade forgiveness. If the "F" grade is issued after the student has started the next course, he/she will be administratively dropped from the course. A refund for money paid by the student for the course that is dropped must go through the LSCC appeals process initiated by the student. All students are issued a mid-program status report that provides a summary of their standing in the program in terms of academic and other program requirements, which may require follow-up by the student. The Florida Department of Education [FLDOE] requires a minimum GPA of 2.5 in the content area in which teacher candidates are applying for certification. EPI courses do not represent content areas. Our program standards also require a minimum overall GPA of 2.5.

GRADES & CREDIT

Letter grades (A-F) are issued for each course and are recorded on a separate EPI student transcript. The transcript will be issued to the student upon completion of the program, or earlier in the event of transfer, when initiated by the student. Institutional credit is earned for TCP courses, which can not be awarded towards a degree or be transferred to an upper division program. It may, however, be transferred at the student's request through the Records Office to another Teacher Certification Program.

CREDIT BY EXAM

Students who earn 80% or better on the content exam and satisfy the e-portfolio component are eligible to meet the course requirements without the need to take the course. Students who pass the FTCE Professional Education Exam have the option of attempting to test out of any of the TCP courses in the same manner described above, providing they complete a minimum of two 45-hour TCP courses. There is one attempt per exam.

COMMUNICATION PROTOCOL

Students are asked to address their questions to the appropriate department and person. A list of contacts has been provided in APPENDIX B for your convenience. Please adhere to the communication protocol and only contact the program manager for assistance after you have made several attempts via email and phone to contact the respective party without success.

REGISTRAR'S OFFICE

Lake-Sumter Community College Admissions and Records Office provides a variety of services to the LSCC Community. Services include, but are not limited to: enrollment, course registration, transcript processing, data entry, and general college information. The office provides information on commencement exercises, degree conferral, and

diploma application. In addition to the various services the College Registrar's Office provides, the office is also comprised of International Student Services and Veterans' Benefits departments that provide assistance to international students and United States Veterans.

INSTRUCTOR/STUDENT COMMUNICATION

The courses are fast and intense, which creates a challenge for students to get work done and for instructors to give timely feedback. Instructors are asked to contact a student immediately if they foresee the potential for a problem, which provides the student the option to withdraw. Instructors and students should communicate via e-mail from Blackboard CE Enterprise during the course and via the instructor's LSCC e-mail address before or after the course. Instructors are expected to respond to students' email communications within 24 hours, and to grade assignments and or exams within 5 days. Instructors are required to submit course grades on LOIS within 1 week after the course has completed. Blackboard CE Enterprise is required for all courses, which necessitates mastery by both instructors and students. It is expected that reading is done before the first session of any course, and that most of the course work will be done during the course start/end date. It is also expected that lecture notes, assignments, and presentations used by the instructor will be posted on Blackboard CE Enterprise for student access prior to the materials being covered in class. This provides students the opportunity to review content before class and look up anything they don't understand and/or jot down questions they need answered. It also models best practices for accelerated programs and working with students who speak English as a second language and/or students who have learning differences. It also helps the instructor stay organized.

PROGRAM DISMISSAL

The following actions are all grounds for program dismissal: Plagiarism, cheating, failing a course, inappropriate behavior as consistent with LSCC policy and rules, violating program policy, and failure to comply with program requirements. The college has a subscription to "Turn-it-in" to check students' written work for signs of plagiarism and all instructors are encouraged to use it. All LSCC rules of student conduct and discipline policies and procedures apply as noted in the current catalog.

CHILDREN

Lake-Sumter Community College policies state that children are not permitted in instructional areas of the campus. Children may not attend EPI classes and childcare needs to be arranged while you attend EPI classes. Individuals failing to comply with this policy may be asked to leave campus until childcare can be arranged per LSCC policy and rules.

FIELD PLACEMENTS

The TCP requires a total of 30 hours field placement, 15 for Diversity and 15 for Professional Foundations. Students who are already teaching in their subject area may be exempt from field placement (see Program Manager for details), all others will complete a field placement questionnaire and then be placed accordingly. Each county has their own process for field placements, which is typically a three step process:

- 1) Communication between LSCC's Field Placement Coordinator and the school district's county office.

- 2) LSCC's Field Placement Coordinator provides appropriate contacts to students to make an appointment for fingerprinting and background check in the county office.

- 3) LSCC's Field Placement Coordinator works with a key contact in the district office to assign students to an appropriate field placement classroom.

PROGRAM COMPLETION/TEACHER CERTIFICATION

Students are not considered program completers until they successfully complete all courses, the e-portfolio, and have passed the Florida Teacher Certification Exams including General Knowledge, Subject Area and Professional Education. Students must complete a graduation application by the deadline indicated on the school calendar and submit it to the cashier's office with the appropriate payment. The registrar's office will then get the application, which is required to review your course history and to issue a final transcript demonstrating program completion. LSCC then sends your final transcript to the Florida Department of Education as verification of program completion.

E-PORTFOLIO

Each TCP course includes content and outcomes tied to each one of the 12 specific Florida Educator Accomplished Practices (FEAPs), which are indicated in the course syllabus. Designated student products, called artifacts, (lesson plans, reflections, video clips, etc.) from each course will be uploaded to his/her individual e-portfolio to demonstrate mastery of each content area. Each student is required to complete an e-portfolio that demonstrates competencies in all FEAPS. E-portfolios are integrated into each course and must be completed prior to completion of the TCP in order to receive certification. Course grades will not be issued until the artifact requirements are submitted for each course. It is an effective tool for sharing with prospective employers and for continuing professional development. Passing the professional education exam may excuse students from certain face-to-face sessions; however they do not excuse students from products which demonstrate FEAPs mastery. For a full listing of the FEAPS and the LSCC EPI FEAP correlation see APPENDIX C.

APPENDIX A

TCP WRITING RUBRIC

CATEGORY	5 Advanced	4 Proficient	3 Basic	2 Below Basic
Topic Sentence	Topic sentence is indented, focused, and creatively engages the reader with a hook.	Topic sentence is indented, clear, and focused	Topic sentence is indented and clearly on the topic.	Student has attempted to write a topic sentence.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

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APPENDIX B

COMMUNICATION PROTOCOL

The following is a list of areas and the designated contact person:

Program inquiries:

Program Manager/Dean of Arts & Sciences Program Development, Dr. Glenn Ricci,
(352) 365-3537, ricciG@lsc.edu

Specific course questions:

Course Instructors (contact information on syllabus)

EPI application status/student files:

EPI Program Assistant, Phillip Suttikus, (352) 787-3747 x4508, suttkusp@lsc.edu,

Statement of Status of Eligibility & Certification:

EPI Ombudsperson/Recruiter, Dr. Tom Kubala, kubalat@lsc.edu

Blackboard CE Enterprise (online LMS):

Director, Distance Learning Program, Jacquie Busboom, (352) 435-0528,
busboomj@lsc.edu

E-Portfolio:

E-Portfolio Coordinator, Teresa White, (352) 365-3531, whitet@lsc.edu

**Registration, Schedule changes-Add/ Drop/ Withdrawal, Transcripts, Fee Waivers
Registrar Office:**

Director of Admissions-Registrar, Mark Swearingen, 352-323-3677, swearinm@lsc.edu

Assistant Registrar, Kelli Colborne, 352-365-3571, colbornek@lsc.edu,

Senior Program Specialist Admissions/Records, Murphy, Doreen, (352) 323-3686,
MurphyD@lsc.edu

Specialist Admissions/Records, Owen, Amber, (352) 365-3570, OwenA@lsc.edu

Specialist Admissions/Records, Trantham, Jason, (352) 365-3572, TranthaJ@lsc.edu

Officer Admission/Records, Whiteley, Brenda H., (352) 365-3564, WhiteleB@lsc.edu

Senior Program Specialist Admissions/Records, Yanick, Bonnie, (352) 365-3561,
YanickB@lsc.edu

VA Benefits:

VA Certifying Assistant Registrar, Kelli Colborne, (352) 365-3571, colbornek@lsc.edu

VA Academic Advisor, Carolyn Fonville, (352) 365-3585, fonvilleC@lsc.edu

Scholarship & Financial Accounts:

Director of Financial Aid, Audrey Maxwell, (352) 365-3510, maxwella@lsc.edu.

APPENDIX C

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPs)

The FEAPs include 12 content areas requiring mastery of all teachers in K-12 in order to be effective in the classroom and implement the Sunshine State Standards for students. The twelve Educator Accomplished Practices are:

- Assessment
- Communication
- Continuous Improvement
- Critical Thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

LSCC EPI FEAP Correlation

Accomplished Practice # 1 - Assessment

The pre-professional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the student's instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Individual Learner Profile - Analysis
- Speaker – The Bully, The Victim, The By-stander
- Assigned Readings
- Assessment-Evaluation tools
- Group Project
- FEAPs Assignment
- Individual Weekly Reflection

Instructional Strategies EPI 0002

- Lesson Plan – Cooperative Learning Modifications/Adaptations
- Lesson Plan – Planning, Evaluation, Assessment
- Individual Weekly Reflection
- Test Development

Technology in the Classroom EPI 0003

- Rubrics as Formative and Summative Assessment – website and author ware

Teaching and Learning Process EPI 0004

- Scenario Discussions/Written Analysis
- FCAT/SSS Assignment (Including State and NRT data)

Foundations of Research Based Practices in Reading EPI 0010

- Less Capable Readers (Assign #8)

Professional Foundations EPI 0020

- Final Exam (standardized testing)
- Scenarios
- Parent Information Packet

Diversity in the Classroom EPI 0030

- Lesson Plan
- Chapter Discussion #7
- Chapter Reflection #2

Sample Key Indicators:

- Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural difference.
- Draws from a repertoire of techniques to accommodate differences in students' behavior.
- Identifies potentially disruptive student behavior.
- Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
- Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.
- Guides students in developing and maintaining individual portfolios.
- Modifies instruction based upon assessed student performance.
- Provides opportunities for students to assess their own work and progress.
- Assists students in designing individual plans for reaching the next performance level.
- Maintains observational and anecdotal records to monitor students' development.
- Interprets, with assistance, data from various informal and standardized assessment procedures.
- Reviews assessment data and identifies students' strengths and weaknesses.
- Communicates individual student progress in student, parent, and staff conferences.

Accomplished Practice # 2 - Communication

The pre-professional teacher recognizes the need for effective communication in the classroom and is in the processes of acquiring techniques used in the classroom.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Cooperative Learning Structures
- Rules/Procedures/Consequences
- Differentiated Instruction (Letter)
- Differentiated Instruction (Learner's Needs/Strengths)
- FEAPs Reflection
- Individual Learner Profile - Analysis

Instructional Strategies EPI 0002

- Cooperative Learning Structures and Strategies
- Individual Presentation combining CLS/IS topic
- Lesson Plan
- Lesson Plan (Cooperative Learning, Technology)

Technology in the Classroom EPI 0003

- Academic NETs-T Discussion Synthesis and Summary – Peer to peer critiques and self-reflection.
- Parent/Information Flyer – Digital Visual Literacy

Teaching and Learning Process EPI 0004

- Lesson Plan
- Scenario Discussions/Written Analysis

Foundations of Research Based Practices in Reading EPI 0010

Professional Foundations EPI 0020

- Scenarios
- Parent Information Packet
- Individual Weekly Reflection #3

Diversity in the Classroom EPI 0030

- Chapter Discussion #2, #8
- Lesson Plan

Sample Key Indicators:

- Establishes positive interaction in the learning environment that uses incentives and consequences for students.
- Establishes positive interactions between the teacher and students that are focused upon learning.
- Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

- Encourages students in a positive and supportive manner.
- Communicates to all students high expectations for learning.
- Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
- Provides opportunities for students to learn from each other.
- Practices strategies that support individual and group inquiry.
- Provides opportunities for students to receive constructive feedback on individual work and behavior.
- Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
- Develops short and long term personal and professional goals relating to communication.

Accomplished Practice # 3 - Continuous Improvement

The pre-professional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Article Reflections
- Individual Weekly Reflections
- Group Project Presentation Reflection
- Group Presentation Peer Feedback

Instructional Strategies EPI 0002

- FEAP Reflection
- Differentiated Cooperative Learning Strategies Presentation Reflection
- Instruction – Lesson Plan
- Differentiated Instruction Parent Communication Letter
- Individual Weekly Reflections
- Article Reflections

Technology in the Classroom EPI 0003

- Academic NETs-T Discussion Synthesis and Summary – Peer to peer critiques and self-reflection.
- Resume – Template use

Teaching and Learning Process EPI 0004

- Scenario Discussions/Written Analysis

- Lesson Presentation Peer Feedback

Foundations of Research Based Practices in Reading EPI 0010

- Discussion #1 Teaching Rdg is Rocket Science
- Reading Next article critique (Assign #10)

Professional Foundations EPI 0020

- Debate
- Final Exam (Standardized Testing Project)
- Parent Information Packet
- Scenarios
- Individual Weekly Reflection #2

Diversity in the Classroom EPI 0030

- Final Exam (Social Action Plan)
- Cultural Identity Project
- Chapter Reflection #2, #8

Sample Key Indicators:

- Identifies principles and strategies for affecting changes occurring in her/his classroom and school.
- Participates in and supports the overall school improvement process.
- Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.
- Participates in the design of a personal professional development plan to guide her/his own improvement.
- Communicates student progress with students, families, and colleagues.
- Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
- Supports other school personnel as they manage the continuous improvement process.
- Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject matter.
- Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
- Seeks to increase her/his own professional growth by participating in training and other professional development experiences.
- Has observed others in the role of steward and can demonstrate some of the skills involved.
- Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.
- Learns from peers and colleagues and develops professional relationships.
- Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.

Accomplished Practice # 4 - Critical Thinking

The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher-order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Individual Learner Profile - Analysis
- Chapter Presentation (PowerPoint, etc.)
- Group Project Presentation (PowerPoint, etc.)
- Weekly and Final exams

Instructional Strategies EPI 0002

- Lesson Plan
- Bloom's Taxonomy Assignment
- Cooperative Learning Strategies Presentations
- Alternative Assessments
- Cooperative Learning Strategies Presentation (Word, PowerPoint, internet sites)
- FEAP Reflection
- Test Development
- Weekly and Final exam

Technology in the Classroom EPI 0003

- eLesson – alternative, digital lesson software development, projects and delivery
- Copyright Laws and Guidelines – Formative quiz, webpage creation, computer assisted instruction

Teaching and Learning Process EPI 0004

- Scenario Discussions/Written Analysis
- Alternative Assessments
- Internet Search – Portfolio Entry

Foundations of Research Based Practices in Reading EPI 0010

- Word Study Investigation (Assign #5)
- Cluster Unit (Assign #7)

Professional Foundations EPI 0020

- Final Exam

Diversity in the Classroom EPI 0030

- Lesson Plan

Sample Key Indicators:

- Provides opportunities for students to learn higher-order thinking skills.
- Identifies strategies, materials, and technologies which she/he will use to expand students' thinking abilities.

- Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
- Poses problems, dilemmas, and questions in lessons.
- Assists students in development and use of rules of evidence.
- Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.
- Demonstrates and models the use of higher-order thinking abilities.
- Modifies and adapts lessons with increased attention to the learners' creative thinking abilities.
- Encourages students to develop open-ended projects and other activities that are creative and innovative.
- Uses technology and other appropriate tools in the learning environment.
- Develops short term personal and professional goals relating to critical thinking.

Accomplished Practice # 5 - Diversity

The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Individual Learner Profiles - Analysis
- Rules, Procedures and Consequences
- Speaker – The Bully, The Victim, The By-stander

Instructional Strategies EPI 0002

- Differentiated Instruction – Letter to parents
- Lesson Plans (Cooperative Learning, Performance Assessment, Differentiated Instruction)
- Textbook Analysis
- Cooperative Learning Presentation and Reflection
- FEAP Reflection
- Speaker – Are You Aware? (Personal and Cultural influences on Multi-Cultural Students)

Technology in the Classroom EPI 0003

- Resources for Digital Development (URL Selection) – Online research and resources for classroom application

Teaching and Learning Process EPI 0004

- Scenario Discussions/Written Analysis

- Lesson Plan
- Assessment (Formal, Informal, Summative, Formative)

Foundations of Research Based Practices in Reading EPI 0010

- Discussion #2 Struggling Readers

Professional Foundations EPI 0020

- Scenarios
- Parent Information Packet

Diversity in the Classroom EPI 0030

- Chapter Reflection #7, #8
- Individual Weekly Reflection #1, #2, #3
- Chapter Discussion #2, #3, #7, #8
- Legal Summary #1, #2, #3
- Final Test (Social Action Plan)
- Lesson Plan
- Cultural Identity Plan

Sample Key Indicators:

- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
- Fosters a learning environment in which all students are treated equitably.
- Recognizes the cultural, linguistic and experiential diversity of students.
- Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.
- Has a repertoire of teaching techniques and strategies to effectively instruct all students.
- Selects appropriate culturally and linguistically sensitive materials for use in the learning process.
- Analyzes and uses school, family, and community resources instructional activities.
- Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
- Selects and introduces materials and resources that are multicultural.
- Acknowledges the importance of family and family structure to the individual learner.
- Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
- Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.
- Develops short-term personal and professional goals relating to diversity.

Accomplished Practice # 6 - Ethics

Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Speaker – IDEA Law
- Speaker – The Bully, The Victim, The By-stander
- Individual Weekly Reflections

Instructional Strategies EPI 0002

- Speaker – The Legal Responsibilities of Teachers
- Individual Weekly Reflections
- Article Reflections

Technology in the Classroom EPI 0003

- T-Chart of Education Technology Issues – Theory, Practices, and Research Alignment
- Copyright Laws and Guidelines – Formative quiz, webpage creation, computer assisted instruction

Teaching and Learning Process EPI 0004

- Ethics Discussion
- Scenario Discussions/Written Analysis

Foundations of Research Based Practices in Reading EPI 0010

Professional Foundations EPI 0020

- Individual Weekly Reflection #1, #2, #3
- Parent Information Packet
- Scenarios
- Debate

Diversity in the Classroom EPI 0030

- Final Test (Social Action Plan)
- Legal Summary #1, #2, #3
- Individual Weekly Reflection #1
- Chapter Reflection #2
- Cultural Identity Project

Sample Key Indicators:

- Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
- Does not unreasonably restrain a student from pursuit of learning.
- Does not unreasonably deny a student access to diverse points of view.
- Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

- Does not use institutional privileges for personal gain or advantage.
- Maintains honesty in all professional dealings.
- Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.

Accomplished Practice # 7 - Human Development and Learning

Drawing upon well established human development/learning theories and concepts and a variety of information about students, the pre-professional teacher plans instructional activities.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Individual Learner Profiles - Analysis
- Differentiated Instruction (Letter)
- Differentiated Instruction (Learner's Needs/Strengths)
- FEAPs Reflection
- Group Presentation
- Group Presentation - Reflection

Instructional Strategies EPI 0002

- Lesson Plan – Cooperative Learning Modifications and Adaptations
- Lesson Plan – Planning, Evaluation, Assessment, Reflection
- Test Development
- Individual Presentation (combining CLS/IS topic)
- Speaker – Learning Theorists

Technology in the Classroom EPI 0003

- Student Interest Inventory – Presentation Skills (Power Point)
- eLesson- alternative, digital lesson software development, projects and delivery

Teaching and Learning Process EPI 0004

- Lesson Planning
- Lesson Presentation Peer Feedback
- Lesson Presentation
- Scenario Discussions/Written Analysis
- Bio Discussion
- Internet Search – Portfolio Entry
- Ethics Discussion
- Weekly Quizzes

- Weekly Discussion
- Foundations of Research Based Practices in Reading EPI 0010
- Less Capable Readers (Assign #8)
 - Cluster Unit (Assign #7)
- Professional Foundations EPI 0020
- Diversity in the Classroom EPI 0030
- Lesson Plan
 - Chapter Discussion #2, #7, #8

Sample Key Indicators:

- Recognizes developmental levels of students and identifies differences in a group of students.
- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- Uses multiple activities which engage and motivate students at appropriate developmental levels.
- Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background and interests.
- Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
- Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
- Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.
- Develops short-term personal and professional goals relating to human development and learning.

Accomplished Practice # 8 - Knowledge of Subject Matter

The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

E-Portfolio

- Class Artifacts
- Classroom Management EPI 0001
- Cooperative Learning
- Instructional Strategies EPI 0002
- Lesson Plans

- Differentiated Instruction
- Bloom's Taxonomy
- Cooperative Learning
- Interactive Direct Instruction

Technology in the Classroom EPI 0003

- eLesson – alternative, digital lesson software development, projects and delivery

Teaching and Learning Process EPI 0004

- Lesson Plans
- Lesson Presentation

Foundations of Research Based Practices in Reading EPI 0010

- Word Study Investigation (Assign #5)
- Less Capable Readers/Mini-lesson (Assign #8)
- Cluster Unit (Assign #7)
- LETRS chart (Assign #2)
- Discussion #1 Teaching Rdg is Rocket Science

Professional Foundations EPI 0020

- Individual Weekly Reflection #1, #2

Diversity in the Classroom EPI 0030

- Individual Weekly Reflection #1, #2

Sample Key Indicators:

- Communicates knowledge of subject matter in a manner that enables students to learn.
- Increases subject matter knowledge in order to integrate the learning activities.
- Uses the materials and technologies of the subject field in developing learning activities for students.
- Acquires currency in her/his subject field.
- Has planned and conducted collaborative lessons with colleagues from other fields.
- Develops short and long-term personal and professional goals relating to knowledge of subject matter.

Accomplished Practice # 9 - Learning Environments

The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that a variety of techniques will be needed and must work to increase her/his knowledge and skills.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Speaker – The Bully, The Victim, The By-Stander
- Rules/Procedures/Consequences
- Learner Profile
- FEAPs Reflection
- Assigned Readings
- Individual Weekly Reflection
- Cooperative Learning

Instructional Strategies EPI 0002

- Cooperative Learning – Lesson Plans
- Individual Presentation combining CLS/IS topic
- Differentiated Instruction – Lesson Plans
- Technology – Lesson Plans
- Individual Weekly Reflection
- Article Reflection
- Interactive Direct Instruction

Technology in the Classroom EPI 0003

- Academic NETs-T Discussion Synthesis and Summary – Peer to peer critiques and self-reflection. (ILS)
- T-Chart of Education Technology Issues – Theory, Practices and Research Alignment

Teaching and Learning Process EPI 0004

- Internet Search – Portfolio Entry
- Lesson Plan
- Lesson Presentation
- Scenario Discussions/Written Analysis

Foundations of Research Based Practices in Reading EPI 0010

Professional Foundations EPI 0020

- Scenarios
- Parent Information Packet
- Final Exam

Diversity in the Classroom EPI 0030

- Final Exam (Social Action Plan)
- Lesson Plan
- Cultural Identity Project
- Legal Summary #1
- Chapter Discussion #2, #7, #8

Sample Key Indicators:

- Practices a variety of techniques for establishing smooth and efficient routines.
- Applies the established rules and standards for behaviors consistently and equitably.

- Involves students in the management of learning environments including establishing rules and standards for behavior.
- Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.
- Uses techniques to align student needs, instructional settings, and activities.
- Provides opportunities for students to be accountable for their own behavior.
- Provides a safe place to take risks.
- Respects any student's right to use a home language other than English for academic and social purposes.
- Monitors learning activities by providing feedback and reinforcement to students.
- Implements instructional activities to meet cognitive, linguistic, and affective needs.
- Arranges and manages the physical environment to facilitate student learning outcomes.
- Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.
- Provides clear directions for instructional activities and routines.
- Maintains academic focus of students by use of varied motivational devices.
- Develops short term personal and professional goals relating to learning environments.

Accomplished Practice # 10 - Planning

Recognizing the importance of setting high expectations for all students, the pre-professional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Individual Learner Profiles - Analysis
- Differentiated Instruction (Letter)
- Differentiated Instruction (Learner's Needs/Strengths)
- FEAPs Reflection
- Group Presentation

- Group Presentation – Reflection
- Cooperative Learning

Instructional Strategies EPI 0002

- Lesson Plan – Cooperative Learning, Modifications and Adaptations
- Lesson Plan – Planning, Evaluation , Assessment, Reflection
- Test Development
- Individual Presentation (combining CLS/IS topic)
- Interactive Direct Instruction

Technology in the Classroom EPI 0003

- TIP model 9 Technology Integration in pedagogy
- e-Lesson – alternative, digital lesson software development, projects and delivery

Teaching and Learning Process EPI 0004

- Internet Search – Portfolio Entry
- Lesson Plan
- Lesson Presentation
- Scenario Discussions/Written Analysis
- Lesson Presentation - Peer Feedback

Foundations of Research Based Practices in Reading EPI 0010

- Less Capable Readers/Mini-lesson (Assign #8)
- Cluster Unit (Assign #7)
- Discussion #2 Struggling Readers

Professional Foundations EPI 0020

- Final Exam
- Individual Weekly Reflection #1, #2, #3
- Scenarios

Diversity in the Classroom EPI 0030

- Lesson Plan
- Chapter Discussion #8
- Legal Summary #1, #2, #3
- Lesson Plan
- Cultural Identity Project

Sample Key Indicators:

- Identifies student performance outcomes for planned lessons.
- Plans and conducts lessons with identified student performance and learning outcomes.
- Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.
- Provides comprehensible instruction based on performance standards required of students in Florida public schools.
- Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.

- Plans activities that utilize a variety of support and enrichment activities and materials.
- Accesses and interprets information from multiple sources.
- Assists students in using the resources available to them.
- Incorporates the visual and physical environment when planning learning activities.
- Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
- Demonstrates instructional flexibility and an awareness of the teachable moment.
- Plans and conducts lessons that are interdisciplinary.
- Helps students develop concepts through a variety of methods.
- Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.
- Cooperatively works with colleagues in planning instruction.
- Develops a community resource file for use in planning instructional activities.
- Develops short and long-term personal and professional goals relating to planning.

Accomplished Practice # 11 - Role of the Teacher

The pre-professional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Differentiated Instruction (Letter)
- Differentiated Instruction (Learner's Needs/Strengths)
- Individual Weekly Reflections
- Class Discussion/Participation
- Speaker – IDEA Law
- FEAPs Reflection

Instructional Strategies EPI 0002

- Individual Weekly Reflections
- Article Reflections
- Class Discussion/Participation
- Speaker – Legal Responsibilities of Teachers

Technology in the Classroom EPI 0003

- e-Lesson – alternative, digital lesson software development, projects and delivery
- Grade Book summary – Excel application (Table Optional from the e-Lesson artifact component, also)

Teaching and Learning Process EPI 0004

- Scenario Discussion/Responses
- Lesson Presentation - Peer Feedback
- Class Discussion/Participation

Foundations of Research Based Practices in Reading EPI 0010

- Florida Reading Approach/JRF website (Assign #9)

Professional Foundations EPI 0020

- Individual Weekly Reflection #1, #2, #3
- Scenarios
- Chapter Discussion #2, #8
- Parent Information Packet
- Final Exam

Diversity in the Classroom EPI 0030

- Legal Summary #1, #2, #3
- Final Exam (Social Action Plan)
- Lesson Plan
- Individual Weekly Reflection #2, #3
- Cultural Identity Project

Sample Key Indicators:

- Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.
- Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.
- Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.
- Uses the community to provide students with a variety of experiences.
- Works with school volunteers appropriately.
- Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.
- Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.
- Works with colleagues to identify students' educational, social, linguistic, cultural, emotional needs.
- Uses continuous quality improvement techniques in school improvement efforts.
- Communicates with families of culturally and linguistically diverse backgrounds.
- Develops short and long-term personal and professional goals relating to the roles of a teacher.

Accomplished Practice # 12 - Technology

The pre-professional teacher uses technology as available at the school site and as appropriate to the learner. The teacher provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

E-Portfolio

- Class Artifacts

Classroom Management EPI 0001

- Group Project (PowerPoint)
- Blackboard (email, Assignments, Discussion)

Instructional Strategies EPI 0002

- Individual Presentation (Technology required)
- Lesson Plan (Technology required)
- Blackboard (email, Assignments, Discussion)

Technology in the Classroom EPI 0003

- Academic NETs-T Discussion Synthesis and Summary – Peer to peer critiques and self-reflection. (ILS)
- Parent/Information flyer – Digital Visual Literacy
- Student Interest Inventory – Presentation Skills (Power Point)
- TIP model – Technology Integration in pedagogy
- e-Lesson – alternative, digital lesson software development, projects and delivery
- T-Chart of Education Technology Issues – Theory, Practices and Research Alignment
- Rubrics as formative and summative assessment – website and authorware
- Copyright Laws and Guidelines – Formative quiz, webpage creation, computer assisted instruction (CAI)
- Resources for Digital Development (URL Selection) – Online research and resources for classroom application
- Resume – Template use

Teaching and Learning Process EPI 0004

- Internet Search – Portfolio Entry
- Blackboard (email, Assignments, Discussion)
- Lesson Plan (Technology)

Foundations of Research Based Practices in Reading EPI 0010

- Cluster Unit/SunLink (Assign #7)
- Florida Reading Approach/JRF website (Assign #9)

Professional Foundations EPI 0020

- Blackboard (email, Assignments, Discussion)

Diversity in the Classroom EPI 0030

- Blackboard (email, Assignments, Discussion)

Sample Key Indicators:

- Uses, on a personal basis, learning media, computer applications, and other technology.
- Utilizes instructional and other electronic networks to gather information.
- Can identify and use standard references in electronic form.
- Selects and utilizes education software for instruction and management purposes based upon reviews and recommendations of other professionals.
- Teaches students to use available computers and other forms of technology.
- Uses technology in lesson and material preparation.
- Uses technology to assist with instructional and classroom management.
- Can identify and use standard references in electronic form.
- Works with on-site technical and instructional technology specialist(s) to obtain assistance for instructional delivery.
- Develops short-term personal and professional goals relating to technology integration.

APPENDIX D

GLOSSARY OF ACRONYMS

Blackboard CE Enterprise - Campus Edition Enterprise, is the web based portion of the classes

DOE—Department of Education

EPI—Educator Preparation Institute

FEAPs—Florida Educator Accomplished Practices

FLDOE—Florida Department of Education

FTCE—Florida Teacher Certification Exam

GK—General Knowledge Exam, Part of the FTCE

LMS—Learning Management Systems, is the web based portion of the classes

LSCC—Lake-Sumter Community College

PE—Professional Education, Part of the FTCE

SAE—Subject Area Exam, Part of the FTCE

TCP— Teacher Certification Program

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