Student Handbook

Course Catalog
Our Mission

Florida Teachers of Tomorrow strives to help improve the quality of education by preparing teacher candidates to become effective educators. Through a rigorous, engaging training program, expert staff, and innovative technologies, we equip teachers with the skills necessary to make a difference in the lives of students.
A Letter from the President

At Florida Teachers of Tomorrow, we train top tier educators who positively impact their schools and communities, and are consistently recognized among their peers with awards and accolades. Our commitment to new teachers is matched only by their success in the classroom. We are excited you have chosen Florida Teachers of Tomorrow as your route to certification, and we’re ready to help you achieve your goal of a rewarding career as a teacher!

Our program, offering the most flexible and affordable route to certification, is designed to have you teaching this year. We provide a team of dedicated Program Advisors to help develop your personalized success strategy. You will receive the most relevant and effective training, giving you the confidence and knowledge to make a difference in the lives of students. Further, our program pricing is structured with a low enrollment fee and the remaining balance is only due after you begin a teaching position with full pay and benefits. Once you start teaching, we provide a professional Field Supervisor to personally guide you throughout your internship, and help ensure your success in your new career.

We pride ourselves on the ability to develop quality educators, and we look forward to the opportunity to help you be next.

Sincerely,

Vernon Reaser
President, Teachers of Tomorrow

“Our commitment to new teachers is matched only by their success in the classroom.”

- Vernon Reaser, President, Teachers of Tomorrow
Table of Contents

STUDENT HANDBOOK
Program Outline ............................... 6
Certification Areas ............................. 7
Getting Certified ............................... 8
Admission Requirements .................... 9
Pricing ............................................. 12
Policies ........................................... 14

COURSE CATALOG
Curriculum Overview .......................... 22
Course Pathways ............................... 24
Course Descriptions ......................... 28

Florida Teachers Student Handbook & Course Catalog, Volume 1
Effective February 1, 2018 – June 30, 2019
Florida Teachers of Tomorrow
618 East South Street Suite 553, Orlando, FL 32801
(866) 778-3224

LEGAL AUTHORITY AND HEADQUARTERS
Florida Teachers of Tomorrow is a subsidiary of Teachers of Tomorrow, LLC.
The national headquarters and physical address of Teachers of Tomorrow is:
5599 San Felipe Dr., Ste. 600, Houston, Texas 77056
(888) 686-3224.
The Board of Directors of Florida Teachers of Tomorrow and Teachers of Tomorrow, LLC are the following:
Vernon Reaser, Tom McKelvey, Drew Johnson,
James Jackson, Ron Packard, and Bill Hansen

ADMINISTRATORS
Vernon Reaser, President and CEO
Linley Dieringer, Sr. Executive Director of Operations
Ann Kucera, Director of Curriculum and Instruction
Dave Saba, Chief Development Officer
Lisa Ramer, Business Development Director

FACULTY
Deva Hatcher
M.A. Social Studies Education, University of Florida
B.A. History, University of Florida
Cara Adams
M.A. Curriculum and Instruction, Grand Canyon University
B.S. Elementary Education, University of Central Florida

Florida Teachers is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding licensure may be obtained by contacting the Commission at:
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
(888) 224-6684
The Florida Teachers certification preparation program delivers a solid foundation of teaching skills and strategies necessary to be an effective teacher.
Program Outline

ADMISSION
- Hold a Bachelor’s Degree or higher from an accredited institution
- U.S. Citizen or Valid Permanent Resident
- Completed free online application to Florida Teachers
- Submit copies of all college transcripts with a minimum overall 2.5 GPA and date degree conferred
- Statement of Eligibility, marked “eligible,” from the Florida Department of Education
- Background check (conducted after your authorization)
- Phone Interview with Program Advisor
- Enrollment Agreement
- Initial Deposit

UPON ADMISSION
- Successfully complete Part I: Classroom Readiness Training
  – 86 clock-hours of coursework and field experiences
- Access General Knowledge Test review
- May begin Part II: Excellence in Teaching and Learning

UPON EMPLOYMENT
- Apply for Temporary Certificate in eligible subject
- Successfully complete Part II: Excellence in Teaching and Learning Training
  – 190 clock-hours of coursework and field experiences
- Take and pass all applicable Florida Teacher Certification Exams (FTCE)
- Evaluations completed by Campus Administration, Mentor Teacher (if applicable), and Field Supervisor
- Successfully complete FEAPs portfolio
- Access to Professional Education Test review

CREDENTIAL FOR SUBMISSION FOR PROFESSIONAL CERTIFICATION
- Successfully complete two parts of coursework, including 86 clock-hours of Part I: Classroom Readiness Training, 190 clock-hours of Part II: Excellence in Teaching and Learning Training; 72 hours of field experience projects, and successfully teach a minimum of one semester. All coursework, assessments, and projects must be at the Proficient (80%) level or higher.
- Evaluations by Campus Administration, Mentor Teacher (if applicable), and Field Supervisor at “Effective” or higher
- Recommendation provided by Campus Administration AND Field Supervisor to apply for Professional Certificate
- Achieve a passing score on the General Knowledge Test
- Achieve a passing score on the Professional Education Test
- Achieve a passing score on the Subject Area Exam
Certification Areas

Elementary Certifications
Elementary Education (grades K-6)
Prekindergarten/Primary Education (grades PK–3)

Middle Level Certifications
Middle Grades English (grades 5-9)
Middle Grades General Science (grades 5-9)
Middle Grades Mathematics (grades 5-9)
Middle Grades Social Science (grades 5-9)

Secondary Level Certifications
English (grades 6-12)
Mathematics (grades 6-12)
Social Science (broad field; grades 6-12)
Biology (grades 6-12)
Chemistry (grades 6-12)
Physics (grades 6-12)
Drama (grades 6-12)
Technology Education (grades 6-12)
Marketing (grades 6-12)
Family and Consumer Science (grades 6-12)

Exceptional Students Education Areas
Exceptional Student Education (grades K-12)

Degree Career and Technical Education
Business Education (grades 6-12)

All Level K - 12 Certifications
Computer Science (grades K-12)
Art (grades K-12)
Music (grades K-12)
Humanities (grades K-12)
Health (grades K-12)

World Language Certifications
Spanish (grades K-12)
Getting Certified

Florida Teachers of Tomorrow makes the path to certification simple and achievable:

GET ELIGIBLE
The quality preparation we provide combines individualized test strategy, flexible training, and everything you need to begin your career in teaching.

START TEACHING
Teach with full pay and benefits while receiving in-classroom support from your Field Supervisor and On-Campus Mentor.

FULLY CERTIFIED
Upon successful completion of program requirements and your internship, you will become fully certified to teach in the state of Florida!

Enroll today
- Bachelor’s degree with 2.5 GPA
- Submit copy of your official transcripts
- Phone interview with Program Advisor
- Submit Statement of Status of Eligibility marked eligible
- Pay enrollment Fee

Become eligible
- Complete Classroom Readiness coursework
- Get hired

Start teaching
- Teach a minimum of one semester full time
- Receive full pay and full benefits
- Classroom support from Field Supervisor
- Take and pass applicable Florida Teacher Certification Exams (FTCE)
- Complete Excellence in Teaching and Learning Coursework
- Submit your Florida Educator Accomplished Practices (FEAPs) Portfolio
- Recommendation from Campus Administration and Field Supervisor

Fully certified!
All you need is a four year bachelor's degree in any major with a 2.5 GPA. After receiving your application, a Program Advisor will work with you to develop a winning strategy to earning your teacher certification. Our advisors will first guide you through the process of applying to the Florida Department of Education for a Statement of Status of Eligibility (SOE).

The quality preparation we provide combines individualized test strategy, flexible training, and everything you need to get hired and begin a career in teaching.

In addition to the CG-10 application, a Program Advisor will evaluate your transcripts and provide guidance on specific certification areas based on your interests and qualifications. Florida Teachers of Tomorrow will also help candidates register to take the subject area exams and the General Knowledge Test.

The Florida Department of Education (DOE) evaluates the candidate's application and determines the eligibility for a Temporary Certificate. If the candidate is not eligible for a Temporary Certificate, the DOE will outline the steps needed to become eligible for the certification. Once requirements have been fulfilled, the application is re-submitted to the Florida DOE for re-evaluation. Florida Teachers of Tomorrow provides guidance throughout this process at no cost to the candidate.

**TESTING**

We provide guidance and resources to help you prepare for state exams. You will need to pass the Subject Area Exam, General Knowledge Exam, and Professional Education Test to complete the program.
TRAINING

Developed by leading educators, our self-paced online training offers the most effective preparation for the classroom. Full access to teacher training is provided after you have met all admission requirements and are fully admitted into the Florida Teachers program.

Candidates in our teacher training program engage in a rigorous, research-based curriculum encompassing more than 348 hours of professional training. Educational leaders provide the foundation of our curriculum, including the work of Dr. Robert Marzano, Dr. Madeline Hunter, Harry Wong, Dr. Benjamin Bloom, and Dr. Eric Jensen.

Florida Teachers’ training coursework is continually updated to provide the most relevant and effective classroom preparation. More information on coursework can be found in the Course Catalog section of this document.

Effective Preparation for Today’s Classrooms

Woven throughout the training curriculum are the essential characteristics of effective teachers:

• Instructional rigor and student engagement
• Lesson preparation and content knowledge
• Instructional decision making
• Classroom management
• Child development
• Strategies for meeting the needs of all learners
• Ethics and professionalism

Teach for a minimum of one academic semester full time with full pay and benefits as the teacher of record on a Temporary Certificate. Receive ongoing support from your Field Supervisor, your on-campus mentor, and our expert Program Advisors while completing your Personalized Education Plan. Our team comes together to help you grow as an educator and guide you to full certification.

YOUR JOB OFFER

• After being offered employment as the teacher of record, you will first notify Florida Teachers by submitting an ‘I Got a Job’ form.

• Submit a request to the Florida DOE for issuance of a Temporary Certificate. Your employing school will provide information on completing your fingerprinting and background check.

• We will work with you to set-up a monthly payment plan for the remaining program balance fees.
YOUR INTERNSHIP

During this internship, you will lead your own classroom as a full or part-time teacher with full pay and benefits. You will be assigned a Field Supervisor and an On-Campus Mentor to provide support, answer questions, and help guide you through any situation that may arise. You will begin teaching on a Temporary Certificate while working towards full certification.

The following requirements are completed during the internship year:

- Teach a minimum of one semester full time as the teacher of record.
- FEAPS Portfolio: During your internship, you will need to complete all 348 hours of training coursework: 86 hours of Classroom Readiness and 190 hours of Excellence in Teaching and Learning. The online coursework includes the requirements for the FEAPS.
- Up to three Field Supervisor observations.
- Professional Educators (PEd) Test: The state exam is designed to test your knowledge of the skills and competencies that are important for beginning teachers.

At the end of your internship:

- Your Campus Principal and Field Supervisor each make a certification recommendation regarding your performance in the classroom.
- Next, Florida Teachers provides a certificate of program completion.
- Your final step to full certification is applying to the state for your Professional Certificate, including the submittal of the above documents.

Full Certification

Once you’ve successfully completed the program requirements and your internship, you will be fully certified to teach in the state of Florida!
Convenient Pricing

Teachers of Tomorrow makes the opportunity to become a teacher affordable to all with the passion to teach. Once admitted to our program, a low Initial Deposit of $295 is all you pay to begin your teacher training. You pay nothing more until you are hired as a teacher of record.

WHAT YOU RECEIVE

• Comprehensive, self-paced training program
• Testing strategy and study resources
• The largest and most professional staff in the industry at your disposal to offer personalized service and support
• The benefit of our relationships with Florida school districts, charter and private schools
• A Personalized Education Plan to track your progress toward certification
• Documentation, resources and support for your job search

YOUR INTERNSHIP

You only begin paying the remaining balance once you start your teaching job. The deferred cost of $2,700 is spread out over the internship as a salaried teacher, usually in monthly installments and always interest free.

• During this time, you receive full pay and full benefits as teacher of record from your employing school.
• Your assigned Field Supervisor supports you in the classroom and provides guidance to full certification.

The Affordable Route to Certification
OTHER COSTS

There are some additional costs to getting certified that are not included in the program and are not payable to Florida Teachers of Tomorrow. These estimated costs are those established by entities other than Florida Teachers of Tomorrow, and generally include the following:

Certification fees payable to the Florida DOE:
- Florida DOE Application (CG-10) processing fee: $75/subject area
- Fingerprinting Processing: $52.75
- Professional Certificate: $75/subject area

Exam fees payable to state testing service:
- General Knowledge Test: $130 (first attempt); $150 (retake)
- Subject Area Examination: $200 (first attempt); $220 (retake)
- Professional Education Test: $150 (first attempt); $170 (retake)
- Rental on textbooks from Amazon, Barnes & Noble, etc.: estimated $100.00 total*

*These materials are supplemental in nature and are not required for the Program

Florida Teachers of Tomorrow does not collect funds for any outside fees and is not responsible for refunding any fees paid to another entity. Additional program fees may be incurred if an extension is requested. See Extension Policy.

REFUNDS

The last day to withdraw from enrollment and receive a full refund of the Initial Deposit is ___________. Excluding the Initial Deposit, Florida Teachers will not attempt to collect the Fee from Candidate if Candidate never becomes employed as a teacher in a Florida school. Additionally, Florida Teachers will not attempt to collect the outstanding Fee remaining from Candidate if Candidate does not complete the internship. The Candidate will only pay for the days Candidate is employed under a Temporary Teaching Certificate and enrolled in the program. All refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by electronic mail, by Certified Mail, or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the Enrollment Agreement and making Initial Deposit.
3. Cancellation after the third (3rd) business day, but before the first class, results in a refund of all monies paid, with the exception of the Initial Deposit (not to exceed $150.00).
4. Cancellation after attendance has begun, through 40% completion of the program, will result in a Pro Rata refund computed on the number of hours completed to the total program hours.
5. Cancellation after completing more than 40% of the program will result in no refund.
6. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
7. Refunds will be made within 30 days of termination of students’ enrollment or receipt of Cancellation Notice from student.
STUDENT SERVICES
Florida Teachers of Tomorrow offers the following student services:

• Program Academic Advisement – We will provide candidates with program advisement, subject area test advisement, job market possibilities, admission requirements.
• Financial Aid Advisement – We do not offer financial aid.
• Personal Advisement – We provide avenues of support for candidates in their progress toward becoming a teacher.
• Placement Services – We do not place candidates in teaching positions. We support the candidate in securing employment by providing interviewing resources and notification of employment opportunities in the candidate’s certification area.

ATTENDANCE POLICY
Florida Teachers of Tomorrow is a completely self-paced, fully online program. As such, attendance is taken in a non-traditional way. Candidates may take as long as they wish to complete a course, and to complete the program. Courses may commence at any time, and candidates continue through the program at the pace that suits their lifestyle and responsibilities. Candidates receive credit for attendance in a course when they have successfully passed the course.

TRANSFER POLICY
Florida Teachers of Tomorrow will consider applications for transfers from other alternative certification preparation programs provided the intern:

• Is discharged in good standing
• Did not receive a negative evaluation from their Campus Administrator
• Was not listed as a “Finisher” for the area of certification sought with Florida Teachers of Tomorrow
• Meets Florida Teachers of Tomorrow Admission requirements including the personal interview

Florida Teachers of Tomorrow does not accept credits or coursework from other Educator Preparation Programs or university/college programs. While we accept candidates in their first year teaching on a Temporary Certificate, coursework from other programs is not transferrable into the Florida Teachers of Tomorrow program, and transfer candidates may experience some overlap in coursework. Candidates who transfer will be expected to complete the entire Florida Teachers of Tomorrow program regardless of prior coursework in another program. Florida Teachers of Tomorrow cannot award clock hours for prior learning, challenge examinations or standardized tests.

Florida Teachers of Tomorrow will release any candidate in good standing with the program into another certification preparation program that wishes to pursue their certification with another company. The Initial Deposit of $295.00 is non-refundable unless the candidate withdraws from the program within the first three business days following enrollment. Should the candidate request a transfer into another program while on a Temporary Teaching Certificate, the candidate will owe those tuition payments incurred while teaching and enrolled in the program as indicated by our refund policy.
WITHDRAWAL POLICY

Florida Teachers of Tomorrow allows withdrawal from the program if the candidate no longer wishes to pursue alternative certification. If a candidate is currently teaching on a Temporary Certificate and plans to maintain employment as an educator, the candidate may be released from the program and allowed to transfer into another certification preparation program. The candidate will owe tuition for the time the candidate was employed by a district and enrolled in the Florida Teachers of Tomorrow program.

Florida Teachers of Tomorrow will maintain the candidate’s file indefinitely and evaluate eligibility for re-admission on a case by case basis.

EXTENSION POLICY

It is the goal and the expectation of Florida Teachers of Tomorrow that candidates complete both the requirements of training and those required by the Florida Department of Education within 12 months of obtaining employment in a K-12 public, private or charter school. Should a candidate be unable to fulfill the requirements to apply for a Professional Certificate within that time, the candidate may request an extension. Extensions are not included in the cost of the program and will incur further program costs. Extensions are only granted between the first and second year of teaching on a Temporary Certificate.

Candidates may request an extension for two reasons: 1) in order to complete program and Department of Education requirements, or 2) in order to further refine teaching skills as evidenced by the District Administrator evaluation. See below for further information regarding each type of request.

I. Incomplete Requirement Extension of Program

This is the most common type of extension. It occurs when a candidate’s full year of teaching is about to conclude and they have not completed all of the requirements necessary to gain a Professional Certificate. In order to continue in the classroom, a written request must be made for additional time to complete any outstanding requirements listed on the Personal Education Plan in order to apply for a Professional Certificate. The candidate must be in good standing with the program and the employing school and/or district.

Additional fee: $1800.00
II. Principal/District Extension Request

This type of extension typically occurs when teaching evaluations are rated as “Effective: Emerging”, rather than “Effective: Proficient”. This type of extension is approved only in the second full year of teaching on the Temporary Certificate, and if the teaching contract has been renewed for a second year. To obtain this extension, the Campus Administrator must approve the request for an extension. This indicates that the Principal believes the candidate has the skills necessary to become a proficient teacher given additional time. The candidate will be required to complete targeted training in the areas of deficit, and pay additional fees associated with the extension over the course of the second year. **Additional fee: $2500.00**

PLEASE NOTE: ALL TYPES OF EXTENSIONS REQUIRE FIELD SUPERVISOR OBSERVATIONS FOR THE ENTIRE TIME OF THE EXTENSION.

DISCHARGE POLICY

Florida Teachers of Tomorrow reserves the right to discharge any candidate from the program at any time for reasons that include, but are not limited to:

- Receiving a “not certify” on end of internship recommendation
- Termination or release by school district
- Resignations without sufficient notice to school and/or district
- Resignations that result in certificate sanction by school and/or district
- Resignations that are not conducted in a manner that maintains a candidate’s status of good standing with a school and/or district
- Resigning from more than one school or district throughout a candidate’s entire certification process.
- Violation of code of ethics
• Any result from state and/or school/district criminal background checks that prevent applicant from teaching
• Violation of the Statement of Academic Integrity

Candidates have the right to appeal this decision. To appeal a discharge, the following procedures will be followed:

Receive and Acknowledge
Florida Teachers of Tomorrow will receive formal appeals via writing either by mail, fax, email or electronic website submission. Any appeal of a discharge must occur within 3 days of the discharge. The formal written appeal must indicate why the candidate was discharged, and why the candidate believes the discharge should be overturned. A response is sent via email within 3 business days of acknowledgment that the appeal was received and under review by a team of directors.

Inquiries and Interview
A meeting will be scheduled to hear the appeal of the candidate within 10 days of the discharge. The appeal is heard by a team of directors. All documents and concerns are reviewed and investigated. All aspects of the appeal, both internal and external, are followed up to ensure that the key facts are identified and clarified.

Resolution
Once the investigation has been completed and the appeal has been heard, the Florida Teachers of Tomorrow team of directors will ensure the final resolution is clear, fair and follows all company policies. The decision of the Florida Teachers of Tomorrow team of directors is final. The candidate will receive a written notice of resolution within 10 days of the hearing.

ACADEMIC INTEGRITY
Statement of Academic Integrity
At Florida Teachers of Tomorrow, we’re proud of the personal commitment and relationship we have with each of our candidates and interns. Our success is contingent on the candidate’s success, not only through completion of the certification process, but through the representation of our program as the leading source of the finest professional, innovative, and honorable educators in the state of Florida.

Our relationship with the candidate is founded on the basic principles of mutual respect, accountability, and responsibility. As a teacher in the state of Florida, candidates are bound by the Educator’s Code of Ethics and Standards under the Florida Administrative Code Rule 6A-10.081. As stated within, (1.c),
“Aware of the importance of maintaining the respect and confidence of one’s colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.” These are the core tenets that define the candidate as a teacher, a role model, and as a person in a position of public trust in the community. Please take some time to review these standards: http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.stml

Academic integrity is a fundamental measure of the candidate’s commitment to Florida Teachers of Tomorrow, the community, and the profession. Florida Teachers of Tomorrow expects that all candidates demonstrate the utmost integrity in all aspects and requirements of the certification process, including those conducted in an electronic or online format.

Examples of violations of the standard of academic integrity:

- Cheating on an exam or quiz
- Submitting the work of others as the candidate’s own
- Falsifying records
- Having others complete requirements on the candidate’s behalf
- Sharing answers or work with others

Any candidate or intern found to be engaged in academic dishonesty and/or in violation of the principles addressed in the Principles of Ethical Conduct for the Education Profession in Florida may be immediately released from the program and jeopardize their employment as an educator.

COMPLAINT POLICY

Florida Teachers of Tomorrow strives to be fair, unbiased, and consistent in the implementation of all program policies, procedures and actions.

Receive and Acknowledge

Florida Teachers of Tomorrow will receive formal complaints via writing either by mail, fax, email or electronic website submission. Florida Teachers of Tomorrow will not respond to any anonymous complaints. A response is sent via email within 10 business days of acknowledgment that the complaint was received and under review by a team of directors. The email will also indicate that an investigation is going to be opened and the sender will receive a written response within 30 business days of receipt of complaint.

Inquiries and Investigation

The complaint is reviewed by a team of directors internally. All documents and complaints are reviewed and investigated. All aspects of the complaint, both internal and external, are followed up to ensure that the key facts are identified and clarified.

Resolution

Once the investigation has been completed, the Florida Teachers of Tomorrow team of directors will ensure the final resolution is clear, fair and follows all company policies.

A written resolution will be provided to the complainant as well as a copy of original complaint.

Response to Customer

Florida Teachers of Tomorrow will respond to the customer within the time frame promised.

If the resolution has not been reached within the time frame promised, the customer shall be notified by phone to request an
extended deadline. If the complainant is not satisfied with the complaint process or resolution, they will be notified that they can file a complaint against the program with:

**The Commission for Independent Education**

325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400

**PHYSICAL FACILITIES**

Our office facility is located at 618 East South Street Suite 553, Orlando, FL 32801. This administrative office serves candidates who wish to speak directly with a program advisor. Classes are not held in our offices. The 121 square foot office houses the Florida Program Director and two program advisors, as well as electronic equipment hosting student records and portfolios.

The Florida Teachers of Tomorrow Certification Preparation Program may be completed fully online. As a service to candidates, optional workshops are offered periodically. These workshops are held in conference centers and are typically held on consecutive Saturdays and weeknights in locations where there is the greatest demand. Candidates are notified each time a new series of optional workshops are offered, with the time and location to be announced. There is no charge for attending these live workshops, and workshops are not required in order to complete the program.

**LICENSURE, ACCREDITATION, TRANSFERABILITY OF COURSEWORK**

Florida Teachers of Tomorrow is licensed to operate in Florida by the Commission for Independent Education. Florida Teachers of Tomorrow has engaged in the accreditation process for the Council for the Accreditation of Educator Preparation (CAEP), having submitted our Phase II application in January of 2017. The process for accreditation is a five-year process, and Florida Teachers of Tomorrow is in year two of the process.

Florida Teachers of Tomorrow is an approved private Educator Preparation Institute by the Florida Department of Education, Bureau of Educator Recruitment, Development & Retention, and is not affiliated with any university or state college. Candidates engage in coursework which prepares them to sit for the Florida Teacher Certification Exam and a Professional Certificate, although no guarantees of employment or success are provided, either explicitly or implicitly.

Private Educator Preparation Institutes are not universities or colleges, and coursework may not transferrable to other institutions and may not be used for post-baccalaureate or graduate credit. It is the candidate’s responsibility to determine if credits earned through the Florida Teachers of Tomorrow Education Preparation Program are transferrable. Florida Teachers of Tomorrow does not accept credits or coursework from other Educator Preparation Programs or university/college programs. Candidates do not receive clock hour credits for prior learning, challenge examinations or standardized tests. All coursework must be completed through the Florida Teachers of Tomorrow program.

Because Florida Teachers of Tomorrow is unaffiliated with a university or state college, students are not eligible for Title IV federal financial assistance or state student financial assistance.

**EMPLOYMENT PLACEMENT SERVICES**

It is the responsibility of the individual candidate to seek and obtain employment in local school districts, private and/or charter schools. Florida Teachers of Tomorrow will advise candidates to seek teaching certifications and endorsements that are in high need content areas, if the candidate is interested and qualified in teaching those subjects. However, Florida Teachers of Tomorrow believes it is in the best interest of the candidate, and the students they will teach, to select a subject
area to teach that they are personally interested in, and have advanced training in, as evidenced by their transcript. Florida Teachers of Tomorrow works diligently to develop strong partnerships with area school districts, but it is up to the individual student to obtain employment. Florida Teachers of Tomorrow does not place candidates in teaching positions.

**ACADEMIC CALENDAR AND ADMINISTRATIVE SCHEDULES**

Florida Teachers of Tomorrow has rolling admissions and course initiation. Candidates may begin coursework at any time. Candidates have up to three years from the date of the issuance of a Temporary Certificate from the Department of Education to complete all coursework and requirements for Professional Certification. The majority of candidates complete the requirements for full Professional Educator Certification within one calendar year.

Florida Teachers of Tomorrow offices are open from 8:00 a.m. to 6:00 p.m., Monday through Friday. Offices will be closed the following dates*:

- New Years Day (January 1)
- Good Friday (Friday before Easter)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Day before Thanksgiving
- Day after Thanksgiving
- Christmas Eve (December 24)
- Christmas Day (December 25)

*A recognized holiday that falls on a Saturday will be observed on the preceding Friday. A recognized holiday that falls on a Sunday will be observed on the following Monday.
Course Catalog
Florida Teachers of Tomorrow presents a thorough, research-based curriculum designed to prepare candidates for the rigors of the 21st century classroom. All coursework requires field experiences directly relating to the course content. Coursework is scored through assessments, including multiple choice, conditional true/false and short essay, as well as field observations, discussion boards, research papers and interviews. Candidates must score 80% on all assessments prior to progressing to the next course.

ORGANIZATION OF THE CURRICULUM

Coursework will include the all of courses listed below. Candidates must follow the Personal Education Plan in its entirety for successful completion of the 348 clock-hour program. Candidates will be provided feedback on all assessments and assignments. Following completion of all coursework, candidates will select artifacts representing growth and submit to the program as evidence of mastery. All assessments, formative and formal, as well as reflection papers, research papers and observation reports are housed with Florida Teachers of Tomorrow, and are available at any time to the candidate, program personnel, field supervisors, mentor teachers, and administrators upon request.

The curriculum is organized around six main constructs for learning, delivered in two segments or parts. Part I is Classroom Readiness Training and is 86 clock hours of coursework and field-based experiences. Part II is Excellence in Teaching and Learning and is 190 clock hours of coursework, field-based experiences and an internship in a K-12 public, private or charter school. The field experiences are made up of 72 hours of field experience projects. The candidate must complete Part I before continuing to Part II.

Part I: Classroom Readiness Training

- The Teacher: Qualities of Effective Teachers, and The Code of Ethics for Professional Educators
- Understanding The Learner: Child Development and Motivation to Learn or Adolescent Development and Motivation to Learn, Special Populations in the Classroom, and Meeting the Needs of All Learners
- Effective Lesson Planning: Understanding Rigor, The Florida Academic Standards, Elements of Effective Lesson Planning
- Effective Instruction and Assessment: Elements of Effective Instruction, Questioning Strategies and Feedback, Formal Assessment, Reading for the Elementary Teacher or Reading for the Secondary Teacher
- Elements of an Effective Learning Environment: Theories of Classroom Management, Techniques of Classroom Management, Applying Classroom Management Strategies, and Developing a Respectful Learning Environment

Part II: Excellence in Teaching and Learning

- The Teacher: Educator Professionalism, and Community of Learners
- Understanding The Learner: Strategies for Teaching English Language Learners, and Strategies for Teaching Exceptional Students
• Effective Lesson Planning: Digital Tools in Today’s Classroom, Using Data to Inform Instruction, The Integrated Curriculum, Materials and Resource in the Classroom, Accommodating Instruction for All Learners

• Effective Instruction and Assessment: Teaching Strategies that Work, Differentiating Instruction, Research-based Practices for Literacy Development, Mathematical Practices in the Classroom, Content Area Literacy Instruction

• Elements of an Effective Learning Environment: Mental Health Issues in Schools

• Applied Teaching and Learning: Methods of Teaching Content, and Applied Teaching and Learning

One additional course is included in the program. Preparation Resources for the Florida General Knowledge Test (GKT) is designed to prepare candidates to take the GKT, one of the first steps in the teacher certification process. Candidates are provided resources for reviewing assessed content, practice tests to identify areas of strength and needed review, and targeted review resources for identified areas of need. This course is supplemental and is not part of the required course hours.

CREDIT DEFINITIONS

Courses are identified through a unique identifying system. The course numbering system signifies both the part of training when the course is taken, and the construct of the training as identified above. The following definitions apply:

FLCR – Florida Classroom Readiness

FLTL - Florida Teaching and Learning

FLMT – Florida Methodology

FLNT – Internship

Courses in the 200 range are courses relating to the Teacher; the 300 range relate to the Learner, the 400 range relate to Lesson Planning, Instruction and Assessment, the 500 range relate to the Learning Environment, the 800 range relate to professional certification examination preparation, and the 700 range relate to methodology coursework and the Comprehensive Projects and Assessments.

Courses are awarded credit based on an 80% mastery rate of skills and knowledge. Satisfactory academic progress is defined as achieving 80% mastery or better on each of the course objective assessments, and achieving “proficient” on subjective assessments. Candidates are not able to progress in the course without achieving satisfactory academic progress as defined above. Since candidates progress at their own rate, there is no penalty for retaking lessons or courses until satisfactory academic progress is achieved. There is no probationary period or suspension period for unsatisfactory progress. Candidates are provided instructor and advisor support when necessary to progress in a timely manner. Credits are posted to the candidate’s transcript when the candidate has passed the course, and are indicated with a “P” on the transcript. No score is posted until the candidate has achieved either an 80% or better or “proficient” rating on subjective assessments.

Courses are defined in clock-hours, which include both coursework and field-based experiences. One unit of credit is equal to one clock hour. For example, a 7 clock hour course is 7 credits. There are 348 total credits in the program.
# Course Pathway: Elementary

## PHASE I: CLASSROOM READINESS TRAINING - 86 Clock Hours

<table>
<thead>
<tr>
<th>Course Order</th>
<th>Course</th>
<th>Title</th>
<th>Course Hours</th>
<th>Field Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FLCR101</td>
<td>PREPARING FOR THE PROFESSION</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FLCR201</td>
<td>QUALITIES OF EFFECTIVE TEACHERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FLCR202</td>
<td>THE CODE OF ETHICS FOR PROFESSION EDUCATORS</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>FLNT700.1A</td>
<td>COMPREHENSIVE ASSESSMENT 1: THE TEACHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>FLNT700.1P</td>
<td>COMPREHENSIVE PROJECT 1: THE TEACHER</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>FLCR301</td>
<td>CHILD DEVELOPMENT AND MOTIVATION TO LEARN</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>FLCR303</td>
<td>SPECIAL POPULATIONS IN THE CLASSROOM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>FLCR304</td>
<td>MEETING THE NEEDS OF ALL LEARNERS</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>FLNT700.2AE</td>
<td>COMPREHENSIVE ASSESSMENT 2: THE LEARNER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FLNT700.2P</td>
<td>COMPREHENSIVE PROJECT 2: THE LEARNER</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>FLCR401</td>
<td>UNDERSTANDING RIGOR</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>FLCR402</td>
<td>THE FLORIDA ACADEMIC STANDARDS</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>FLCR403</td>
<td>ELEMENTS OF EFFECTIVE LESSON PLANNING</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>FLNT700.3A</td>
<td>COMPREHENSIVE ASSESSMENT 3: PLANNING EFFECTIVE LESSONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>FLNT700.3P</td>
<td>COMPREHENSIVE PROJECT 3: PLANNING EFFECTIVE LESSONS</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>FLCR404</td>
<td>ELEMENTS OF EFFECTIVE INSTRUCTION</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>FLCR407</td>
<td>READING FOR THE ELEMENTARY TEACHER</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>FLNT700.4AE</td>
<td>COMPREHENSIVE ASSESSMENT 4: INSTRUCTIONAL STRATEGIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>FLNT700.4P</td>
<td>COMPREHENSIVE PROJECT 4: INSTRUCTIONAL STRATEGIES</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>FLCR405</td>
<td>QUESTIONING STRATEGIES AND FEEDBACK</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>FLCR406</td>
<td>FORMAL ASSESSMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>FLNT700.5A</td>
<td>COMPREHENSIVE ASSESSMENT 5: ASSESSING LEARNING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>FLNT700.5P</td>
<td>COMPREHENSIVE PROJECT 5: ASSESSING LEARNING</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>FLCR501</td>
<td>THEORIES OF CLASSROOM MANAGEMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>FLCR502</td>
<td>TECHNIQUES OF CLASSROOM MANAGEMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>FLCR503</td>
<td>APPLYING CLASSROOM MANAGEMENT STRATEGIES</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>FLCR504</td>
<td>DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>FLNT700.6A</td>
<td>COMPREHENSIVE ASSESSMENT 6: THE LEARNING ENVIRONMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>FLNT700.6P</td>
<td>COMPREHENSIVE PROJECT 6: THE LEARNING ENVIRONMENT</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours:** 86 72
## Course Pathway: Elementary (continued)

### PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 190 Clock Hours

<table>
<thead>
<tr>
<th>COURSE ORDER</th>
<th>COURSE</th>
<th>TITLE</th>
<th>COURSE HOURS</th>
<th>FIELD HOURS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>FLTL201</td>
<td>EDUCATOR PROFESSIONALISM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>FLTL202</td>
<td>COMMUNITY OF LEARNERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>FLTL301</td>
<td>STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>FLTL302</td>
<td>STRATEGIES FOR TEACHING EXCEPTIONAL LEARNERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>FLTL402</td>
<td>TEACHING STRATEGIES THAT WORK</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>FLTL403</td>
<td>THE INTEGRATED CURRICULUM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>FLTL404</td>
<td>MATERIALS AND RESOURCES IN THE CLASSROOM</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>FLTL405</td>
<td>ACCOMMODATING INSTRUCTION FOR ALL LEARNERS</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>FLTL410</td>
<td>DIFFERENTIATING INSTRUCTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>FLTL407</td>
<td>DIGITAL TOOLS IN TODAY’S CLASSROOM</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>FLTL409</td>
<td>USING DATA TO INFORM INSTRUCTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>FLTL500</td>
<td>MENTAL HEALTH ISSUES IN SCHOOLS</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>FLTL701</td>
<td>RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>FLTL702</td>
<td>CONTENT AREA LITERACY INSTRUCTION</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>FLNT700.7A</td>
<td>COMPREHENSIVE ASSESSMENT 7: LITERACY ASSESSMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>FLTL708</td>
<td>MATHEMATICAL PRACTICES IN THE CLASSROOM</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>FLMT700</td>
<td>METHODS OF TEACHING ELEMENTARY CONTENT</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS: 190**
# Course Pathway: Secondary

## PHASE I: CLASSROOM READINESS TRAINING - 86 Clock Hours

<table>
<thead>
<tr>
<th>COURSE ORDER</th>
<th>COURSE</th>
<th>TITLE</th>
<th>COURSE HOURS</th>
<th>FIELD HOURS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FLCR101</td>
<td>PREPARING FOR THE PROFESSION</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FLCR201</td>
<td>QUALITIES OF EFFECTIVE TEACHERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FLC 202</td>
<td>THE CODE OF ETHICS FOR PROFESSIONAL EDUCATORS</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>FLNT700.1A</td>
<td>COMPREHENSIVE ASSESSMENT 1: THE TEACHER</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>FLNT700.1P</td>
<td>COMPREHENSIVE PROJECT 1: THE TEACHER</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>FLC302</td>
<td>ADOLESCENT DEVELOPMENT AND MOTIVATION TO LEARN</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>FLCR303</td>
<td>SPECIAL POPULATIONS IN THE CLASSROOM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>FLCR304</td>
<td>MEETING THE NEEDS OF ALL LEARNERS</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>FLNT700.2AS</td>
<td>COMPREHENSIVE ASSESSMENT 2: THE LEARNER</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FLNT700.2P</td>
<td>COMPREHENSIVE PROJECT 2: THE LEARNER</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>FLCR401</td>
<td>UNDERSTANDING RIGOR</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>FLCR402</td>
<td>THE FLORIDA ACADEMIC STANDARDS</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>FLCR403</td>
<td>ELEMENTS OF EFFECTIVE LESSON PLANNING</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>FLNT700.3A</td>
<td>COMPREHENSIVE ASSESSMENT 3: PLANNING EFFECTIVE LESSONS</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>FLNT700.3P</td>
<td>COMPREHENSIVE PROJECT 3: PLANNING EFFECTIVE LESSONS</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>FLCR404</td>
<td>ELEMENTS OF EFFECTIVE INSTRUCTION</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>FLCR408</td>
<td>READING FOR THE SECONDARY TEACHER</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>FLNT700.4AS</td>
<td>COMPREHENSIVE ASSESSMENT 4: INSTRUCTIONAL Strategies</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>FLNT700.4P</td>
<td>COMPREHENSIVE PROJECT 4: INSTRUCTIONAL STRATEGIES</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>FLCR405</td>
<td>QUESTIONING STRATEGIES AND FEEDBACK</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>FLCR406</td>
<td>FORMAL ASSESSMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>FLNT700.5A</td>
<td>COMPREHENSIVE ASSESSMENT 5: ASSESSING LEARNING</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>FLNT700.5P</td>
<td>COMPREHENSIVE PROJECT 5: ASSESSING LEARNING</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>FLCR501</td>
<td>THEORIES OF CLASSROOM MANAGEMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>FLCR502</td>
<td>TECHNIQUES OF CLASSROOM MANAGEMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>FLCR503</td>
<td>APPLYING CLASSROOM MANAGEMENT STRATEGIES</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>FLCR504</td>
<td>DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>FLNT700.6A</td>
<td>COMPREHENSIVE ASSESSMENT 6: THE LEARNING ENVIRONMENT</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>FLNT700.6P</td>
<td>COMPREHENSIVE PROJECT 6: THE LEARNING ENVIRONMENT</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS:** 86 72
Course Pathway: Secondary *(continued)*

### PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 190 Clock Hours

<table>
<thead>
<tr>
<th>COURSE ORDER</th>
<th>COURSE</th>
<th>TITLE</th>
<th>COURSE HOURS</th>
<th>FIELD HOURS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>FLTL201</td>
<td>EDUCATOR PROFESSIONALISM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>FLTL202</td>
<td>COMMUNITY OF LEARNERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>FLTL301</td>
<td>STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>FLTL302</td>
<td>STRATEGIES FOR TEACHING EXCEPTIONAL LEARNERS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>FLTL402</td>
<td>TEACHING STRATEGIES THAT WORK</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>FLTL403</td>
<td>THE INTEGRATED CURRICULUM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>FLTL404</td>
<td>MATERIALS AND RESOURCES IN THE CLASSROOM</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>FLTL405</td>
<td>ACCOMMODATING INSTRUCTION FOR ALL LEARNERS</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>FLTL410</td>
<td>DIFFERENTIATING INSTRUCTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>FLTL407</td>
<td>DIGITAL TOOLS IN TODAY’S CLASSROOM</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>FLTL409</td>
<td>USING DATA TO INFORM INSTRUCTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>FLTL500</td>
<td>MENTAL HEALTH ISSUES IN SCHOOLS</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>FLTL701</td>
<td>RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>FLTL702</td>
<td>CONTENT AREA LITERACY INSTRUCTION</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>FLNT700.7A</td>
<td>COMPREHENSIVE ASSESSMENT 7: LITERACY ASSESSMENT</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>FLTL708</td>
<td>MATHEMATICAL PRACTICES IN THE CLASSROOM</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>FLMT70X</td>
<td>METHODS OF TEACHING *CONTENT</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS: 190**
Part I: CLASSROOM READINESS TRAINING

FLCR801 General Knowledge Test Preparation
This course is designed to prepare candidates to take the GKT, one of the first steps in the teacher certification process. Candidates are provided resources for reviewing assessed content, practice tests to identify areas of strength and needed review, and targeted review resources for identified areas of need. It is highly recommended that candidates participate in this course prior to sitting for the GKT. This is a supplemental course and is not part of the required course hours.

FLCR101 Preparing for the Profession 2 hrs.
This required course prepares the prospective educator for the profession by analyzing the routes to professional educator certification including the types of certificates available. We establish an understanding of the expectations for novice educators entering the job market, and provide an overview of the resources Florida Teachers of Tomorrow provide in support of our candidates.

FLCR201 Qualities of Effective Teachers 4 hrs.
Describes the qualities of effective teachers and how those qualities relate to student achievement, the need for sound professional development, and how these qualities ultimately impact the student’s motivation to learn.

FLCR202 The Code of Ethics for Professional Educators 7 hrs.
An in-depth study of the Educator Code of Ethics, covering legal and ethical requirements for educators, as well as the standards, violations, and sanctions that are provided for in the code. Candidates are provided case studies of recent issues arising from a breach of standards or allegations, and examples of upholding versus violating standards.

FLNT700.1P Comprehensive Project 1: The Teacher 12 hrs.
This project requires the learner to apply ethical standards to situations common in schools today. Candidates are required to read and research various scenarios and identify the ethical standard possibly violated, and best practices to avoid these situations.

FLCR301/FLCR302 Child/Adolescent Development and Motivation to Learn 4 hrs.
Theories and knowledge of child/adolescent development, stages of human development, and variables of motivation to learn. Prominent theorists and their impact on instruction are discussed, including Jean Piaget, Erik Erikson, Eric Jensen, and Abraham Maslow. Six variables of motivation are considered, including extrinsic/ intrinsic motivation, level of concern, interest, knowledge of results, feeling tone, and success.
FLCR303
Special Populations in The Classroom 4 hrs.
Overview of the characteristics and needs of diverse populations in the classroom. Populations studied include those being served as English Language Learners, Special Education, Gifted and Talented, the Economically Disadvantaged, and those students identified as “At-Risk” for educational failure. Recognizing and understanding these characteristics provides a framework for intervention.

FLCR304
Meeting the Needs of All Learners 7 hrs.
Strategies for accommodating learning activities and the learning environment to meet the needs of English language learners, students served by Special Education, students served in the Gifted and Talented program, economically disadvantaged students and those students at-risk for educational failure. Candidates apply strategies for accommodating instruction and instructional activities, while maintaining alignment to the Florida standards.

FLNT700.2P
Comprehensive Project 2:
The Learner 12 hrs.
Using developmental theories and strategies learned in training, the candidate will observe at least two classrooms and apply lessons learned to the observations. The candidate must write a paper identifying the classroom teacher’s use of developmentally appropriate activities, the use of learning styles and activities planned to address multiple intelligences, motivational strategies used in the classroom, and the candidate’s overall impression of the classrooms.

FLCR401
Understanding Rigor 4 hrs.
Bloom’s Taxonomy is introduced as the key to developing critical thinking. Candidates learn to recognize different cognitive levels and questions, activities, and assessments that focus on developing students who can think critically. This course is key to understanding the Florida Standards.

FLCR402
The Florida Academic Standards 11 hrs.
Candidates are introduced to the foundation of student learning, the Florida Standards. Both the structure and sequence of the standards is examined. Candidates apply learning from Bloom’s Taxonomy to the standards and identify levels of cognitive thought required in the standards.

FLCR403
Elements of Effective Lesson Planning 7 hrs.
These courses are focused on understanding the importance of planning and delivering instruction that is aligned to state content and performance standards, developing instructional
goals and objectives that are clear, relevant, meaningful, age appropriate, and able to be assessed. The significance of vertical alignment of content is emphasized, specifically prerequisite knowledge and skills. Formulating objectives, performing task analyses, relating prior knowledge to future learning, connecting content across curriculum, and differentiating instruction are examined thoroughly as candidates are guided through the lesson planning and instructional process. Candidates plan and deliver instruction using the theoretical constructs of Robert Marzano and Charlotte Danielson.

**FLNT700.3P**
**Comprehensive Project 3: Planning Effective Lessons 12 hrs.**
Candidates begin the process of creating lesson plans by designing three lesson plans, focusing on the alignment of the learning standard to the learning objective, the assessments (both formal and informal) and the appropriate level of rigor as the lesson progresses. Candidates are also scored on an overall understanding of the elements of lesson design. This formative process includes the use of feedback and guidance from instructors and the opportunity to revise and refine the lesson plans prior to final submittal.

**FLCR404**
**Elements of Effective Instruction 6 hrs.**
These courses are focused on understanding the importance of delivering instruction that is aligned to state content and performance standards, developing instructional goals and objectives that are clear, relevant, meaningful, age appropriate, and assessing learning both informally and formally. Candidates plan and deliver instruction using the theoretical constructs of Robert Marzano and Charlotte Danielson. Candidates are taught to present content in an engaging, relevant and meaningful way, using a variety of both small group and whole group strategies.

**FLCR405**
**Questioning Strategies and Feedback 4 hrs.**
Both formal and informal assessment are the topics of this course. Candidates are introduced to the importance of feedback and the use of skillful questioning techniques. Various questioning techniques are examined, and the importance of quality feedback is emphasized.

**FLCR406**
**Formal Assessment 4 hrs.**
Candidates are exposed to a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of goals and objectives. Creating assessments that promote students’ use of self-monitoring and self-assessment is emphasized. State assessments and functionality of the state accountability system are included in this course.
FLNT700.5P
Comprehensive Project 5: Assessing Learning 12 hrs.
Continuing the formative process of lesson planning, candidates utilize feedback from previous projects and knowledge and strategies learned in coursework to include accommodations to the lesson to meet diverse student needs, the inclusion and use of appropriate second language acquisition strategies, the inclusion of questions focusing on developing students’ critical thinking skills, and the final revision and refinement of all elements of the lesson. By the end of this project, the candidate will have three well-developed lesson plans to add to their professional portfolio.

FLCR501
Theories of Classroom Management 4 hrs.
Introduction to the components of an effective classroom management plan. Candidates are provided theories behind four management styles, as well as the research behind those theories. There is a focus on creating and maintaining a positive classroom climate, promoting high expectations and respecting the diversity of students.

FLCR502
Techniques of Classroom Management 4 hrs.
This learning module addresses the teacher’s role in managing classrooms and the procedures necessary for a well-functioning classroom. The goal of this module is to focus the novice teacher’s attention on the procedures, physical environment, time management, and records management required for an effective classroom.

FLCR503
Applying Classroom Management Strategies 3 hrs.
Theories of classroom management are applied to a fictitious group of students who exhibit varying behavioral difficulties. Candidates are provided with scenarios and specific recommendations for management issues. Appropriate communication skills are also taught in this learning module.

FLCR504
Developing a Respectful Learning Environment 4 hrs.
Written from both an elementary and secondary perspective, this learning module builds on the ideas presented in the first 9 hours of classroom management. The content focuses on the importance of building relationships to influence behavior and leading voices in building a healthy social-emotional learning environment. Candidates explore case studies for the application of these advanced skills.

FLNT700.6P
Comprehensive Project 6: The Learning Environment 12 hrs.
This project incorporates two critical elements of teacher development; the identification of management strategies in the development of a positive learning environment, and the importance of family and community resources in the support of students. Candidates are asked to identify best practices in classroom management using an in-depth scenario and write a paper summarizing the strategy and the management style(s) the classroom teacher employs. Candidates are also required to identify at least five issues facing students in the 21st century, research the issues, and create a list of resources for students, teachers and parents. This list of issues and resources must be submitted as a presentation, using the technology tool of their choice.
Part II: EXCELLENCE IN TEACHING AND LEARNING

FLTL201 Educator Professionalism 4 hrs.
Building on The Code of Ethics, this course extends the concept of ethical behavior to include professionalism in the educational environment. Professional behavior between the teacher and parents, the teacher and the community, the teacher and students, and the teacher and co-workers and administration is examined in depth.

FLTL202 Community of Learners 4 hrs.
An overview of the many outside resources available to teachers and the impact these resources can have on student achievement. Engaging parents, the community, other professionals, and state support centers are tools that effective teachers utilize when addressing student needs. Additionally, these tools can provide support for novice teachers as they begin to form the framework of education as a community of learners.

FLTL301 Strategies for Teaching English Language Learners 4 hrs.
Candidates study the stages that English Language Learners progress through as they acquire the English language, how to identify best practices for teaching English Language Learners, and how to implement seven highly effective strategies for use in the classroom.

FLTL302 Strategies for Teaching Exceptional Learners 4 hrs.
Strategies are introduced for teaching exceptional learners. Candidates are taught how to utilize multi-tiered systems of support, positive behavior supports, the thirteen categories of disabilities, individual intervention plans and behavior intervention plans, effective inclusion strategies, and the importance of communicating and collaborating with parents, students and peers.

FLTL402 Teaching Strategies that Work 4 hrs.
Best practices in education such as Cooperative Learning, Thematic Instruction, Problem Based Learning, and other teaching strategies appropriate for all content areas are explored in the course. Candidates are taught the appropriate strategy for various types of instruction, both whole group and small group, and methods to motivate and engage learners are emphasized.
FLTL403
The Integrated Curriculum 4 hrs.
Candidates plan cross-curricular lessons utilizing content and standards from content areas other than their own. The importance of making connections for students, addressing rigor in varied content areas, and creating authentic assessments of multiple standards is emphasized.

FLTL404
Materials and Resources in the Classroom 7 hrs.
The selection of materials and resources for use in instruction and assessment is a critical skill for teachers. Candidates are exposed to the textbook selection process, appropriate utilization of ancillary materials, and strategies for determining developmentally appropriate materials and resources for differentiating instruction for all learners.

FLTL405
Accommodating Instruction for All Learners 7 hrs.
Strategies to meet the needs of exceptional students, English language learners, economically disadvantaged students, gifted and talented students and all struggling students are addressed in this course. Candidates utilize lesson plans, instruction and activities to plan accommodations and anticipate additional student issues.

FLTL410
Differentiating Instruction 4 hrs.
This course addresses the essential elements of differentiation as they relate to teaching and learning. Differentiation is explored through content, process, product, and context, and is designed to prepare candidates to meet the educational needs of all children. Candidates plan and adapt lessons to address students’ varied backgrounds, skills interests, and learning needs.

FLTL407
Digital Tools in Today’s Classroom 8 hrs.
Integrating technology in the classroom and utilizing technology to increase student achievement are the foundational understandings to be gained from this course. Technology is identified as a tool for learning, and students are expected to use technology tools as easily as they do pencils, scissors and paper. Various formats are studied, including the Flipped Classroom, and other resources that are available for teachers.
FLTL409
Using Data to Inform Instruction 4 hrs.
This course focuses on the importance of understanding the concept development of individual students through the use of data, and planning instruction that is individualized for each learner. Both formative and summative data is examined, and the importance of using that data to plan instruction for all learners is emphasized.

FLTL500
Mental Health Issues in Schools 9 hrs.
This module addresses various mental health issues confronted by teachers across the United States. Coursework includes common mental health impairments seen in classrooms such as attention deficit disorder, depression, conduct disorder, and other mental and emotional disorders. Strategies are taught to de-escalate situations, recognize signs of emotional distress, and crisis protocols used in extreme situations.

FLTL701
Research Based Strategies for Literacy Development 30 hrs.
Content area literacy strategies are the basis of this course. Candidates are taught strategies to teach students before, during and after reading, methods of decoding unfamiliar words, reading different text formats, and understanding the role that comprehension plays in building concept knowledge and understanding.

FLTL702
Content Area Literacy Instruction 30 hrs.
Candidates are taught comprehension strategies for engaging complex, instructional text, the importance of text discussions, strategies for developing vocabulary in the content area, reading different text formats, increasing metacognitive skills when reading, and active processes skilled readers use before, during and after engaging with text.
**FLTL708**  
**Mathematical Practices in the Classroom**  
7 hrs.  
Mathematical Practices focuses on teaching students to think critically in all content areas. Candidates focus on the eight mathematical practices taught to all Florida students and strategies for integrating mathematical thinking in all content areas.

**FLMT70X**  
**Methods of Teaching Content**  
60 hrs.  
Candidates are trained in researched-based methods specifically designed for the content area. Candidates engage in both coursework and seminars specific to their area of specialization.