This handbook will help you prepare for and maximize your EPI field experiences: field observations and teaching demonstration.

*Note that SOME of the requirements for observations and teaching demonstrations differ depending on whether or not you currently hold a permanent, full-time teaching position. A full-time teaching position is defined as having signed a contract to teach a specific subject for the entire school year or been assigned as a long-term substitute for a school year or a term.

Each field experience course has two components:
- Directed observation and a teaching demonstration.
- 15-hour field experience segment in a public, charter, or accredited private school

*NOTE: Field experience requirements cannot be completed at a virtual school.

The Professional Foundations field experience (EPI 0940) is designed to expose you to a K-12 classroom under the guidance of an experienced teacher. The Diversity field experience (EPI 0945) is designed to expose you to a variety of backgrounds and culture that may be found in a typical classroom and how social class, religion, language, gender, culture, ethnicity, physical differences, special needs, and prejudices affect how students learn.

The field experience - both in observations and teaching demonstrations - form the culmination of your learning experiences in Valencia’s Educator Preparation Institute. Observations are much more than simply watching what happens. Your observations of a classroom and the interactions within it will be made through the lens of educational theories, instructional strategies, and practical information. Thus, you will employ your critical thinking skills in objectively identifying what occurs in a classroom, analyzing it in terms of teaching and learning, and evaluating the outcome. Similarly, both teaching demonstrations reflect your learning and expertise in analyzing content and student needs in order to design and deliver an effective lesson and evaluate the outcomes.

Field Experience Requirements for EPI candidates NOT in a full-time permanent teaching position:

The EPI candidate must complete two different teaching demonstrations. One for EPI 00940 and another for EPI 0945. The demonstrations require prior approval by the EPI instructor and will be evaluated by the supervising instructor or by someone from the EPI program. In order to complete the field experience, EPI candidates must have completed EPI 0001, EPI 0002, EPI 0003, EPI 0004 and EPI 0010. They must also have completed or be currently enrolled in EPI 0020 and EPI 0030. All field experience classes are fully on-line.

*Field experiences can only be started at the beginning of the fall and spring semesters. Prior teaching experience or volunteer service will not count as part of your field observations. Students enrolled in both courses during the same semester are required to complete separate 15 hour observations for a total of 30 hours of field observations. The reason prior teaching experience does not count is because it is a state requirement that if you are not currently
in a full-time teaching position, then you must be placed in a field experience and complete a teaching demonstration.

Current Teachers: Field Experience Requirements for EPI candidates in a full-time teaching position as defined above:

A full-time teacher does not have to complete 30 hours of observation or the teaching demonstration; however, he/she must complete all assignments as required by the EPI instructor, including the lesson analysis, in both field experience courses.

In lieu of the teaching demonstration, a full-time teacher must:
- Submit their most recent Marzano evaluation
- Submit a lesson plan from the day they were evaluated with the lesson plan evaluation
- Submit a copy of this evaluation to be included in the portfolio

CORE COURSES THAT REQUIRE FIELD OBSERVATIONS

EPI 0020 – Professional Foundations: This 2 credit course instructs the participant on the necessary foundation for becoming a productive member of the teaching profession. Topics include history and philosophy of education, school governance, school finance, school law, ethics, purpose of schools, and continuing professional development.

EPI 0940 – Professional Foundations Field Experience: This 1 credit course consists of a 15-hour field experience in a public, charter or accredited private school with required observations and a teaching demonstration.

EPI 0030 – Diversity: This 2 credit course instructs the participant on the necessary understanding of the variety of backgrounds and cultures that may be found in a typical classroom and how social class, religion, language, gender differences, culture, ethnicity, physical differences, and prejudices affect how students learn.

EPI 0945 – Diversity Field Experience: This 1 credit course consists of a 15-hour field experience in a public, charter or accredited private school with required observations and a teaching demonstration.

VALENCIA EPI FIELD EXPERIENCE PAPERWORK

All Field experience paperwork and intent form (p.17) 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 current teachers. Exceptions must be approved by the EPI Director.
If you have questions regarding field experience internships, please contact:

Donna Deitrick: (407) 582-5473 or email ddeitrick@valenciacollege.edu

1. Complete and submit the Field Experience Intent Form (p.17) by the deadline.
2. If you plan to complete your field experience in Orange County, you must go to the OCPS website and complete the intern packet. The packet is also posted on the EPI website under Field Experience Requirements.  
   https://www.ocps.net/es/hr/recruit/interns/Pages/Forms.aspx
3. Turn in the completed package to the EPI Office by the deadline. The fax number for the EPI program is (407) 582-5582.
4. Once you have been assigned a school placement, the EPI office will notify you by Atlas email. It is your responsibility to contact the school and meet with your designated contact to discuss your field experience requirements.

All paperwork for Orange County must be completed prior to the deadline.

If you want to do your field experience in Seminole County, Osceola County, a private school, a charter school, or any other county you must complete the Field Experience Intent form (p.17), and a Request Form located on the website www.valenciacollege.edu/epi
Submit all paperwork to Donna Deitrick at 407-582-5473 or ddeitrick@valenciacollege.edu

An official verification form with all fifteen hours for each course will be required for all students who are not currently employed in full-time permanent teaching positions and must be signed by your supervising teacher(s) in order for you to receive credit for the course.

FIELD EXPERIENCE BACKGROUND CHECK

Prior to beginning your field experience, all EPI students must submit to a background check. If you are completing your field experience in public school, you must go through that school districts background and fingerprinting process.

Students who do not complete their field experience at a public school are responsible for meeting the requirements of the institution or agency that is hosting them. A copy of the completed background check must be submitted to the EPI office. If the school does not require a background check, then the student must obtain a waiver stating that the school is waiving the requirement for a background check and accepts all responsibility for the EPI student’s actions and behaviors at that school.
Florida Statute 1012.32 (2)(d)

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

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

Dear Principal:

The Educator Preparation Institute (EPI) at Valencia College greatly appreciates your work with our students. To ensure that expectations, policies and procedures are clear, we have provided the Field Experience Handbook which explains in detail the clinical experiences that are expected during the EPI field experiences.

Our program uses a collaborative team that includes the field experience instructor from Valencia College, the supervising teacher, the EPI student and the school-based administrator. We depend on the collaboration of the team to ensure the success of the field experiences. The team also plays a vital role in the development of knowledge, skills, and dispositions of the pre-service professional.

The success of the field experiences is dependent not only on the collaboration of the field experience team, but also on how well roles and responsibilities are understood. The Field Experience Handbook provides detailed and in depth explanations about the requirements for the EPI Program.

The role of the supervising teacher is crucial to the success of the EPI student. The Handbook includes important information about the expectations and assignments each EPI student must complete in order to successfully complete their field experiences. Assignments include observations, interviews, and reflections, and in addition, the EPI student must complete a teaching demonstration. Documents are provided in the Handbook to keep track of the EPI student’s progress.

The collaborative efforts of our partnership with your school, district and the EPI program make the field experience successful for our students. Our continued efforts and partnership will provide quality experiences that contribute to the development of quality teachers.

Thank you for working in partnership with the Educator Preparation Institute at Valencia College.

Sincerely,

Dr. Molly McIntire
Director/Ombudsman Educator Preparation Institute
Valencia College
INTRODUCTORY LETTER TO SUPERVISING TEACHER

Dear Supervising Teacher:

The Educator Preparation Institute (EPI) at Valencia College greatly appreciates your work with our students. To ensure that expectations, policies and procedures are clear, we have provided the Field Experience Handbook which explains in detail the clinical experiences that are expected during the EPI field experiences.

Our program uses a collaborative team that includes the field experience instructor from Valencia College, the supervising teacher, the EPI student and the school-based administrator. We depend on the collaboration of the team to ensure the success of the field experiences. The team also plays a vital role in the development of knowledge, skills, and dispositions of the pre-service professional.

The success of the field experiences is dependent not only on the collaboration of the field experience team, but also on how well roles and responsibilities are understood. The Field Experience Handbook provides detailed and in depth explanations about the requirements for the EPI Field Experience.

Your role as the supervising teacher is crucial to the success of the EPI student. The Handbook includes important information about the expectations and assignments each EPI student must complete in order to successfully complete their field experiences. Assignments include observations, interviews, and reflections, and in addition, the EPI student must complete a teaching demonstration for both EPI field experience courses. Documents are provided in the Handbook to keep track of the EPI student’s progress. The collaborative efforts of our partnership with your school, district and the EPI program make the field experiences successful for our students. Our continued efforts and partnership will provide quality experiences that contribute to the development of quality teachers.

Thank you for working in partnership with the Educator Preparation Institute at Valencia College.

Sincerely,

Dr. Molly McIntire
Director/Ombudsman Educator Preparation Institute
Valencia College
REQUIREMENTS FOR FIELD OBSERVATIONS FOR PROFESSIONAL FOUNDATIONS

EPI 0940

The purpose of field observations is to note and interpret the various interpersonal and instructional interactions between the teacher and student(s) as well as interactions occurring among students in the classroom in order to identify patterns of behavior. This helps you understand classroom dynamics exist and how to impact them in the interest of high quality instruction. Your observations, interpretations, and reflections should be submitted as a written report of sufficient length to accurately and fully describe your experience. Your field observation for Foundations should focus on aspects of teaching and learning including school climate, student-teacher and student-student interactions, classroom environment and management, use of educational theories as foundations for teaching and learning, instructional strategies, behavior management, use of technology in teaching and learning and methods of fostering language and cognition in class instruction.

TIPS for Field Experience Observations

1. Schedule your observations as soon as possible.
2. Dress professionally.
3. Record your observations for future reference and review. Include the date, time, and length of your interactions. Sketch the room layout. Identify the number of students. For diversity observations, include data on gender, race, special needs, and other information as available.
4. Consider choosing a focus for a specific observation (e.g., student-teacher interactions, instructional strategies, behavior management, verbal communication, nonverbal communication, and so on) in addition to more general observations of class climate and tone.
5. Talk to the teacher about his/her perception of what occurred during the observation.
6. Interpret your findings (e.g., Look for patterns of behavior by the teacher and/or students. Evaluate the outcome of instruction. Consider other alternatives and outcomes)
7. Reflect on your observations in terms of how you will use what you’ve learned in your future teaching experiences.
ASSIGNMENTS FOR PROFESSIONAL FOUNDATIONS FIELD EXPERIENCE  

_EPI 0940_

Course Outcomes:
1. Complete a series of experiences designed to give prospective teachers an insight into the instructional process.
2. Form a cohort who will meet to discuss these experiences.
3. Relate these experiences to the course topics in EPI 0020.
4. Define a broader view of the organization and administration aspects of the public schools.
5. Recognize the professional perspective of those in the teaching profession.
6. Complete a teaching demonstration.

Interviews
Understanding how the classroom and the school in which you are observing will improve your field experience. Interview the following school personnel and write a reflection about what you learned. Suggested questions have been included, but you should feel free to add your own questions.
   1. Supervising Teacher

Pick one of the following
   2. Administrator (Principal, Assistant Principal, or Dean) or
   3. Support Person (CRT, LRT, Principal’s Secretary, Clerk)

Observations
Classroom observations are a very important part of a field experience. Conduct a two to three (2-3) hour observation in each of the following five (5) areas:
   1. Classroom and Behavior Management
   2. Instructional Strategies
   3. Technology
   4. Learning and Stage Theories
   5. Faculty Meeting or Professional Development session

Reflections
Write a reflection for each of the areas listed above. Your reflection should begin with a summary of your observations and conclude with your thoughts on the observations. The following questions will help guide your reflections. You do not have to answer all questions posed. Reflections should be 2 – 3 pages typed and are submitted via Blackboard under the appropriate assignment.

Discussions on Blackboard
Each student will be assigned to a group for discussion on the Blackboard. For each discussion, you will post your own answer to the questions and respond to two other group member’s posts. The discussions will relate to your observation topics and interviews.
SAMPLE QUESTIONS FOR INTERVIEWS

Teacher Interview

1. How long has the classroom teacher you observed been teaching?
2. What challenges does the teacher face?
3. What was the make-up (demographics) of the classroom you observed in?
4. How is the administrative involvement at the school?
5. What rules and procedures are in place in the class?

Administrator Interview

1. What is the average number of years the teachers have been teaching at the school?
2. What challenges does the school face?
3. What was the make-up (demographics) of the school you observed in?
4. How is the community involvement at the school?
5. What expectations does the principal have of the teachers?

Support Person Interview

1. What is the person’s job?
2. What duties does the person carry out for the school?
3. How does the person support other personnel?

SAMPLE QUESTIONS TO GUIDE REFLECTIONS

1. Classroom and Behavior Management
   a. What forms of incentives are given to the students in the classroom to enhance extrinsic motivation?
   b. How did room arrangement support or interfere with learning?
   c. What classroom rules, procedures, and routines were in place?
   d. How effective were they in managing behavior and facilitating instruction?
   e. What positive/negative reinforcers and consequences are used? What was the effect?
   f. How does the teacher communicate expectations?
   g. How does the teacher deal with inappropriate behavior and reinforce appropriate behavior?
   h. How would you describe the classroom climate?
   i. How does the teacher demonstrate respect for students?
   j. How do students demonstrate respect for the teacher and for each other?
   k. How does the teacher use nonverbal communication (eye contact, proximity, body language, use of vocal tone/volume)?
   l. Does the teacher seem to enjoy teacher? How do you know?
   m. Do the students seem to enjoy learning? How do you know?
   n. How does the teacher organize (bulletin boards, learning centers, storage, supplies, record keeping, and so on)?
2. Instructional Strategies
   a. How did the teacher present the curriculum/lesson?
   b. How is academic performance assessed?
   c. What effective teaching strategies did you observe from the classroom teacher that you would like to implement in your own classroom?
   d. How are lesson plans organized at the different levels?
   e. What relationships exist between allocated learning time, time on task, and academic learning time?
   f. How does the teacher engage students in learning?
   g. Is instruction more direct or indirect? Why?
   h. What kinds of grouping strategies are used? What was the rationale for their use?
   i. How does the teacher encourage higher order thinking?
   j. How were students’ learning styles incorporated into instruction?

3. Technology
   a. How is technology utilized?
   b. How many computers are in the class?
   c. What other technology is used?
   d. Is technology available but unused?

4. Learning and Stage Theories
   a. What theories of learn are applied during instruction?
   b. What stage theories are applied to plan and conduct instruction?
   c. Were multiple Intelligences applied to plan and conduct instruction?
   d. What types of critical thinking activities were used during instruction?
   e. What motivational strategies (both intrinsic and extrinsic) were used in the classroom?

5. Faculty Meeting or Professional Development session
   a. What topic(s) were covered?
   b. What was expected of teachers?
The purpose of field observations is to note and interpret the various interpersonal and instructional interactions between the teacher and student(s) as well as interactions occurring among students in the classroom in order to identify patterns of behavior. This helps you understand classroom dynamics exist and how to impact them in the interest of high quality instruction. Your observations, interpretations, and reflections should be submitted as a written report of sufficient length to accurately and fully describe your experience. Your field observation for the Diversity course will also focus on these factors as they relate to diversity within the classroom (e.g., social class, religion, language, gender, culture, ethnicity, physical differences, special needs, and prejudice).

**TIPS for OBSERVATIONS**

1. Schedule your observations as soon as possible.
2. Dress professionally.
3. Record your observations for future reference and review. Include the date, time, and length of your interactions. Sketch the room layout. Identify the number of students. For diversity observations, include data on gender, race, special needs, and other information as available.
4. Consider choosing a focus for a specific observation (e.g., culture, special needs, language, social class, and so on) in addition to more general observations of class climate and tone.
5. Talk to the teacher about his/her perception of what occurred during the observation.
6. Interpret your findings (e.g., Look for patterns of behavior by the teacher and/or students. Evaluate the outcome of instruction. Consider other alternatives and outcomes)
7. Reflect on your observations in terms of how you will use what you’ve learned in your future teaching experiences.
ASSIGNMENTS FOR DIVERSITY FIELD EXPERIENCE
EPI 0945

Course Outcomes:
1. Complete a series of experiences designed to give prospective teachers an insight on the varied backgrounds and cultures of students in public schools.
2. Form a cohort who will meet to discuss these experiences.
3. Relate these experiences to course topics in EPI 0030.
4. Define a broader view of the social aspects of diversity and describe its effects on the personal beliefs and prejudices of the teacher.
5. Recognize that personal beliefs and prejudices may adversely affect the learning process.

Interviews
Understanding how the classroom and the school in which you are observing will improve your field experience. Interview the following school personnel and write a reflection about what you learned. Suggested questions have been included, but you should feel free to add your own questions.
1. ESE Teacher
2. ESOL Teacher

Observations
Classroom observations are a very important part of a field experience. Conduct a four to five (4-5) hour observation in each of the following three (3) areas:
1. General education classroom
2. ESE classroom
3. ESOL classroom

Reflections
Write a reflection for each of the areas listed above. Your reflection should begin with a summary of your observations and conclude with your thoughts on the observations. The following questions will help guide your reflections. You do not have to answer all questions posed. Reflections should be 2–3 pages typed and are submitted via Blackboard under the appropriate assignment.

Discussions on Blackboard
Each student will be assigned to a group for discussion on the Blackboard. For each discussion, you will post your own answer to the questions and respond to two other group member’s posts. The discussions will relate to your observation topics and interviews.
SAMPLE QUESTIONS FOR INTERVIEWS

1. ESE Teacher
   a. What different disabilities are represented in the class?
   b. What classroom management and behavior management strategies are utilized?
   c. What accommodations are in place to meet individual students’ needs?
   d. What standards are taught in the class?

2. ESOL Teacher
   a. What levels does the teacher teach?
   b. What languages are spoken by the students?
   c. What languages are spoken by the teacher?
   d. What instructional strategies are utilized by the teacher?
   e. How does the teacher modify the curriculum to meet the needs of the students?

SAMPLE QUESTIONS FOR REFLECTIONS

1. General education classroom
   a. What did you observe about the different cultures in the classroom?
   b. How is instruction modified to meet different student needs?
   c. What strategies did you observe that demonstrated multicultural teaching?
   d. What instructional strategies were used?

2. ESE classroom
   a. How is instruction modified to meet different student needs?
   b. What were the disabilities of the students in the class?
   c. How did their disability affect learning?
   d. How did their disability affect teaching?
   e. What instructional strategies were used?
   f. What ESE strategies did you observe?
   g. What accommodations did you observe?

3. ESOL classroom
   a. What did you observe about the different cultures in the classroom?
   b. How is instruction modified to meet different student needs?
   c. What languages were spoken in the class?
   d. What instructional strategies were used?
   e. What ESOL strategies did you observe?
   f. What stage were the students in when learning English?
VALENCIA EPI FIELD EXPERIENCE TEACHING DEMONSTRATION

As an EPI candidate, you have to teach a lesson for both field experiences courses, EPI 0940 and EPI 0945.

*If you are NOT currently employed in a permanent FULL-TIME teaching position.* . . . you may choose to do your teaching demonstration in an accredited public, private or charter school. If you are outside Orange or Osceola County, you must have your teaching assignment approved by the Director of EPI. You may choose the grade level and subject based on your status of eligibility. You will need to complete field experience intent to enroll form to obtain prior approval for this teaching demonstration from the supervising teacher in whose classroom you plan to teach.

**REQUIREMENTS FOR THE TEACHING DEMONSTRATION**

In preparation for the teaching demonstrations, you must write a detailed lesson plan for a 20-40 minutes of instruction and submit it to your field experience instructor and their supervising teacher for review prior to teaching the lesson. You must also schedule a specific date and time for your teaching demonstration with your field experience instructor or other EPI approved personnel. Furthermore, students are to provide their supervising teacher with the lesson evaluation rubric for his/her completion during the lesson. At the conclusion of the lesson, students are responsible for making certain that the completed evaluation rubric containing the supervising teacher’s signature is submitted to the EPI Director in the portfolio.

**Brief Guidelines for the Lesson:**
Focus on appropriate learning objective(s) that conform to Sunshine State Standards (can be found on the Florida Department of Education’s website)
- Use an appropriate instructional arrangement
- Use reasonable materials that are grade level appropriate
- Follow clear procedures
- Use appropriate activities
- Use an appropriate assessment

As part of your lesson, you are to collect student work that demonstrates students’ understanding of the objective(s). If your lesson was with a small group, collect work from each student. If your lesson was with a large group, collect work from two low students, two average students and two high performing students. Analyze the students’ work. Write a 2-3 page *Lesson Analysis* using the following questions as a guide.

- Did the student meet the objective(s)? If so, how would you challenge this student next time? If not, what type of instruction would you provide to support the students’ achievement of the learning objective(s).
- What were the strengths of the lesson? How will you implement these in other lessons? What were the areas that need improvement? How will you improve these areas?

**Submission Requirements:**
1. The lesson plan should be submitted via Blackboard e-mail to the Field Experience instructor for prior approval. The lesson plan must also be approved by the supervising teacher.
2. The final lesson plan and the *Lesson Analysis* should be submitted in the Assignment Section of the Blackboard course under the Teaching Demonstration Assignment.
3. The signed and completed **Lesson Demonstration Evaluation Form** along with the lesson plan and the **Lesson Analysis** should be submitted to your Field Experience Instructor.
CERTIFICATION OF STUDENT OBSERVATIONS

Course:

SUPERVISING TEACHER: Please sign for *each hour* of student observation of your class.

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Field Experience: Intent to Enroll Form

DATE (of this application) ___/___/_______

LAST NAME _______________________________ FIRST NAME _________________________

*Valencia ID number (required) V_______________________

Telephone Number (____) _____-_______ Alternate Phone Number (____) _____-_______

Atlas Email: ________________________________________________________________

Field Experience Enrollment Term:

☐ Fall Term ☐ Spring Term ☐ Summer Term* (only current teachers permitted)

Are you current employed full time as a teacher? ☐ Yes ☐ No

If yes, please complete the following information:

School District: ________________________________________________________________

School Name: ________________________________________________________________

Subject Area Currently Teaching: ________________________________________________

Grade Level: __________________________________________________________________

If you are not currently teaching, please complete the following:

School District for placement: ☐ Orange County ☐ Osceola County ☐ Other *

Visit the EPI website at www.valenciacollege.edu/epi and click on the Field Experience link to complete the required paperwork and fingerprinting by the deadline for either Orange or Osceola County. Fingerprinting and Background Check must be completed by the deadline date. If fingerprinting and background check are not completed by the deadline, we cannot guarantee you will have an internship placement.

*Student will be required to find placement outside of Orange or Osceola County and submit request form for approval to the EPI office.

Criminal History:

Have you ever been convicted of or entered a no contest or guilty plea regardless of offense other than minor traffic violation? ☐ Yes ☐ No

Note: The Florida Department of Education may or may not issue a Professional Educator Certificate to an EPI completer who has any arrest or conviction. If you have any questions, please contact the EPI office.

Valencia College Educator Preparation Institute