

Uniform Core Curriculum

In light of the policy initiatives previously discussed and the realities of today’s classrooms, are there elements included in the uniform core curriculum that should be kept, removed, or need to be changed?

General comments: All UCC elements should apply to ITP, EPI, and DACP!

If an element is covered in the FEAPs/PECs it doesn’t need to be listed as other element-too much duplication.

Criteria for ITPs	Keep	Remove	Change	Comments
FEAPs	3/3			Can we integrate into a single set of standards for FEAPs and PECS?
PECS	2/3		1/3	Delete ESOL/Reading, already covered elsewhere
Subject Area Comps and Skills	3/3			
ESOL Requirements	3/3			
NGSSS/Common Core	3/3			
Reading Endorsement Requirements	3/3			
Other elements already covered in FEAPs/Reading Competencies				
c. Technology appropriate for the grade		2/3	1/3	Already in FEAPs
d. Reading, interpretation and use of data for student achievement		3/3		Already in FEAPs
f. Teaching strategies to meet the needs of diverse student populations	1/3	2/3		Already in FEAPs
i. Professional ethics		3/3		Already in FEAPs
k. Write and speak in a logical and understandable style with appropriate grammar	2/3	1/3		Covered in FEAP 2e

l. Recognize signs of students' difficulty with the reading and computational performance	2/3		1/3	Maybe combine with b-don't need reading but need computation Per Just Read Florida -Reading Competency 2 would adequately cover this particular element in regards to reading performance.
Other elements committee requested to keep				
a. Higher level mathematic concepts instruction for K-12 students*	3/3			Eventually reside in applicable SACS.
e. Information on the state system of school improvement and accountability	2/3	1/3		
j. Educational law	2/3	1/3		
m. Foundations and history of education (from <i>Professional Education Competencies and Skills</i>)	2/3	1/3		
Other elements committee requested to change				
b. Math computational skills acquisition and measures to improve P-12 computational performance	1/3		2/3	“understanding the process of...” For some programs Elem Ed, PK ESE
h. School Safety	1/3	1/3	1/3	Frame within context of bullying, alienation, and violence
UCC-other				ESE competencies and skills Add ESE and MTSS Using data to identify and support the behavioral and academic needs of students.

* for Elementary Education (grades K-6), Exceptional Student Education (grades K-12), PreK/Primary Education (age 3-grade 3), Mathematics (grades 6 -12), Middle Grades Mathematics (grades 5- 9), Middle Grades Integrated Curriculum (grades 5-9) only.

Field Experience & Admission Requirements

In light of the policy initiatives previously discussed and the realities of today’s classrooms, are different field experience and admission requirements necessary?

Criteria for ITPs	Keep	Remove	Change	Comments
Field/clinical experience sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.	3/3			Must be included in virtual setting. Possibility of up to 1 year for IHE.
Program faculty meet state-mandated requirements for supervision of field/clinical experiences.	3/3			
School district personnel meet state-mandated requirements for supervision of field/clinical experiences.	3/3			
Field Experience – other				Should a specific timeframe be required for EPIs to demonstrate FEAPs?
Admission Requirements	Keep	Remove	Change	Comments
Each program consistently applies state-mandated admission requirements that include:				
2.5 GPA			3/3	2.75 or 3.0 Based on requested data on benefits of higher GPA and VAM data for students
Passing General Knowledge Test	1/3 – with increase level of rigor		2/3	Harder-recommend switching to praxis
Admission Requirements – other				Remove GK requirement for graduate programs

Additional information needed

Data regarding correlation between entry GPA and VAM data.

What institutions are using the 10% waiver?