

Florida Department of Education

Division of Community Colleges and Workforce Education

Technical Assistance Guidelines for Educator Preparation Institutes

September, 2005



INTRODUCTION

The following guidance is designed to assist Educator Preparation Institute (EPI) Coordinators, as well as community college administrators and managers, with selected technical aspects of program implementation and operation. For assistance with issues not addressed in this document, contact Ian Neuhard, Director of Academic Programs and Teacher Preparation at: 850-245-9468 or Ian.Neuhard@fldoe.org.

CIP CODES

Beginning in January, 2006, a new CIP Code will go into effect for the Educator Preparation Institute competency-based teacher certification program. The new CIP Code for reporting to the Community College and Technical Center Management Information System (CCTCMIS) will be: 5551399990. For the Fall Semester, 2005, reporting should be done using the existing CIP Code of: 5555555555. Coordination with institutional MIS staff is recommended since technical information will be distributed to them periodically from CCTCMIS.

For the purposes of amending institutional financial aid agreements, the immediate use of digits four through nine of the new CIP Code (13.9999) is authorized.

PROGRAM LENGTH

Institutions approved to use the collaborative community college model for EPI competency-based teacher certification must implement this model with fidelity, including the total number of credits required to complete the program. Although the collaborative model was initially developed using a “contact hour” framework, these contact hours should be converted to credit hours using standardized practices and the guidelines provided in Rule 6A-10.033 of the Florida Administrative Code. For the purposes of establishing program length and calculating tuition, the following conversions will be used:

Course Prefix	Course Component	Contact Hours	Credit Hours
	Module 1—The Instructional Process		
EPI 0001	• Segment A—Classroom Management	40	3
EPI 0002	• Segment B—Instructional Strategies	40	3
EPI 0003	• Segment C—Technology	40	3
EPI 0004	• Segment D—Teaching and Learning Process	40	3
	Module 2—Reading Fundamentals		
EPI 0010	• Segment A—Foundations of Language and Cognition	45	3
	Module 3—The Teaching Profession		
EPI 0020	• Segment A—Professional Foundations	30	2
EPI 0940	• Segment B—Field Experience	15	1
	Module 4—Diversity in the Classroom		
EPI 0030	• Segment A—Diversity	30	2
EPI 0945	• Segment B—Field Experience	15	1
Totals		295	21

Note: Just as college preparation courses have a “non-credit” prefix, so do the EPI modules.

INSTITUTIONAL CREDIT

The type of credit awarded to students who successfully complete EPI modules for competency-based teacher certification (as outlined in the collaborative model) will be “institutional credit.” Institutional credit is currently undefined in statute and rule, but exists in practice at many institutions. As applied to the collaborative model for competency-based teacher certification, it is intended only as a framework for establishing program length and assessing tuition and fees. It does not imply an award of traditional “college credit” for any module. Institutional credit generates FTE for the institution. Institutional credit is “transcriptable” and “transportable” among any of the Florida community colleges using the collaborative model for EPI delivery. However, it is not “transferable” as “college credit” to other institutions of higher education. The Division of Community Colleges and Workforce Education (DCCWE) will pursue the formalization of institutional credit as a specialized type of college credit during the 2006 Legislative Session.

FINANCIAL AID

EPI students pursuing competency-based teacher certification can become eligible for federal financial aid when institutions amend their federal financial aid participation agreements. It is imperative to work with institutional Financial Aid Directors to accomplish this task. The data on CIP Codes and Program Length above will be needed to complete this procedure. Additionally, Section 1004.85 F.S. authorizes institutions to award a credential upon the successful completion of an EPI program. Therefore, this program of study does lead to a certificate, even though the exact type of certificate remains undefined in statute or rule at this time. The statutory requirement and authority to award a credential is information that will also be needed by Financial Aid Directors to complete the amendment to the federal financial aid participation agreement.

Please note that the Division of Community Colleges and Workforce Education will pursue the formalization of an EPI certificate through the rule revision process over the coming months. DCCWE will also pursue authorization for EPI competency-based teacher certification program participants to be eligible for the Critical Teacher Shortage Tuition Reimbursement Program (a state-funded financial aid program described in Section 1009.58 F.S.).

PROGRAM REQUIREMENTS

Subsection 1004.85(3)(b), F.S. delineates the requirements for participants enrolled in an EPI competency-based teacher certification program. Three specific requirements are listed:

1. Meet certification requirements pursuant to s. 1012.56(1) by obtaining a statement of status of eligibility and meet the requirements of s. 1012.56(2)(a)-(f).
2. Participate in field experience that is appropriate to his or her educational plan.
3. Fully demonstrate his or her ability to teach the subject for which he or she is seeking certification and demonstrate mastery of professional preparation and education competence by achievement of a passing score on the professional education competency examination required by state board rule **prior to completion of the program.**

Thus, the **professional education competency exam** must be passed **before** the program can be completed and **before** a credential is awarded.

The statute on Postsecondary Educator Preparation Institutes requires institutions offering a competency-based teacher certification program to provide instruction that includes the Florida Educator Accomplished Practices (FEAPS). Additionally, participants must demonstrate mastery of the FEAPS to successfully complete the program as noted in the collaborative community college model. Many options exist to demonstrate mastery of these competencies including the development of artifacts in the form of an electronic portfolio through FACTS.org.

Another instructional requirement involves the competencies associated with teaching scientifically-based reading, as well as strategies that research has shown to be successful in improving reading among low-performing readers. Many programs and options exist to address this requirement. The Just Read, Florida! Office at the Florida Department of Education can provide institutions with additional guidance and research related to scientifically-based reading instruction. Contact Just Read, Florida! at: 850-245-0503.

THE RELATIONSHIP BETWEEN EPI's AND SUCCEED, FLORIDA

It is important to understand that the process for awarding SUCCEED Florida grant projects (and funding) is separate and distinct from the EPI programmatic approval process. As indicated in Memo 05-21, dated August 19, 2005 from Chancellor Armstrong: receipt of SUCCEED, Florida funding does not constitute final approval for operation of an EPI.

All EPI's, whether using the collaborative community college model or not, must receive final approval from the Department of Education before initiating EPI operations. For institutions granted provisional approval to operate EPI's by Commissioner Winn's memo of May 10, 2005, additional documentation related to faculty qualifications, instructional delivery systems, assessment methods, funding plans, and data collection methods is required before final approval can be granted.

Institutions that received SUCCEED, Florida funding have additional accountability and reporting responsibilities as detailed in the SUCCEED, Florida Request For Proposals. These institutions are required to submit quarterly performance reports as directed by the Department of Education. Details on the contents of these reports will be communicated directly to grantees at the appropriate time. Sandra Burkholder is the project manager for these grants. Sandra can be contacted at: 850-245-9492 or Sandra.Burkholder@fldoe.org.

FIDELITY OF IMPLEMENTATION

It is imperative that EPI Coordinators become very familiar with Section 1004.85 and Section 1012.56 of the Florida Statutes, as well as the collaborative community college EPI model (if applicable) since these are the key documents that dictate the lawful and appropriate operation of Educator Preparation Institutes.

FLORIDA TEACHER CERTIFICATION EXAMINATION SCORES

Please see the attached letter, dated August 19, 2005, from Mike Jones--Program Director, Post Secondary Assessment—for details about how to obtain the scores of students on the Florida Teacher Certification Examinations.