## **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?

| Criteria for ITPs                | Keep | Remove | Change | Comments |
|----------------------------------|------|--------|--------|----------|
| 11178                            |      |        |        |          |
| FEAPs                            |      |        |        |          |
|                                  |      |        |        |          |
| PECS                             |      |        |        |          |
|                                  |      |        |        |          |
| Subject Area                     |      |        |        |          |
| Comps and Skills                 |      |        |        |          |
|                                  |      |        |        |          |
| ESOL<br>Requirements             |      |        |        |          |
| Requirements                     |      |        |        |          |
| NCCCC/Common                     |      |        |        |          |
| NGSSS/Common<br>Core             |      |        |        |          |
|                                  |      |        |        |          |
| Reading                          |      |        |        |          |
| Endorsement                      |      |        |        |          |
| Requirements                     |      |        |        |          |
|                                  |      |        |        |          |
| Other Elements                   |      |        |        |          |
| a. Higher level                  |      |        |        |          |
| mathematic                       |      |        |        |          |
| concepts instruction for K-      |      |        |        |          |
| 12 students*                     |      |        |        |          |
| b. Math                          |      |        |        |          |
| computational skills acquisition |      |        |        |          |
| and measures to                  |      |        |        |          |
| improve P-12                     |      |        |        |          |
| computational                    |      |        |        |          |

|                                     | <u> </u> |     |  |
|-------------------------------------|----------|-----|--|
| performance                         |          |     |  |
| c. Technology                       |          |     |  |
| appropriate for the                 |          |     |  |
| grade                               |          |     |  |
| d. Reading,                         |          |     |  |
| interpretation and use of data for  |          |     |  |
|                                     |          |     |  |
| student<br>achievement              |          |     |  |
| acmevement                          |          |     |  |
| e. Information on                   |          |     |  |
| the state system of                 |          |     |  |
| school                              |          |     |  |
| improvement and                     |          |     |  |
| accountability                      |          |     |  |
|                                     |          |     |  |
| f. Teaching                         |          |     |  |
| strategies to meet                  |          |     |  |
| the needs of                        |          |     |  |
| diverse student                     |          |     |  |
| populations                         |          |     |  |
| g. Classroom                        |          |     |  |
| management                          |          |     |  |
| management                          |          |     |  |
| h. School Safety                    |          |     |  |
|                                     |          |     |  |
| i. Professional                     |          |     |  |
| ethics                              |          |     |  |
| j. Educational law                  |          |     |  |
| le White and angels                 |          |     |  |
| k. Write and speak in a logical and |          |     |  |
| understandable                      |          |     |  |
| style with                          |          |     |  |
| appropriate                         |          |     |  |
| grammar                             |          |     |  |
| g.w                                 |          |     |  |
| 1. Recognize signs                  |          |     |  |
| of students'                        |          |     |  |
| difficulty with the                 |          |     |  |
| reading and                         |          |     |  |
| computational                       |          |     |  |
| performance                         |          |     |  |
| m Farmilet                          |          |     |  |
| m. Foundations and history of       |          |     |  |
| education (from                     |          |     |  |
| caucation (Hom                      |          | l . |  |

| Professional Education Competencies and Skills) |  |  |
|---|--|--|
| UCC-other                                       |  |  |
| UCC-other                                       |  |  |

<sup>\*</sup> 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 highneeds schools. |      |        |        |          |
| Program faculty<br>meet state-<br>mandated<br>requirements for<br>supervision of<br>field/clinical<br>experiences.   |      |        |        |          |

| School district<br>personnel meet<br>state-mandated<br>requirements for<br>supervision of<br>field/clinical<br>experiences. |      |         |        |          |
|---|------|---------|--------|----------|
| Field Experience - other  |      |         |        |          |
| Field Experience -other   |      |         |        |          |
| Admission   | Keep | Remove  | Change | Comments |
| Requirements  |      | Remove  | Change | Comments |
|   |      | Temo ve | Change | Comments |
| Each program consistently applies statemandated admission requirements  |      |         | Change | Comments |

| Admission<br>Requirements –<br>other |  |  |
|--------------------------------------|--|--|
| Admission<br>Requirements -<br>other |  |  |

Additional information needed