Welcome to the Educator Preparation Institute:

Here are just a few things we would like to remind you of so that you are able to sail through the EPI program with ease.

Mailing Address:

Educator Preparation Institute (4-1)
Valencia College
1800 S. Kirkman Rd.
Orlando, FL 32811

For Staff Information:

**Donna Deitrick**: Staff Assistant. Schedules appointments, works with Field Experience paperwork and scheduling, and (on occasion) works on registration issues.

Contact Information:
e-mail: ddeitrick@valenciacollege.edu
phone: 407-582-5473
fax: 407-582-5582

**Megan Evans**: Technical Document Specialist. Deals with registration issues, puts in course overrides and program attributes, and prints transcripts for program completion.

Contact Information:
e-mail: mevans34@valenciacollege.edu
phone: 407-582-5581
fax: 407-582-5582

EPI Required Courses:

The Instructional Process (Module I – 160 Hours):

These four courses must be completed first.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 0001</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EPI 0002</td>
<td>Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EPI 0003</td>
<td>Technology</td>
<td>3</td>
</tr>
<tr>
<td>EPI 0004</td>
<td>The Teaching and Learning Process</td>
<td>3</td>
</tr>
</tbody>
</table>
**Reading Fundamental (Module II - 45 hours):**

This course can be taken anytime after the Instructional Process Module.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 0010</td>
<td>Foundations of Research-Based Practices in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

**Profession Foundations (Module III – 45 hours):**

These two courses must be taken together.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 0020</td>
<td>Profession Foundations</td>
<td>2</td>
</tr>
<tr>
<td>EPI 0940</td>
<td>Professional Foundations Field Experience</td>
<td>1</td>
</tr>
</tbody>
</table>

**Diversity in the Classroom (Module IV – 45 hours):**

These two courses must be taken together.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 0030</td>
<td>Diversity</td>
<td>2</td>
</tr>
<tr>
<td>EPI 0945</td>
<td>Field Experience</td>
<td>1</td>
</tr>
</tbody>
</table>

21 total credit hours

Important information regarding Professional Foundations, Diversity, and the corresponding field experiences:

Whether you teach full-time or not, during your enrollment in the EPI program, everyone must enroll for the field experience courses with Professional Foundations and Diversity. Although these course sections are separate when registering for them in Atlas, they are two whole courses rather than 4 courses. In addition, in order to take the field experiences and their corresponding courses, you must either be a full time teacher, or you must set up a field experience prior to enrolling for these courses.
You may not complete field experiences observation at an online institution. **You must contact the EPI office by the deadline to the term you will be completing your field experience courses. You can only be placed at the beginning of the Fall and Spring terms.**

EPI 0020 Professional Foundations with EPI 0940 Field Experience  
EPI 0030 Diversity with EPI 0945 Field Experience

**Educator Preparation Registration Process for Classes:**

**Atlas:**
Atlas is Valencia’s information portal. It is the tool you use for e-mail and finding out information about your records at Valencia. Once you have submitted your application and paid your application fee, you should be able to set up your Atlas account in 5 business days. After doing so, you then need to go through the Atlas Tutorials and Guides. The link to the Tutorials and Guides are on the Atlas login page. **IT IS YOUR RESPONSIBILITY TO UNDERSTAND HOW TO USE ATLAS TO REGISTER FOR CLASSES, PAY FOR CLASSES, CHECK YOUR SCHEDULE, AND LOOK UP YOUR COURSE HISTORY. YOU MUST ALSO CHECK YOUR ATLAS E-MAIL ACCOUNT REGULARLY. IT IS THE COMMUNICATION SYSTEM FOR THE COLLEGE AND THE EPI PROGRAM.**

**EPI Credit Class Schedule:**
To preview the class schedule for EPI without logging into Atlas, follow the directions listed below.

1. Go to the Valencia Website. (Not the EPI website)  
2. Click on “Current Students.”  
3. Under “Academics”, click on “Credit Class Schedule.”  
4. Select the term.  
5. Under “Subject Prefix”, scroll down to “EPI.”  
6. Click on the “Search” button on the bottom.

The EPI class schedule will be displayed, and you can print it out.

**How to Register:**

1. Log in to your Atlas account.  
2. At the top of the screen, click on the “Registration” tab.  
3. In the section labeled “Registration,” click on the “Search for Classes” link.  
4. Select the term in which you are looking for classes.  
5. Select:  
   a. “EPI: Educator Preparation Institute” in the “Subject” box.  
   b. The campus you wish to take classes on found under the “Campus” box.  
   c. Click the “Class Search” button.  
6. A list of available classes will appear, and next to each available class will be a small check-box in the column labeled “Select.” Click on every class that you wish to register for. **(Note: EPI**
0020 and EPI 0940 must be selected together in this screen, and EPI 0030 and EPI 0945 must also be selected in this same screen before continuing the registration process.)

7. Once you have selected all of the classes you wish to register for, click the “Register” button.
8. A new screen will appear showing the classes you have registered for. If a class is full, or if registration is prohibited, a red X will appear, and next to class you are not registered for will be the course registration error message. If the error message is a Department Error, you must contact the EPI office at 407-582-5581.

Another Way to Register:

1. Log into Atlas
2. Click on the “Registration” button.
3. Follow steps 1 through 6 of How to Register.
4. Click “Add to Worksheet” at the bottom of the page.
5. The Worksheet page will appear. Click “Submit Changes.”
6. This will bring you to step 8 of How to Register.

Payment:

Note: You are responsible for paying for your classes before the payment deadline. If classes are not paid for on time, the Atlas system will purge all classes not paid for. After the purge, it then becomes your responsibility to re-register for classes and make the payment that same day. You may not be able to re-register for the classes if they are full. This will delay the completion of the program.

For payment deadlines please visit the “Pay for Classes” link in the “Registration” tab, or visit www.valenciacollege.edu/calendar.

You may pay for classes via your Atlas account through the “Pay for Classes” link in the “Registration” tab, or you may submit your payment in the Business Office on any campus.

Your Class Schedule:

To access your class schedule, go to the “Registration” tab. Click “Register for Classes.” Then, click the “Student Detail Schedule” link.

Troubleshooting:

1. If you have trouble logging into Atlas, call the Atlas Help Desk at 407-582-5444.
2. If the registration error you receive is a “Department” error, call 407-582-5581.
3. If you are prohibited from registering due to a hold on your account you must call the Answer Center to have the hold removed.

Answer Center phone numbers:
East Campus: 407-582-2330
West and Osceola: 407-582-1507
**Dropping/Withdrawing from Classes:**

It is your responsibility to withdraw yourself from classes you do not wish to take. This can be done through the “Register for Classes” link in the “Registration” tab. If you do not withdraw before the drop with refund deadline, then you will not be reimbursed for your tuition.

**Class Cancelations:**

If a class you have registered for is cancelled, you will need to be notified through an Atlas e-mail. You must the check the schedule for another class. It is not the responsibility of the EPI office to register you for classes or drop/withdraw you from classes.

**For returning students:**

**What is the next step?**

1. Check to make sure that you have a grade posted in Atlas for every class you have already taken. If you have received an “M” grade, please contact our office and the instructor you took the class with. If you have received an “I” grade then you will need to complete missing work for that class and submit it to your professor. **Note** that if the “I” grade is not changed to a passing grade by the end of the following semester the “I” grade will automatically revert to an “F”. At this point, the class will have to be retaken.

2. **All Field experience paperwork and intent form must be completed and submitted by the due dates.**
   - If you plan to enroll in field experience courses for the Fall semester, paperwork is due by **March 1st.**
   - If you plan to enroll in field experience courses in the Spring semester, paperwork is due by **October 1st.**
   - Summer semester field experiences may only be completed by currently employed full time teachers. Exceptions must be approved by the EPI Director.

3. If you have not already, you need to take the FTCE Exams: the General Knowledge, the Subject Area Exam, and the Professional Education Test. Please submit official scores to the EPI office for our records.
How do I complete the program?

EPI completion requirements

1. A valid Statement of Eligibility and/or valid Temporary Certificate from the Florida Department of Education must be on file with the EPI office. If your statement of eligibility has expired, you will need to request an updated eligibility statement at http://www.fldoe.org/edcert/steps.asp.

2. Successful completion of all EPI coursework. Passing EPI grades must be posted on college transcripts. Grades are posted at the end of each term for Fall, Spring, and Summer.

3. FTCE Exams must be taken and passed. A copy of all passing scores must be on file with the EPI office. To register for FTCE exams, please visit http://www.fl.itesinc.com/

4. All borrowed textbooks or test prep material must be returned to the EPI office for successful completion of the program.

5. EPI Portfolio must be submitted to the EPI office and on file for successful completion. Portfolio guidelines and handbook can be found on our website www.valenciacollege.edu/epi

6. Complete the EPI Post Evaluation Survey. Please visit our website www.valenciacollege.edu/epi and complete the online survey. Please print the last confirmation page of the survey, “your response has been recorded” and submit to the EPI office with your documentation.

7. Complete the EPI FEAPs Post Assessment. Please submit a copy of your post-assessment to the EPI office with your documentation. The post assessment can be found on the EPI website www.valenciacollege.edu/epi

8. If you have completed the Florida Online Reading Professional Development (FOR-PD) in lieu of EPI 010, a copy of your FOR-PD certificate must be on file with the EPI office.

9. After the completion checklist is complete, the EPI director will review your portfolio, sign the CT 133, and send the paperwork to the state. The EPI program will mail a copy of the CT 133, an EPI completion letter, and EPI certificate to you for your records.
Tips and Reminders:

In order to make communication with our office as quick and efficient as possible, please have the following ready when you call:

- Your VID number
- A call-back number
- CRN numbers for registration issues

EPI Student Responsibilities:

1. It is your responsibility to complete all the necessary paperwork and submit all the documents required for acceptance into Valencia’s EPI program.

2. You must have graduated from a regionally accredited college or university to be part of the EPI program.

3. A criminal record may preclude you from being accepted for a field experience and from being issued a teaching certificate.

4. It is your responsibility to register for courses using Atlas.

5. You must be registered and paid for a course before you can attend the course. You cannot begin a course once it has begun.

6. You must abide by the student code of conduct as outlined in Valencia’s catalogue, and you must behave appropriately and professionally. If you are disruptive, you may be dropped from the program without a refund.

7. It is your responsibility to pay for your courses and books by the assigned deadline as noted on the college calendar. If dropped for non-payment, you may not be able to re-register for the course.

   [http://www.valenciacollege.edu/calendar/](http://www.valenciacollege.edu/calendar/)

8. All EPI courses are either hybrid courses or fully online, and you will have to use Blackboard, Valencia’s on-line instructional platform, which requires a computer and internet access.

9. It is your responsibility to go to the following website and work through the Blackboard and Atlas tutorials.

   [http://valenciacollege.edu/oit/Ltad/StudentResources/](http://valenciacollege.edu/oit/Ltad/StudentResources/)

10. When you have technical difficulties with Blackboard or Atlas, you must contact Valencia’s technical support and not the EPI office.

   [http://valenciacollege.edu/oit/Ltad/StudentResources/help/](http://valenciacollege.edu/oit/Ltad/StudentResources/help/)
11. You must be proficient in using a word processing program and have basic computer skills.

12. You must attend every class, or you may receive an “F” for the course. The instructor can decide whether the absence is legitimate and assign appropriate make up work, but it is the instructor’s decision. Excessive non-participation in online courses can result in withdrawal from the course. It is the instructor’s decision to withdraw students for non-participation in an online course.

13. In addition to the 3 hours in class, you may have work exceeding 12 hours for each EPI course.

14. It is your responsibility to complete the necessary paperwork, fingerprinting, and background check to be eligible for the field experience courses.

15. You must complete the field experience courses in order to complete the EPI program even if you are currently employed in a full-time teaching position. You may not complete field experiences online.

16. You must receive passing grades on all field experience assignments in order to complete the EPI program.

17. It is your responsibility to keep track of the courses you have taken, and the courses you will need in order to complete the EPI program. You can check on your completed courses through Atlas.

18. It is your responsibility to act appropriately and professionally in class, online or hybrid, as well as in the field experience placements in the School District. Lack of professionalism and improper conduct will result in removal from the EPI program.

19. You will not be issued a Professional Certificate by the Florida Department of Education or be considered an EPI completer until you successfully pass all required sections of the FTCE Exam: the General Knowledge, the Subject Area Exam, and the Professional Education Test. The following is the link to the FTCE testing website: http://www.fl.nesinc.com/

**Technology Requirements:** For internet and computer hardware requirements please visit http://valenciacollege.edu/oit/ltad/StudentResources/ A flash drive is mandatory for storing class materials and artifacts. It also recommended that you review the tutorial learning module for Blackboard located on the Content page of the course in Blackboard. If you need assistance with Blackboard, contact the Valencia Blackboard Help Desk through at 407-582-5600.

**Hybrid Courses:** A hybrid course blends online and face-to-face instructional delivery. In this course, the students will experience instruction in a classroom setting and online via Blackboard. Students are expected to participate in classroom activities that will apply and enhance the concepts gleaned from the texts and other resources. In Blackboard, students are expected to complete learning modules, participate in online discussions, take online assessments and submit artifacts on a weekly basis. The combination of the two instructional delivery models is intended to enhance the learning process for all students. In as much as this is a three hour class in a compressed format, you should expect to spend at least five to ten hours per week on readings and online activities.
**Fully Online Courses:** A fully on-line course has no face-to-face instructional delivery. In this course, the students will experience instruction online via Blackboard. Students are expected to participate in on-line activities that will apply and enhance the concepts gleaned from the texts and other resources. In Blackboard, students are expected to complete learning modules, participate in online discussions, take online assessments and submit artifacts on a weekly basis. You should expect to spend at least six to twelve hours per week on readings and online activities. **It is also highly recommended that you go to the following site and take the survey at the bottom of the page to see if you are suited for a fully-online course.**

http://valenciacollege.edu/oit/ltad/StudentResources/amIready/

**Volunteer Requirements for EPI Hybrid Students:**

For those students who are not in a full-time teaching position will be required to complete volunteer hours during the first module of EPI courses. **Students must complete 5 hours of volunteer/observation hours in a K-12 setting for each 8 week term, not per class. The exception to this is when you are enrolled for EPI 0940 or EPI 0945 because you are already required to do 15 hours per course in a K-12 setting as part of your field experience.** The following links are to the volunteer homepages for Orange and Osceola counties:

Orange County: [https://www.ocps.net/ES/CR/RESOURCES/Pages/default.aspx](https://www.ocps.net/ES/CR/RESOURCES/Pages/default.aspx)


**Please Note:** *Students who do not successfully complete volunteer hours will not pass the current term enrolled.*

**Volunteer Requirements for EPI Fully On-line Students:**

If you are not a full-time teacher, you must participate in **10 hours** of volunteer work in a public, private, or charter school for each term that you are registered in a fully on-line course. Even if you are only registered for one class, you must still do 10 hours of volunteer work. The volunteer work must be during the term that you are enrolled in that course(S) with the exception of EPI 0940 and EPI 0945 which already require 15 hours of field experience for each course. The following links are to the volunteer homepages for Orange and Osceola counties:

Orange County: [https://www.ocps.net/ES/CR/RESOURCES/Pages/default.aspx](https://www.ocps.net/ES/CR/RESOURCES/Pages/default.aspx)


**Please Note:** *Students who do not successfully complete volunteer hours will not pass the current term enrolled.*

**Students enrolled in 1 Hybrid course and 1 Online course must complete the 10 hour volunteer requirement for an online student.**
Internet Service:

A fast, reliable Internet connection and an Atlas E-mail account are basic course requirements. All students need to obtain their Internet access through an ISP that offers a reliable, direct connection to the Internet. We recommend a minimum of a 56 Kbps Internet connection for best results. Your connection speed is determined by your computer’s physical location, the speed of your modem, and the access plan from an Internet Service Provider (ISP). Web browsers: Internet Explorer 5.0 or higher.

PROGRESSION IN THE EPI PROGRAM

General EPI Progression Requirements:

The Valencia College EPI faculty is dedicated to your successful progression in the EPI program. Each faculty member will work hard to retain you in the course and the EPI program. Your responsibility is to notify your instructor if you are finding it difficult to accomplish the course objectives in either the field experience or the classroom area. Because our courses are short 8 week terms, it is important that you work quickly and directly with the course instructor to identify your difficulties and determine a plan to support your learning.

The following are required to progress through the courses in the EPI program:

- Complete all EPI courses with a grade of “C” or higher.
  The grading scale used in the EPI program is:

  \[
  \begin{align*}
  A &= 90-100 \\
  B &= 80-90 \\
  C &= 70-80 \\
  D &= 60-70 \\
  F &= \text{Below 60}
  \end{align*}
  \]

- A student must successfully complete all artifacts demonstrating mastery of the FEAP’s with at least an 80% in each EPI course to receive a passing grade in any EPI course.

- Unsuccessful completion of two EPI courses will result in withdrawal from the EPI Program.

**NOTE: READMISSION FOLLOWING A COURSE WITHDRAWAL, OR FAILURE OF TWO EPI COURSES:**

Readmission to the EPI Program is based on the discretion of the EPI Advisory Committee. No student is guaranteed readmission following a withdrawal (W), or failure of any two EPI courses (D or F). In the event that limited spaces are available, criteria such as GPA, student conduct, and academic performance will be used to prioritize eligibility (this list is not all inclusive). Please
contact the Director of EPI via e-mail regarding your plan for readmission by utilizing the appropriate formats outlined below:

**I. Progression Requirements for EPI Students Unsuccessful in Two EPI Courses:**

To progress in the EPI program after receiving an unsuccessful grade (D, F, or W) in two EPI courses, the student must:

a. Meet with the course faculty member.
b. Discuss with course faculty member plans for course success if re-enrolled.
c. Agree with the re-enrollment plans and requirements.
d. Submit a letter to the Director of EPI. This letter can be e-mailed or sent via USPS mail.
e. The typed letter **MUST** include the following:
   1) Your name
   2) Your V#
   3) Course # and title
   4) Date and session you took the class
   5) Specific reason(s) for failure or withdrawal
   6) Behavioral changes that you will ensure success if re-enrollment is approved. This may include study habits, time involved in outside activities, test review, study partners, family and friend support etc.

**Appeal Process Procedure for an EPI Course Class Grade or Field Experience Grade**

A student has the right, individually, to appeal an EPI course grade. To appeal the student must:

a. Discuss appeal with EPI course faculty leader.

b. If dissatisfied with the decision, the student may seek a change of grade through the Student Academic Grievance Committee using the Academic Grievance Process outlined in the catalog. (College Policy 6Hx28:10-13) or at the VCC web site: [http://valenciacollege.edu/policies/PDF/10-13.pdf](http://valenciacollege.edu/policies/PDF/10-13.pdf)

**NOTE:** Communication regarding a student’s performance or academic standing should be between EPI Faculty/Administrators, and the individual student. Students are expected to communicate their own concerns and not defer to family, significant others, peers, friends, and/or professional associates to communicate on their behalf. Legal, ethical, and professional protocol limits the information that can be shared by the faculty with anyone other than the student.
Valencia College

EPI Program

Readmission Request Form

DIRECTIONS: Please complete the information below and submit to the EPI office, Building 1 room 255. This form will be used to consider your request for readmission.

PLEASE NOTE: The submission of this form does NOT guarantee readmission.

Last Name: __________________ First: ____________________

(Please Print) (Please Print)

Student ID: ________________________________

First EPI Course Failure: Course: ___________ Instructor: ___________________ Grade: ____

Second Course Failure: Course: ___________ Instructor: ___________________ Grade: ____

Other Reason for Withdrawal:
________________________________________________________________
________________________________________________________________

EPI Course ___________________ Instructor: ________________________________

Atlas Email: ________________________________

Phone Number: ________________________________

Signature: ____________________________________

Date: _______________________________________

Comments:
EPI PROGRAM SUPPORT SERVICES FOR STUDENTS

Faculty Support

Faculty members are EPI instructors that direct their effort toward assisting students to be successful in theory and clinical aspects of the curriculum. To address the needs of students, the faculty will work with individual students or in small groups, listen to and assesses their problems, help sort out alternatives, gives suggestions for ways to improve study habits and to decrease test anxiety, review tests, and encourages positive attitudes. For problems needing additional attention, referrals are made to other support services within the college. Faculty are encouraged to refer students to the support services available as soon as a need is identified.

LIBRARY SERVICES

Introduction

Valencia College offers a combination of resources and approaches to support student learning and support faculty’s educational efforts. The resources are organized, equipped, and staffed to support the purposes and objectives of the EPI program. All four academic campuses have libraries that support classroom and online instruction. Each library supports student and faculty needs related to reference materials, electronic materials, audiovisual equipment, and computers for student use. Librarians are available for individualized student needs.

The Campus Libraries

The libraries provide the faculty and students with a complete range of learning resource materials and facilities that are adequate and accessible.

The present library circulation system is automated. Books circulate for three weeks to both students and faculty. Books may be renewed two times online, via telephone or in person. The library subscribes to online search and reference services, with access to over 4,600 online magazines and journals. The library’s website is accessible through Valencia’s website. Each campus is linked to Valencia’s library website. From the campus link, students can access a list of available databases.

Interlibrary loans provide access to resources not available at the Valencia library for both students and faculty. Faculty and staff also have access to the resources of the University of Central Florida (UCF) by means of a reciprocal borrowing arrangement. In addition to having access to material at UCF through the interlibrary loan service, students and faculty may go to the UCF library and, with proper identification, receive checkout privileges. The state universities, colleges, and community colleges interlibrary loan services allow access to over three million books, journals, and audiovisual material holdings.
Online library services are available at http://valenciacollege.edu/library/ The “Ask a Librarian” feature on each campus library homepage provides a free online information service by Florida libraries. The Ask a Librarian service uses library staff from public, academic, school, and special libraries throughout Florida. This service is available for student questions in real time. Hours of operation are posted online for student support.

**Reference Service**

The focal point of reference service is the reference desk. Personal assistance is available to faculty, staff, and students during the libraries’ operating hours or through the “Ask a Librarian” service online. Specific types of reference services are provided. These services include (a) general assistance and instruction in the use of the library, such as helping students with term papers, using databases, online catalogs and providing factual information, (b) classroom orientations and library tours, and specialized instruction, (c) printed and website access to provide point-of-use instruction in the use of research tools, including the online catalog, computer databases, and reference collection, (d) computer access to Health and Wellness Resource Center.

**Computer Labs**

Collegewide student computer labs are located in both libraries. The West Campus computer lab houses 61 computers and there are also 48 research computers available throughout the library for student use. Additionally, there are technology-enhanced classrooms in the library where 48 computers are located. Technical assistance is readily available for students in the computer labs during the library’s hours of operation. The libraries also provide instructional support service for students who request assistance and those who are directed to the center by faculty. A librarian is readily available to assist students with individual research or problems. All librarians hold master’s degrees in library science, have extensive experience in all phases of research and writing, and are committed to student success.

**Hours of Operation**

Please refer to the Valencia Home Page for the hours of operation for Library Services: http://valenciacollege.edu/library/

**FTCE Testing Support:**

The West Campus Tutoring Center (7-240) strives to provide students with peer tutor(s) in most disciplines. Students are invited to visit the Tutoring Center for information and/or an application to acquire a tutor to attain help with their specific tutoring needs. Math tutoring is available on a walk-in basis. Visit the **Walk-In Tutoring** page for days and times that math tutors are available.

One-on-one tutoring or group tutoring may be requested for all other subjects, placement with a tutor is based on the availability of a tutor for the discipline and based on the availability of both student and tutors matching. Group study rooms are also available for all students, staff, and faculty members. Visit http://valenciacollege.edu/west/lss/ tutoring for more information. Study guides are available for checkout in various subject areas for required exams in the EPI office.
Florida Educator Accomplished Practices
Self Post-Assessment

Name: __________________________ Valencia ID Number: (Required) __________________________ Date: ______________

**Instructions:** Beside each critical skill listed below, supply the score that best describes your level of competency in that Florida Educator Accomplished Practice (FEAP) at the present time. This self-assessment is designed to familiarize you with the six (6) Florida Educator Accomplished Practices that are an integral part of the teaching and evaluative processes.

**Quality of Instruction:**

<table>
<thead>
<tr>
<th>FEAP 1: Instructional Design and Lesson Planning:</th>
<th>To apply concepts from human development and learning theories</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I align instruction with state-adopted standards at the appropriate level of rigor.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>b. I sequence lessons and concepts to ensure coherence and required prior knowledge.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>c. I design instruction for students to achieve mastery.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>d. I select appropriate formative assessments to monitor learning.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>e. I use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>f. I develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.</td>
<td>1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

**SCORING:**

1 = I consider myself a beginner with this skill.
2 = I am familiar with this skill but need increased knowledge/practice.
3 = I believe that I am very competent in this area.
## FEAP 2: The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I organize, allocate, and manage the resources of time, space, and attention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I manage individual and class behaviors through a well-planned management system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I convey high expectations to all students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>d. I respect students’ cultural, linguistic and family background.</td>
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<tr>
<td>e. I model clear, acceptable oral and written communication skills.</td>
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<tr>
<td>f. I maintain a climate of openness, inquiry, fairness and support.</td>
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<tr>
<td>g. I integrate current information and communication technologies.</td>
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<tr>
<td>h. I adapt the learning environment to accommodate the differing needs and diversity of students.</td>
<td></td>
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</tr>
<tr>
<td>i. I utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals</td>
<td></td>
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</tr>
</tbody>
</table>

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Florida Educator Accomplished Practices
Self Post-Assessment

<table>
<thead>
<tr>
<th>FEAP 3: Instructional Delivery and Facilitation</th>
<th>To consistently utilize a deep and comprehensive knowledge of the subject taught.</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I deliver engaging and challenging lessons.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>b. I deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>c. I identify gaps in students’ subject matter knowledge.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>d. I modify instruction to respond to preconceptions or misconceptions.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>e. I relate and integrate the subject matter with other disciplines and life experiences.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>f. I employ higher-order questioning techniques.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>g. I apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>h. I differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>i. I support, encourage, and provide immediate and specific feedback to students to promote student achievement.</td>
<td></td>
<td>1 □</td>
</tr>
<tr>
<td>j. I utilize student feedback to monitor instructional needs and to adjust instruction.</td>
<td></td>
<td>1 □</td>
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<tr>
<th>FEAP 4: Assessment</th>
<th>Collects and uses data gathered from both traditional and alternate assessment strategies.</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I analyzes and apply data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process.</td>
<td>1 ☐ 2 ☐ 3 ☐</td>
<td></td>
</tr>
<tr>
<td>b. I design and align formative and summative assessments that match learning objectives and lead to mastery.</td>
<td>1 ☐ 2 ☐ 3 ☐</td>
<td></td>
</tr>
<tr>
<td>c. I use a variety of assessment tools to monitor student progress, achievement and learning gains.</td>
<td>1 ☐ 2 ☐ 3 ☐</td>
<td></td>
</tr>
<tr>
<td>d. I modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</td>
<td>1 ☐ 2 ☐ 3 ☐</td>
<td></td>
</tr>
<tr>
<td>e. I share the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s).</td>
<td>1 ☐ 2 ☐ 3 ☐</td>
<td></td>
</tr>
<tr>
<td>f. I apply technology to organize and integrate assessment information.</td>
<td>1 ☐ 2 ☐ 3 ☐</td>
<td></td>
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Continuous Improvement, Responsibility and Ethics:  

<table>
<thead>
<tr>
<th>FEAP 5: Continuous Professional Improvement</th>
<th>Lifelong learning process characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I design purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.</td>
<td></td>
<td>1 □ 2 □ 3 □</td>
</tr>
<tr>
<td>b. I examine and use data-informed research to improve instruction and student achievement.</td>
<td></td>
<td>1 □ 2 □ 3 □</td>
</tr>
<tr>
<td>c. I collaborate with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</td>
<td></td>
<td>1 □ 2 □ 3 □</td>
</tr>
<tr>
<td>d. I engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.</td>
<td></td>
<td>1 □ 2 □ 3 □</td>
</tr>
<tr>
<td>e. I implement knowledge and skills learned in professional development in the teaching and learning process.</td>
<td></td>
<td>1 □ 2 □ 3 □</td>
</tr>
</tbody>
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### Florida Educator Accomplished Practices
#### Self Post-Assessment

<table>
<thead>
<tr>
<th>FEAP 6: Professional Responsibility and Ethical Conduct</th>
<th>To demonstrate a professional concern for students and an enthusiasm and positive attitude for teaching. To exhibit integrity and sound professional judgment. To understand the Florida Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</th>
<th>Score</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>a. I 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 State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C</th>
<th>1 [ ] 2 [ ] 3 [ ]</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>b. I fulfill the expected obligations to students, the public and the education profession.</th>
<th>1 [ ] 2 [ ] 3 [ ]</th>
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