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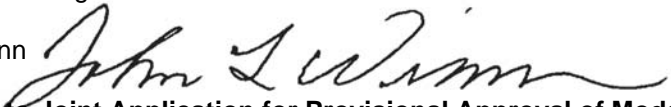
John L. Winn
Commissioner of Education



MEMORANDUM

DATE: May 10, 2005

TO: Community College Presidents

FROM: John L. Winn 

SUBJECT: **Response to Joint Application for Provisional Approval of Model Educator Preparation Institute**

I am very pleased at the response of your community colleges to participate in teacher training in our state. The review of your application for provisional approval is complete and I am pleased to inform you that your model for providing teacher training through an Educator Preparation Institute (EPI) has received the provisional approval requested. Following are the next steps that need to be completed to obtain full approval for each participating institution.

First, you will note in the attached information that the committee identified some areas which require additional documentation to meet requirements in statute, as well as technical corrections to the model that need to be addressed prior to the model being posted on the Department's website as an approved model for use by other institutions. Those should be addressed and the application documentation resubmitted prior to any institution applying individually for full approval. The resubmitted model should be provided in an electronic format so that it may be made available via the Internet. Staff in the Division of Community Colleges will facilitate this process.

Second, once the revised model is posted, each institution using this model for its EPI will apply to the committee for full approval by submitting the following documentation:

1. A completed EPI cover sheet (as distributed with original Application Guidelines)
2. Verification that faculty have been employed or contracted with who meet the qualifications listed in section 1004.85, F.S.
3. A description of how the instruction and assessments outlined in the model will be delivered by the applying institution, including the delivery system for instruction in scientifically-based reading methods (see attachment, comment 3)
4. A brief description of the institution's funding plan
5. The institution's method of collection for continued approval data

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An additional process is underway for interested colleges to apply for start-up funds to implement an approved EPI. Please be advised that the approval process for funding is distinct from this process of program approval and will be addressed in a separate communication.

I look forward to receiving the revised model and posting it on our site. I thank all of you who spent considerable time and effort in preparing this model, and I challenge you now to do the hard and rewarding work of implementing this model in a meaningful way at each of your institutions.

JLW:kh

Summary of Areas in the Community College Model to be Resubmitted with Additional Documentation

1. The result of the alternative certification program should be clarified throughout the model. Specifically, page 15 states, "All program completers will receive a certificate of completion upon satisfactorily achieving Florida Educator Accomplished Practices, and passing scores on The Florida Teacher Certification Tests," which is an accurate representation in accordance with section 1004.85, F.S. However, pages 3 and 13 indicates otherwise, and should be made parallel.
2. Clarification is needed regarding field experience placement for final demonstration of competencies for those candidates completing the model as a preservice program, i.e., who are not employed by a school district.
3. The following comments and associated changes refer to the plan for delivering instruction in scientifically-based reading methods:

- a. Comment: The model describes an outline for delivering reading instruction using LETRS, Books 1 and 2, as reading module components. However, the verbiage in the proposal does not completely align with the Tables of Contents in Book 1 and 2 of LETRS.

Change: If LETRS is to be used with fidelity (and not a rendition modeled after LETRS), then no edits are necessary. If a rendition is to be used, I do have a few edits that I would make.

- b. Comment: LETRS is a strong research based program, and it has been well received by many hundreds of teachers who have been trained for its use in Florida. Naturally, there is cost associated for materials and national trainers. The LETRS model has very specific requirements for trainers, and it would require community college instructors to either spend significant amounts of time going through the training process or purchase the services of a national trainer.

Change: Include FOR-PD (Florida Online Reading Professional Development) as an option for delivering instruction in scientifically-based reading methods. Staff in the Just Read, Florida! Office contracted with the University of Central Florida in 2002 to build FOR-PD, funds this project annually, and have been most satisfied with its content and the positive reviews from participants. FOR-PD is a completely research-based online course and earns 60 hours of inservice, fully satisfying competency 2 of the reading endorsement. It is presently being offered free of charge to Florida educators and has excellent transferability across the state. There are trained facilitators already in place, and upon request, community college instructors could also be trained as facilitators.

The community colleges should be able to choose the model that best meets their needs and budgets and should identify the delivery system in their applications for full approval.