

Community College Model Educator Preparation Institutes

Educator Preparation Institutes are authorized by *Senate Bill 2986, Education Personnel, 2004, S.1004.85, F.S.* In order to provide consistently high quality educator preparation, the following Florida community colleges are making this proposal jointly for the approval of Educator Preparation Institutes at the respective colleges:

- Brevard Community College
- Broward Community College
- Chipola College
- Central Florida Community College
- Daytona Beach Community College
- Florida Community College at Jacksonville
- Gulf Coast Community College
- Hillsborough Community College
- Indian River Community College
- Lake City Community College
- Lake-Sumter Community College
- Manatee Community College
- Miami Dade College
- North Florida Community College
- Okaloosa-Walton College
- Palm Beach Community College
- Pasco-Hernando Community College
- Pensacola Junior College
- Polk Community College
- Seminole Community College
- Santa Fe Community College
- St. John's River Community College
- Tallahassee Community College
- Valencia Community College

These Community Colleges have formed a collaborative partnership that supports the following Conceptual Framework.

We believe that effective teaching provides for student interaction within a rigorous curriculum. This instruction must be held accountable for providing accurate knowledge, the development of critical thinking, and the development of a reflective learning environment. The learning environment must provide clearly defined learning objectives, fair and authentic assessment of student learning, effective management of the learning environment, opportunities and encouragement for the development of critical

thinking and self-reflection for both teacher and student, and the assurance that both academically proficient and low status, historically marginalized students are receiving instruction and encouragement that reduce the gap in achievement and extend the learning horizon for all students.

I. Participating Institution's Status as Accredited public or Approved

All Florida Community Colleges who follow this model are accredited public by the Southern Association of Colleges and Schools. Faculty who provide instruction in Educator Preparation Institutes possess a minimum of a master's degree with at least eighteen hours of graduate level courses in education and/or reading and meet SACS requirement for instruction at the pre-baccalaureate level. Instructors for paraprofessionals and substitutes will have credentials appropriate to the level of instruction/credit.

II. The Institutions' Purposes for Establishing the Institutes

These Institutes will be established to provide four types of educator preparation at each college:

- Professional development instruction to assist in-service teachers in improving classroom instruction and in meeting certification and recertification requirements
- Instruction to assist potential and existing substitute teachers in performing their duties
- Instruction to assist paraprofessionals in meeting education and training requirements
- Instruction for baccalaureate degree holders to become certified teachers through competency-based alternative certification programs

All participating Community Colleges are committed to the conceptual framework for Educator Preparation Institutes that has as its foundation the standards of the Florida Educator Accomplished Practices (FEAPS), the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards of knowledge, disposition, and performance, the National Educational Technology Standards (NETS) and the enhancement of the profession of teaching in the State of Florida.

1.0 General Guidelines

1.1 Partnerships with K-12 Instructional delivery settings

The listed Community Colleges jointly propose the establishment of Educator Preparation Institutes in order to provide competency-based instruction and training and professional development to individuals in their service districts with the collaboration of accredited public accredited public school districts, charter schools, and private schools in order to assure high quality instruction. Each participating

College has formed a partnership with the schools in their individual service areas. Documentary evidence of these partnerships is provided in Appendix A.

In order to accomplish the objectives of the Educator Preparation Institutes, the Community Colleges will:

- collaborate with service area school districts to design professional development offerings based on the unique needs of their instructional and administrative staff.
- offer a modular competency-based Alternative Certification Program for individuals who hold non-education bachelors degrees.
- provide certification of completion to those participants in the alternative certification program who satisfy all competencies and recommend that those completers be granted professional certification to teach upon obtaining passing scores on the Florida Professional Educator Certification Examinations.
- assist the school districts in pre-qualifying participation in ACP instruction.
- develop training opportunities for paraprofessionals and provide opportunities for those individuals to pursue full teacher certification through 2+2 articulations with the universities.
- develop programs for certifying and recertifying substitutes and for providing opportunities for those individuals to pursue full teacher certification through 2+2 articulations with the universities.
- provide an ombudsman who works with area school districts and potential teachers in order to facilitate and coordinate all initiatives of the Educator Preparation Institute.
- maintain an assessment system that is legally defensible, accountable, and that provides evidence-based program performance evaluation of the Educator Preparation Institute.
- assist participants in completing all modules prior to or during their first year of teaching.
- provide a certificate of training to paraprofessionals who complete a training program.
- provide a certificate to substitute teachers who complete a training program that is established with the collaboration of the school district.

K-12 school districts, charter schools, and non-accredited public schools will:

- appoint individuals who will serve on advisory teams established in conjunction with representatives of the Educator Preparation Institute (EPI) at each College to ensure the delivery of high quality programs that meet the needs of the instructional delivery system.
- permit alternative certification program participants to observe classes and to demonstrate teaching ability under the supervision of Institute faculty and with the cooperation of our classroom teachers and principals.
- establish means and mechanisms for participants in the EPI to demonstrate teaching competence.
- provide the EPI with estimates of numbers of anticipated vacancies and alert the EPI to vacancies anticipated in high need/low supply teaching fields.

1.2 Qualified Faculty

Each College will provide qualified instructors for their respective EPI. Faculty who provide instruction for the Alternative Teacher Certification program in Educator Preparation Institutes will possess a minimum of a master's degree with at least eighteen hours of graduate level courses in education and/or reading and meet SACS instructor qualifications. Instructors will have documented experience in one or more of the following: classroom teaching, educational administration/leadership, reading instruction, supervision of instruction, or teacher training. In addition, each EPI will provide an ombudsperson who is knowledgeable about the Florida Bureau of Educator Certification, in order to provide information on current regulations and requirements. This individual may also serve as faculty for the EPI. Instructors for paraprofessionals and substitutes will have credentials appropriate to the level of instruction/credit.

2.0 Explanation and Resources for Types of Educator Preparation Offered.

Conceptual Framework

Florida Community College Educator Preparation Institutes believe that effective teaching provides for student interaction within a rigorous curriculum. This instruction must be accountable for providing accurate knowledge, the development of critical thinking, and the development of a reflective learning environment. The learning environment must provide clearly defined learning objectives, fair and authentic assessment of student learning, effective management of the learning environment, opportunities and encouragement for the development of critical thinking and self-reflection for both teacher and student, and the assurance that both academically proficient and low status, historically marginalized students are receiving instruction and encouragement that reduce the gap in achievement and extend the learning horizon for all students.

2.1 Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements

Educator Preparation Institutes will partner with service area school districts to provide training activities that comply with the Professional Development Protocol Standards and the School Community Professional Development Act as stated in *s. 1012.98, F.S.* Based on needs assessments conducted by each school district at the faculty, school, and district level, EPIs will contract with the districts to provide training activities that address professional development plans (IPDPs) as determined by the school district. Professional development training will be scientifically research-based and will address student and instructional personnel needs that are determined by disaggregated student achievement data and aligned with School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning. The training will focus on the Sunshine State Standards, subject content, teaching methods and strategies, the integration of technology into instructional practice, assessment techniques and analysis of data, classroom management and school safety,

but may also address other areas of concern to the individual district. The effectiveness of all training will be evaluated as to efficacy in increasing student achievement. The EPIs may provide training that is offered by state and nationally known professional development specialists, program faculty of the competency-based alternative certification program, and/or local practitioners who have demonstrated professional expertise such as teachers holding National Board Teacher Certification.

An important focus of professional development will be those individuals who are currently teaching on a Temporary Teaching Certificate and assisting them in meeting certification requirements that will complete their professional certification requirements.

The EPI may also provide in-service training leading to endorsements in areas such as ESOL, Reading. Each EPI will research and remain current on requirements for adding a subject to or renewing a Florida Professional Educator's Certificate and will assist teachers in determining what is required for the desired professional outcome. Where authorized, according to Florida's State Course Numbering System, the EPI will assist teachers in enrolling in courses available at the community college. The EPI will provide professional development that school districts or other entities that award in-service points can use. Where upper division courses are required, the EPI will assist the teacher in locating courses at the appropriate level. EPI will promote the establishment of Learning Communities and will assist teachers in establishing them.

Reviews of competencies examined by the Florida Teacher Certification Tests will be provided as in-service training for teachers who hold Temporary Certification as well as participants in the competency-based alternative teacher certification program.

2.2 Instruction to assist existing and potential substitute teachers in performing their duties.

All participating EPIs will work with their school district partners to develop programs to both comply with the specific training requirements of *Section 1012.35, F.S.* for existing and potential substitute teachers. This training will include orientation and training in district policies and procedures for school safety and security, educational liability laws, professional responsibilities, and ethics. Training will consist of a 3 credit hour course that addresses statutory training requirements. Classroom management and instructional strategies will be provided for those who have no teaching experience. Individual districts may require that substitutes complete training at a specified interval. The EPI will develop and provide this additional training in collaboration with the school districts.

2.3 Instruction to assist paraprofessionals in meeting education and training requirements.

In order to serve the varied needs of paraprofessionals, several options will be provided. The No Child Left Behind Act mandates that any paraprofessional who provides instructional support in Title I school-wide programs or who provide instructional support in a targeted assistance program paid with Title I funds must meet

Paraprofessional Highly Qualified Requirements. There are three acceptable routes to satisfying those requirements. A paraprofessional may elect to follow one of the routes. Each EPI will develop course schedules that meet the work requirements of paraprofessionals, i.e., late afternoon, Saturday sessions, site based. The menu of offerings will be provided to each school district. The EPI may provide instructional programs for all three routes as follows:

Completion of an AS, AAS, or AA degree

All participating Community Colleges offer AS/AAS/ or AA degrees such as Educational Assisting, Instructional Service Technologies, Child Development and Education, Pre-education AA degree. Any of these degrees would meet the requirement while preparing the individual to support instruction in the classroom.

Completion of 60 Hours

The Educator Preparation Institutes will offer options for currently employed Paraprofessionals who are late in their career and choose to complete the 60 hour option. This group of individuals may have been out of school for ten to twenty years and may not initially believe themselves capable of college level courses. They may attempt to cobble together a series of courses with no progress toward a degree. After several courses, however, it is expected that many will change their plans and work on an AS or AA degree. The EPI will provide advisement to these individual and suggest courses that were designed to provide encouragement and develop the self confidence of these paraprofessionals. These courses provide job specific skills and competencies that will benefit both the paraprofessional and the students they support.

ParaPro Test preparation

Participating Community College EPI may also choose to provide preparation courses for the Educational Testing Service *Praxis Parapro Assessment, the College Level Academic Skills Test, or the Florida Teacher Certification Examination General Knowledge Test.*

2.4 Instruction for baccalaureate degree holders to become certified teachers through competency-based alternative certification programs, in order to increase routes to the classroom for mid-career professionals who hold a baccalaureate degree and college graduates who were not education majors.

Standards for program of instruction: Alternative Certification

The Florida Accomplished Practices at the Pre-Professional level are the foundation of all instruction provided by the community college Educator Preparation Institutes. At the same time, the Institutes will incorporate competencies in Reading and English to Speakers of Other Languages. An overarching consideration is the alignment of instruction with INTASC and NETS standards. Standards are provided in Appendix A. The matrix shown in Appendix B indicates how these are aligned and the module/segment where they are addressed.

Technology Integration

Recognizing that teachers model the instructional strategies through which they learn, all components of the program of instruction will demonstrate integration of technology and its application to the learning process. The EPIs will use a variety of instructional formats including Blended Learning, Knowledge Rooms, Reusable Learning Objects, and web-based instruction. Participants will be evaluated on attainment of NETS-T standards (see Appendix A) and will be expected to demonstrate technology infused lesson plans and projects through the creation of developmental, assessment and showcase e-portfolios. A state-wide web portal will be established, if funding is available, so that participants from all participating EPIs may participate in a learning community to share best practices, see advice from peers, locate instructional resources, and share experiences and lessons learned in the process of developing professional expertise and confidence.

Competency-Based Instruction

The program of instruction for alternative certification will consist of four modules with segments addressing topics related to the standards. A more detailed outline is included in Appendix C. The modules are as follows.

Module 1: The Instructional Process

This module prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate Sunshine State Standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and to hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession. Participants will build a developmental, assessment and professional portfolio demonstrating mastery of competencies (160 hours)

Segment A: Classroom Management (40 Hours)

1. Record keeping
2. Classroom management
3. School safety
4. Sunshine State Standards
5. Creating content area objective based lesson plans
6. Conducting parent conferences
7. Assessment techniques
8. Implications of FCAT and other standardized tests
9. Professional ethics
10. School law and the teacher

Segment B: Instructional Strategies (40 hours)

1. Learning styles
2. Bloom's taxonomy
3. Lesson plan development
4. Varied instructional presentation styles
5. Cooperative learning
6. Group learning
7. Contextual learning
8. Project-based learning
9. Behavioral management
10. Accommodations for exceptional students

Segment C: Technology (40 Hours)

1. Computer based record keeping
2. Multimedia presentations
3. Content area instructional strategies
4. Internet resources
5. WebQuests
6. Webpage development
7. Computer aided instruction
8. Integration of technology and the learning process
9. Copyright and Fair Use guidelines

Segment D: The Teaching and Learning Process (40 Hours)

1. Stages theories of development
2. Learning theories
3. Motivation and persistence
4. Intelligence
5. Exceptionalities
6. Standardized testing
7. Critical thinking
8. Multiple intelligences
9. Second language acquisition

Module 2: Reading Fundamentals (45 hours)

This module provides substantive knowledge of language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Further, it provides knowledge of the integration of the reading components. Instruction in this module is grounded in scientifically-based reading research as a mechanism to inform instructional practice. There are three options for offering the Reading Module. It may be offered as LETRS Training which requires a either a trained LETRS instructor,

as a modified LETRS training as outlined above, or through FOR-PD, an online course offered through Just Read Florida. Each EPI may choose to offer one, two, or three of the options.

Segment A: Foundations of Language and Cognition

1. Evidence about learning to read
2. Introduction to phonemes, morphemes, inflection and derivations
3. Strategies for teaching basic decoding
4. Building vocabulary
5. Techniques for building fluency
6. Vocabulary and reading comprehension
7. The reading and writing connection
8. Reading in content areas

Module 3: The Teaching Profession

This module provides the foundation for becoming a productive member of the teaching profession. The participants will gain understanding of the organization and administration of the accredited public school, the laws governing teachers, the Code of Ethics, and the purpose of schools. This module develops a professional perspective and creates a sense of grounding in the profession of teaching.

Segment A: Professional Foundations (30 hours)

1. History
2. Philosophy
3. School governance
4. School finance
5. School law
6. Ethics and excellence
7. Purpose of schools
8. Continuing professional development

Segment B: Field Experience (15 hours)

Participants will complete field experience in accredited public, charter, or private schools. These field experiences will provide the opportunity to gain insight into the instructional process. Using a series of a prescribed observation tasks, each participant will develop a reflective journal detailing their experience. Those participants who are teaching will be required to complete the same series of observational field experience in the schools where they are assigned.

Module 4: Diversity in the Classroom

This module provides the participant with an understanding of the variety of backgrounds and cultures that may be found in a typical classroom. Field experiences

give a broader view of the social aspects of diversity and cause the participant to reevaluate personal beliefs and prejudices that may adversely affect the learning process.

Segment A: Diversity (30 hours)

1. Social class
2. Religious
3. Language
4. Gender differences
5. Culture and ethnicity
6. Physical differences
7. Prejudice
8. Multicultural teaching

Segment B: Field Experience (15 hours)

Participants will complete a series of experiences designed to give prospective teachers a perspective on the varied backgrounds of students in public, charter, or accredited private schools. Cohorts will meet together to discuss these experiences and to relate them to their observations of students as well as student behaviors and interactions in the schools.

Field Experiences

Field Experience is a vital part of the EPI program. First through guided observation and later through participation by teaching a lesson, the participant will gain insight into the work of a teacher, the interactivity of the classroom, and the dynamics of the instructional process. Field experience may be completed at K-12 public, charter or accredited private schools. When participants are teaching actual lessons in the classroom, they will be observed by qualified instructors, National Board certified teachers, or clinically trained classroom teachers.

Ombudsman

Each EPI will provide an ombudsman as required by *s. 1012.32, F.S.* and *s. 1012.56, F.S.* The ombudsman will serve as liaison among the community college, the local school districts, and the Florida Department of Educator Certification. The Ombudsman will attend all workshops offered by the Department of Educator Certification to ensure that he/she has the most current information and knowledge of procedures and regulations. This individual will supervise acceptance to the program of qualified participants, will collect and maintain documentation of transcripts, Statements of Status of Eligibility, evidence of clear background check and will facilitate the policies and procedures for participants who complete the program. Further, the Ombudsman will maintain documentation for each participant of evidence or artifact used to determine competency.

2.4.2 Requirements for participation

- Possess a Baccalaureate degree from a regionally accredited college or university
- Submit a written statement, under oath, subscribing to the principles of the United States and the State of Florida
- Submit to finger printing for background check
- Possess the dispositions suitable for becoming a teacher
- Be of good moral character
- Be competent and capable of performing the duties, functions, and responsibilities of an educator
- Have a statement of eligibility for certification from the FLDOE

Participants will be interviewed by the Ombudsman and/or program coordinator. The Ombudsman will consult with the area school districts to determine discipline areas where there are expected vacancies. Personnel officers from the area school districts will have the opportunity to interview selected individuals. Participants in the program will be notified that they have been selected for the program. Those not selected will be advised of their status and given options for reapplying to the program.

A pre-assessment of competencies addressed in each module/segment will be administered to determine whether a participant has met those Florida Accomplished Practices at the Pre-Professional level. Those participants who can successfully demonstrate meeting those competencies addressed will not be required to complete that module/segment and may progress to a module/segment where deficiencies exist. A participant may demonstrate meeting a competency at any time during his/her participation in the program.

2.4.2. Demonstration of ability to teach

Each Community College EPI will partner with local school districts, charter schools, and accredited private schools and other entities that provide classroom instruction. Through agreements developed between the Community College EPI and the school district(s), participants will demonstrate the ability to teach the subject area for which certification is sought in those classrooms where the in-service teacher has completed training as a clinical supervisor.

All participants will be required to fully demonstrate ability to teach the subject area in a classroom setting. Participants will create a lesson plan in the subject area and be either video-taped teaching to that lesson plan or teach before a group of other program participants. This lesson will be critiqued by program faculty and rated according to a rubric (Appendix E) indicating the level of proficiency. Those who achieve an acceptable rating will advance to demonstrating teaching ability in a classroom setting. The EPI will collaborate with each individual school or school district to arrange for teaching demonstrations. This teaching demonstration will be evaluated by the program instructor and the classroom teacher. Where possible, clinically trained classroom teachers will assist in the evaluation. Teaching ability will be evaluated by using the

evaluating instrument used by the public, charter or accredited private school where the lessons are taught. After the evaluation, there will be a debriefing session with the program participant to discuss strengths and weaknesses and to discuss any improvements necessary.

Those participants who are employed by a school district or other accredited school will be evaluated through the evaluation system used by the employing school. After the evaluation(s), a debriefing session with the program participant will discuss any strengths and weakness and a plan for improvement will be developed.

Dispositions

The Educator Preparation Institutes are keenly aware of the responsibility to assist entry to the teaching profession only for those who will adhere to the code of ethics and who possess the dispositions that are shown to be essential to effective instruction sustained learning. As developed by INTASC, the dispositions of effective teachers are discussed in Appendix D.

Participants in Competency-Based Alternative Teacher Preparation program provided by the EPI will be evaluated on their dispositions for teaching and the teaching profession through observation and rating by program instructors. In addition, participants will be asked to complete a self-assessment of dispositions before, during, and after completions of all instructional modules. Those found to be deficient in one or more dispositions will be counseled on ways to improve deficiencies and/or counseled to consider another profession. It must be noted here that regardless of the shortage of teachers, placing an individual whose dispositions to the profession are deficient in a classroom can do more harm and retard learning as effectively as placing someone whose instructional techniques and knowledge are lacking.

Continuous Improvement

Program participants will continue to develop as effective teachers through participation in professional development opportunities provided by school districts where they are employed. Electronic Bulletin Boards will be established to provide opportunities for interaction by fellow program participants as well as with faculty who will monitor these boards and add comments as needed. Habits of reflection and professional self-examination, developed as a result of program participation will be reinforced through regular contact with their instructional cohorts. The cohort model creates a shared emphasis on mutual growth and development. This emphasis on continuous improvement will be maintained by regular contact with program faculty and the ombudsman.

Faculty

Faculty qualifications for Alternative Teacher certification include an earned master's degree in education or a related field and documented teaching experience. Experience is defined as teaching, administrative, or supervisory experience in a accredited public elementary or secondary school, accredited public pre- kindergartens, or an accredited private school. Each community college will provide a roster of instructors along with

their qualifications. Adjunct instructors as well as qualified full-time community college faculty will provide instruction. The Ombudsman may also be a member of the faculty. Documentation of faculty qualifications will be provided to the Department of Education by each approved EPI preceding each instructional cycle.

Additional Instruction

Preparation courses will be available to provide participants with skills practice for the General Knowledge Test and for the Professional Education Test, the Elementary Subject Area Exam or other subject areas exams. Participants will be provided with study materials useful in preparing for the other subject area exams. These preparation courses may also be provided for in-service teachers holding temporary certification.

Evaluation

Participant performance is evaluated on required competencies and dispositions using rubrics and evaluation instruments that ensure consistency and inter-rater reliability. Participants are informed of the indicators on which they are rated and the levels of achievement. Assessment of competencies includes paper and pencil tests of knowledge, rubrics measuring demonstration of a skill or attribute, and observation by school administrators, and faculty evaluation. Sample Rubrics and evaluation forms are included in the Appendix E. Individual colleges may use professionally developed assessment systems. Through annual division workshops, beginning Summer 2005, EPI faculty will be trained in the use of evaluation instruments to ensure consistency of outcomes measurements, including the appropriate use of “back up” raters and the use of adaptive assessment.

Certificate of Completion

Participants who successfully demonstrate Florida Accomplished Practices as included in the program and who present a passing score on the Florida Professional Education Test will be awarded a Certification of Completion. Individual institutions may opt to require participants to present passing scores on all three tests of the Florida Teacher Certification Exam (FTCE).

Program Funding and Fees

The State Course Numbering System has developed a unique identifier for the instructional program, allowing EPIs to register participants for each of these non-credit modules and segments so that students' demonstration of the required skills may be transcribed. Transcribing facilitates data collection and recording of the award of certificate of completion. Community Colleges will designate the program components so that they cannot be transferred to an upper division program nor can they be counted toward a degree. Program fees for the participating Community College EPI may vary depending on the individual college. Participants will be expected to pay tuition. Instructional materials may be provided by the EPI or purchased by the participant. Most Community Colleges are also seeking grant funding to assist students with fees and materials.

Review Process and Data Collection

Applicants to an Alternative Teacher Certification program through an Educator Preparations Institute will be evaluated four times. The first evaluation includes an interview in which the prospective participant's application and supporting documents (transcripts, statement of eligibility, and proof of fingerprinting, etc.) will be examined and discussed. This interview will include a discussion of the individual's decision process for entering the teaching profession. A discussion of the dispositions needed for success as a teacher will allow the prospective participant to evaluate whether a career in teaching is appropriate. Applicants will complete an initial self-assessment of Dispositions for teaching. Further, the interview will include a discussion of the requirements for successful completion including receiving a passing score on the Professional Education Test, General Knowledge Test, and where required, the Subject Area Exam.

Prospective participants will be informed that ESOL endorsement is required for certain professional educators in Florida, that Reading endorsement may be required, and that these endorsements must be obtained in addition to the Florida Educator Accomplished Practices.

The prospective participant will receive a program description that includes the criteria for assessment of competencies, a schedule of sessions, and a description of the scope and sequence of modules designed to assist the participant in achieving and demonstrating competencies and dispositions required for certification as a professional educator.

A second evaluation will be made at the completion of the first module of instruction. All participants will prepare a portfolio to demonstrate the competencies addressed in each segment. The instructor for each segment will evaluate the product(s), artifacts, qualitative observation demonstrating competency. The evaluation team for each cohort will consist of the project coordinator/ombudsman and faculty teaching the module segments. This evaluation will allow the participant and the program coordinator/instructor(s) to discuss progress or lack of progress. The participant who is developing successfully will be encouraged to continue and to seek employment in an area school. Successful participants who are employed will be paired with a mentor who will assist the new teacher in his/her development. These individuals, along with those who are not employed at this time will continue to complete the remaining program modules. A series of support meetings will be held after the traditional school day with those who are employed and those who are still seeking employment. These meetings are forums for discussion of successes and problems encountered. Since the participants will be clustered in cohorts, they will assist each other with encouragement and real life examples of the day to day environment of the schools where they are teaching. National Board Certified Teachers and other experienced teachers will lead the discussions providing guidance and suggesting appropriate instructional strategies.

Those individuals who are not making satisfactory progress will be counseled as to their lack of progress and given strategies for improving performance. Those who plan to continue will be assisted in developing a plan for improving performance. This plan may include repeating one or more modules of instruction. In some cases, participants may be counseled against continuing in the program based on evaluations of dispositions and accomplished competencies. It is important that, where identified, those who are unsuited for teaching be encouraged to choose another profession.

Complete and accurate records of required documentation and progress of each participant will be maintained through each community college's student information system. This data will be segregated from college credit courses and will document the competencies met as well as modules/segments completed or exempted. This "transcript" will be portable and may be accepted by any of the partner EPIs as evidence of status.

Data collected will be provided to the Florida Department of Education, Bureau of Teacher Certification so that accountability is assured. Data will include demographic data on participants, pass rates on each Module/Segment of the competency-based alternative teacher certification program, rate of persistence for participants, pass rates on all examinations required for teacher certification, employment rates, longitudinal retention rates, and employer satisfaction surveys. On a yearly basis, each EPI will submit a performance review to assure compliance with the provisions of the Educator Preparation Institutes as approved by the Florida Department of Education, the Division of Community Colleges and Workforce Education, and the Bureau of Educator Retention, Development and Retention. Information on the students enrolling in EPI's will be included as part of the standard submissions of the Student Data Base (SDB). This information will include demographics, courses, and completions. The Department of Education Community College MIS staff and the institutional Reports Coordinators have already begun discussions related to the necessary changes in the SDB to include this additional data. Standard follow-up will be done by the Florida Education and Training Placement Information Program (FETPIP). Additional follow-up surveys may be conducted by the Division of Community Colleges and Workforce Education (DCCWE) and individual institutions. Once exact accountability measures are defined, the DCCWE will ensure the elements necessary to calculate those measures are part of the SDB and/or the FETPIP follow-up process.

Participants who successfully demonstrate Florida Accomplished Practices as included in the program and who present a passing score on the Florida Professional Education Test will be awarded a Certification of Completion. Individual institutions may opt to require participants to present passing scores on all three tests of the Florida Teacher Certification Exam (FTCE).

A third evaluation will include a survey of administrators supervising program participants who are employed as to the preparation, knowledge of classroom management, use of technology, ability to deliver quality instruction, and interaction with

administration, faculty, and staff, and dispositions for teaching. Results of this evaluation will be used to modify, strengthen, and/or add to modules of instruction. Student progress will be factored into the overall evaluation.

The final evaluation will be made in cooperation with the public school districts, charter schools, and accredited private schools. Program participants who are employed as teachers will be evaluated according to the evaluation process utilized by the school and school administrators will be asked to evaluate the performance of program participants and their suitability for continued employment as teachers. Successful program participants will be recommended for professional certification when they have satisfied the testing requirement.

Each Educator Preparation Institute will establish an advisory council consisting of administrators and area specialists in each district served by the EPI. This council will meet monthly to discuss program effectiveness. As participants assume full-time teaching duties, both the ombudsman and program coordinator and the receiving principal will discuss each new teacher's skill level, professionalism, and disposition to teach noting any areas where additional assistance is needed.

Programs will be evaluated each academic year. Data used in this evaluation will be collected on numbers of participants, numbers who complete the program, number of participants who drop out of program, placements in teaching positions, number receiving satisfactory evaluations, number re-hired for a second year, and achievement of tenure. Time to completion data will be maintained as well as data on participants scores on the General Knowledge Test, Professional Education Test, and where taken, Subject Area Exam.

Continued Program Approval

All participating colleges recognize that continuing program approval will depend on performance data such as numbers of participants, persistence and completion, demonstration of Florida Educator Accomplished Practices competencies, as well as placement and retention in teaching positions. The EPI Community College Collaborative will continue to work together to ensure that programs at each EPI are successful and that the supply of highly qualified teachers is increased.