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# Educator Preparation Institute

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Portfolio Guidelines  
EPI Students 2009/10

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Valencia Community College

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**Valencia Community College**  
**Educator Preparation Institute (EPI)**  
**Portfolio Guidelines**

**I. Purpose:**

The purpose of the EPI portfolio is to document that you have met the standards outlined by the Florida Educator Accomplished Practices (FEAPs) and the Professional Educator Competencies (PECs). The competencies outlined in the FEAPs and PECs must be met in order to be considered a highly-qualified teacher in the State of Florida. The portfolio also documents that you have satisfactorily passed all of the major assignments in the EPI courses.

**II. Content:**

The portfolio should contain revised learning artifacts and/or assignments from each of your EPI courses. The artifacts and/or assignments should reflect your competency on each of the Florida Educator Accomplished Practices (NOTE: One artifact may exemplify more than one competency.). Any evaluation rubric used to evaluate the artifact should also be included. In addition to the artifacts and/or assignments, your portfolio should contain a copy of the lesson plan used for your teaching demonstration and a copy of your teaching demonstration evaluation.

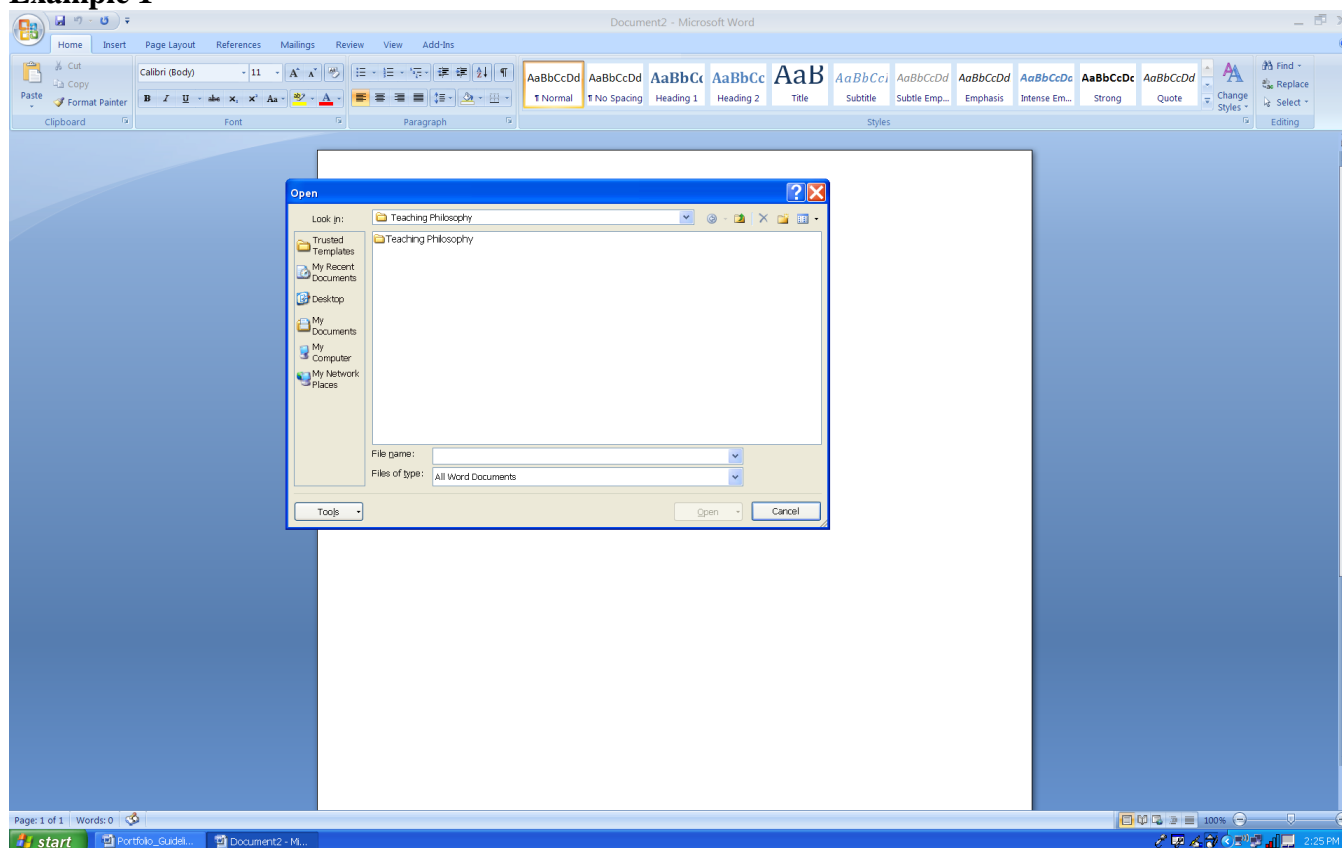
**III. Organization of Portfolio:**

Your portfolio should be organized as follows:

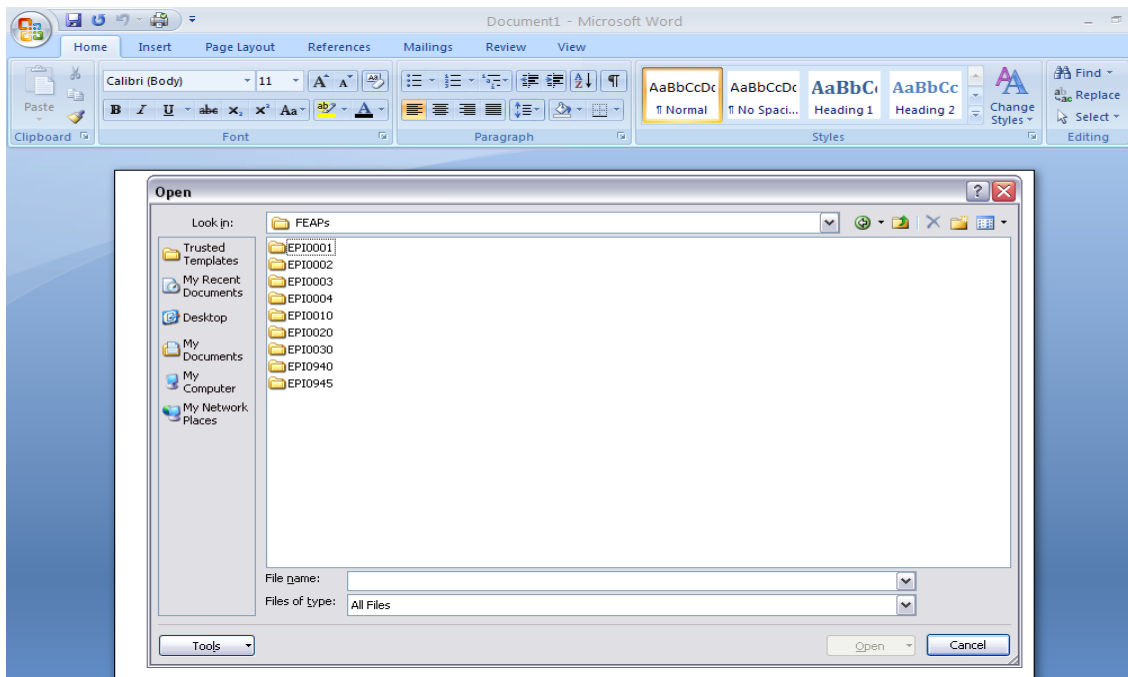
- The first folder should be called and contain your Teaching Philosophy (See Example 1).
- You should then have a folder called “FEAPs” (See Example 1). This folder will have a folder within it for each of the EPI courses (See Example 2). In each course folder, you should have an EPI **Learning Artifact Cover Page** (See page 5) and the artifacts that demonstrate the FEAPs and PECs listed in the Evaluation Form. You only need one FEAPs/PECs Artifact Cover Page for each EPI course. You must have at least one artifact or assignment from each course, but all FEAPs and PECs should be demonstrated by the artifacts contained in the portfolio.
- Finally, you should have a folder called “Teaching Demonstration.” In this section, you should have a copy of the lesson plan used for your teaching demonstration, lesson plan analysis, any handouts, quizzes, or PowerPoint presentations used during the demonstration, and a copy of the completed teaching demonstration evaluation form. If you are a current teacher, then you must scan a copy of your most recent evaluation and add it to this folder, along with the lesson plan used when you were evaluated.

<b>Folder</b>	<b>Contents</b>	
Teaching Philosophy	Teaching Philosophy	
FEAPs	<b>Folder for Each Course</b>  EPI0001 EPI0002 EPI0003 EPI0004 EPI0010 EPI0020 EPI0030 EPI0940 EPI0945	<b>Content for each Course Folder</b> EPI FEAPs Evaluation Form Artifacts/Assignments
Teaching Demonstration	Lesson Plan Lesson Analysis Teaching Demonstration Evaluation	

### Example 1



## Example 2



### **IV. Format for Learning Artifact Cover Page:**

The guidelines are meant to help you complete the portfolio requirement for EPI program. The purpose of the **Learning Artifact Cover Page** is to explain how the artifacts from each course demonstrate your mastery of specific FEAPs and PECs. Remember one artifact can demonstrate multiple FEAPs. All FEAPs and PECs should be accounted for in the portfolio (See Form Template). You should put as many artifacts as necessary to demonstrate competency.

### **V. Submitting Portfolio:**

When you are ready for your portfolio to be submitted, you must burn the portfolio to a CD, put the CD in a jewel case, and put a cover in the jewel case with **your name, VID(Student ID), and contact information**. The CD containing your portfolio should be brought or mailed to the EPI office on West Campus. The Director will only contact you if there is a problem with your portfolio.

Mailing Address:

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

**VI. EPI Learning Artifact Cover Page Format:**

The following information should be on each cover page:

1. Student Name:
2. Course Name and Number:
3. Semester Attended:
4. Instructor’s Name:
5. List of Artifacts/Assignments:
6. List of FEAP(s) and PEC(s) Demonstrated by Artifacts/Assignments:
7. A one page single-spaced reflection on how the course helped you master the FEAP(s) and PEC(s)

**VII. FEAP(s) and PEC(s)**

Florida Educator Accomplished Practices (FEAP’s):	Professional Educator Competencies (PEC’s):
<ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Communication</li> <li>3. Continuous Improvement</li> <li>4. Critical Thinking</li> <li>5. Diversity</li> <li>6. Ethics</li> <li>7. Human Development and Learning</li> <li>8. Knowledge of Subject Matter</li> <li>9. Learning Environments</li> <li>10. Planning</li> <li>11. Role of the Teacher</li> <li>12. Technology</li> <li>13. Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Communication</li> <li>3. Continuous Improvement</li> <li>4. Critical Thinking</li> <li>5. Diversity</li> <li>6. Ethics</li> <li>7. Human Development and Learning</li> <li>8. Knowledge of Subject Matter</li> <li>9. Learning Environment</li> <li>10. Planning</li> <li>11. Role of the Teacher</li> <li>12. Technology</li> <li>13. Foundations of Education</li> <li>14. ESOL</li> </ol>

**VIII: Portfolio Competency Matrix:**

The following document, the **Portfolio Competency Matrix**, is meant to assist you in identifying what competencies are covered by the artifacts/assignments in each course. It is meant to be a guide not a prescriptive outline of what must be in the portfolio.

EPI Course	Artifact	FEAPs Met	PEC Met
EPI0001 – Classroom Management	Assessment Tools	Assessment – Diagnoses Student’s readiness to learn and their individual learning needs and plans appropriate intervention strategies	1 – Assessment

	Classroom Management Plan	<p>Communication – Communicates procedures/behaviors effectively in both verbal and nonverbal styles with all students including those with handicapping conditions and those of varying cultural and linguistic background.</p> <p>Learning Environment – Manage students’ behavior in various learning environments.</p> <p>Ethics – Makes reasonable effort to protect students from conditions harmful to learning and/or to students’ mental and/or physical safety</p>	<p>6 – Ethics 9 – Learning Environment 11 – Role of the Teacher</p>
EPI0002 – Instructional Strategies	Behavior Management Approaches Paper	<p>Communication – Communicates procedures/behaviors effectively in both verbal and nonverbal styles with all students including those with handicapping conditions and those of varying cultural and linguistic background.</p> <p>Learning Environment – Manage students’ behavior in various learning environments.</p>	<p>2 - Communication 9 – Learning Environment</p>
	Lesson Plan	<p>Critical Thinking – Chooses varied teaching strategies, materials, and technologies to expand students’ thinking abilities.</p> <p>Knowledge of Subject Matter – Demonstrates a breadth of subject matter knowledge that enables students to approach, and to inter-relate topics from a variety of perspectives, interests, and points of view.</p> <p>Planning – Plans activities that promote high standards through a climate which enhances and expects continuous improvement.</p> <p>Role of the Teacher – Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.</p> <p>Human Development and Learning – Makes appropriate provisions for individual students based upon their learning styles based on needs and development levels.</p>	<p>4 – Critical Thinking 7 – Human Development &amp; Learning 8 – Knowledge of Subject Matter 10 – Planning</p>

EPI0003 – Technology	Excel Assignment	Role of the Teacher – Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.	12 - Technology
	Student Newsletter or WebQuest	<p>Planning – Plans activities that promote high standards through a climate which enhances and expects continuous improvement.</p> <p>Technology – Utilizes appropriate learning media, computer applications, and other technology to address students’ needs and learning objectives.</p>	10 – Planning 12 – Technology
EPI0004 – The Teaching and Learning Process	Standardized Test Data Analysis	Assessment – Diagnoses Student’s readiness to learn and their individual learning needs and plans appropriate intervention strategies	1 – Assessment 11 – Role of the Teacher
	Unit Plan	<p>Critical Thinking – Chooses varied teaching strategies, materials, and technologies to expand students’ thinking abilities.</p> <p>Diversity – Provides a range of activities to meet the various students’ learning styles and cultural and linguistic backgrounds.</p> <p>Human Development and Learning – Makes appropriate provisions for individual students based upon their learning styles based on needs and development levels.</p> <p>Knowledge of Subject Matter – Demonstrates a breadth of subject matter knowledge that enables students to approach, and to inter-relate topics from a variety of perspectives, interests, and points of view.</p> <p>Role of the Teacher – Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.</p>	2 – Communication 4 – Critical Thinking 5 – Diversity 7 – Human Development & Learning 8 – Knowledge of Subject Matter 14 – ESOL
EPI0010 – Foundations of Research-Based Practices in Reading	Reading Research Article Analysis	Reading	

EPI0020 – Professional Foundations	Individual Professional Development Plan	Continuous Improvement – Works to continue to development of his/her own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.	3 – Continuous Improvement
	Ethic Activity	Ethics – Makes reasonable effort to protect students from conditions harmful to learning and/or to students’ mental and/or physical safety.	6 – Ethics
	Educational Philosophy Paper		13 – Foundations of Education
EPI0030 – Diversity	Final Reflection	Diversity – Provides a range of activities to meet the various students’ learning styles and cultural and linguistic backgrounds.	5 – Diversity 14 – ESOL
EPI0940 – Professional Foundations Field Experience	Five Field Experience Reflections	Continuous Improvement – Works to continue to development of his/her own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.  Technology – Utilizes appropriate learning media, computer applications, and other technology to address students’ needs and learning objectives.	3 – Continuous Improvement 12 – Technology 13 – Foundations of Education
EPI0945 – Diversity Field Experience	Three Field Experience Reflection	Diversity – Provides a range of activities to meet the various students’ learning styles and cultural and linguistic backgrounds.	5 – Diversity 14 – ESOL