

Competencies, Standards, and Conceptual Framework for University of Central Florida Teacher Education Programs
Compiled by Dr. Lance J. Tomei, Director for Assessment, Accreditation, and Data Management,
College of Education, University of Central Florida (Updated on 08/04/09)

CONCEPTUAL FRAMEWORK: The College of Education conceptual framework was revised in fall 2004. Reflective practice remains a core element of the framework. See the College of Education Web site (<http://education.ucf.edu/accreditation.cfm>) for downloadable versions of the conceptual framework in MS Word and PowerPoint formats.

COLLEGE OF EDUCATION CODE OF PROFESSIONAL CONDUCT: The College of Education Code of Professional Conduct aligns key dispositional indicators with the Florida Educator Accomplished Practices and thus facilitates the assessment of dispositions as an integral part of standards-based performance assessment. The Code is available on the College of Education Web Site at: <http://education.ucf.edu/docs/accreditation/CEDCodeofProfessionalConduct.pdf>.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES: Established in late 1996 by the State Board of Education, the 12 Florida Educator Accomplished Practices are viewed by the Florida Department of Education (DOE) as the main basis for assessing teacher performance at the *preprofessional*, *professional*, and *accomplished* educator levels. Virtually all other competencies and standards applicable to our program can be correlated to one or more of the Florida Educator Accomplished Practices (see SBE Rule 6A-5.065: <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1060033&type=1&file=6A-5.065.doc>). Benchmarks and indicators for all three levels of FEAPs are available at the following Web sites. Pre-professional: <http://www.fldoe.org/dpe/publications/preprofessional4-99.pdf>, Professional: <http://www.fldoe.org/dpe/publications/professional4-99.pdf>, Accomplished: <http://www.fldoe.org/dpe/publications/accomplished4-99.pdf>

COMPETENCIES AND SKILLS REQUIRED FOR TEACHER CERTIFICATION IN FLORIDA. COMPETENCIES and SKILLS REQUIRED for TEACHER CERTIFICATION in FLORIDA, Fourteenth Edition is available online at <http://www.fldoe.org/asp/ftce/ftcecomp.asp> and contains the latest approved revisions in requirements for demonstrating knowledge and skills in the areas of Professional Education, General Knowledge, and approved Subject Areas (certification coverage areas). The Fourteenth Edition was released during mid-summer 2009 based on May 19, 2009 State Board of Education amendments to Rule 6A-4.0021, FAC. Competencies and skills reflected in this publication are the bases for the Florida Teacher Certification Examination. The Professional Education Test is based on Section 00. The General Knowledge Test is based on Section 82. Subject Area Examinations are based on subject specific competencies and skills found in the remaining sections of this publication. UCF programs that are affected by revisions contained in the 14th edition are: Science Education (Biology 6-12, Chemistry 6-12, Physics 6-12, and Middle Grades General Science 5-9), Elementary Education K-6, Exceptional Student Education K-12, Early Childhood Education (Prekindergarten/Primary PK-3), and Social Science 6-12. NOTE: The 15th Edition will likely be released sometime during summer 2010. That future edition is expected to include revisions to Subject Area Competencies for Guidance and Counseling PK-12 and for School Psychologist PK-12.

SUNSHINE STATE STANDARDS: The Sunshine State Standards (SSS) were initially approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards are currently in the midst of a significant revision effort with “Next Generation Sunshine State Standards” already approved in some curricular areas while changes are still pending in other areas. The most current information and standards are available at: <http://www.fldoe.org/bii/curriculum/sss/>. Our candidates should be familiar with the content of the SSS that apply to the grade(s) and subject(s) they will be teaching and should know how to access those standards online.

ESOL STANDARDS: The 25 Florida Performance Standards for Teachers of English for Speakers of Other Languages are the standards for which all ESOL-infused programs (Early Childhood Education, Elementary Education, English Language Arts Education, and Exceptional Student Education) are directly accountable. Florida Educator Accomplished Practice/Professional Education Competency #5 (Diversity), and Professional Education Competency #14 (ESOL) apply to ALL programs and thus the 25 ESOL Performance Standards can be used as a means to gauge how well our programs meet the needs of English Language Learners. The 25 ESOL Performance Standards can be accessed at: <http://www.fldoe.org/aala/perstand.asp>. ESOL-infused programs are now also

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accountable for the 11 ESOL Subject Area Competencies in addition to the 25 ESOL Performance Standards. Those 11 competencies are available at:
<http://www.fldoe.org/asp/ftce/pdf/47ESOL-rev.pdf>.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) CONSTITUENTS: NCATE's Specialty Areas Studies Board has approved national guidelines for many program areas. These guidelines were developed by specialized professional associations (SPA) that are constituent members of NCATE. The current NCATE-approved SPA standards are listed below. This list represents all SPAs currently recognized by NCATE. All of these standards can be accessed through the following NCATE web site: <http://www.ncate.org/public/programStandards.asp?ch=4>.

Early Childhood Education	National Association for the Education of Young Children (NAEYC)*
Educational Communications and Technology	Association for Educational Communications and Technology (AECT)
Educational Computing and Technology	International Society for Technology in Education (ISTE)
Educational Leadership	Educational Leadership Constituent Council (ELCC)
Elementary Education	Association for Childhood Education International (ACEI)
English as a Second Language (ESL)	Teachers of English to Speakers of Other Languages (TESOL)
English Language Arts Education	National Council of Teachers of English (NCTE)
Environmental Education	North American Association for Environmental Education (NAAEE)
Foreign Languages Education	American Council on the Teaching of Foreign Languages (ACTFL)
Gifted Education	National Association of Gifted Children/Council for Exceptional Education (NAGC/CEC)
Health Education	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/ American Association for Health Education (AAHE)
Mathematics Education	National Council of Teachers of Mathematics (NCTM)
Middle Level Education	National Middle Schools Association (NMSA)
Physical Education	American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/ National Association for Sport and Physical Education (NASPE)*
Reading Education	International Reading Association (IRA)
School Library/Media Specialist	American Library Association (ALA)/American Association of School Librarians (AASL)
School Psychology	National Association of School Psychologists (NASP)
Science Education	National Science Teachers Association (NSTA)
Social Studies Education	National Council for the Social Studies (NCSS)
Special Education	Council for Exceptional Children (CEC)
Technology Education	International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)

*These SPAs have separate standards for initial and advanced programs.

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INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) CORE STANDARDS: INTASC is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. INTASC's mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers. INTASC's core standards for licensing teachers represent those principles that should be present in all teaching regardless of the subject or grade level taught and serve as a framework for the systemic reform of teacher preparation and professional development. Compliance with these standards is not (currently) a DOE indicator used in program evaluation. A close examination of the INTASC Core Standards Principles would reveal that they are very compatible with the Florida Educator Accomplished Practices, so by meeting those standards, we should also be meeting the INTASC Core Standards Principles (<http://www.ccsso.org/content/pdfs/corestrd.pdf>). INTASC is also working on new content standards in the following areas: Arts Education, Elementary Education, English Language Arts, Foreign Languages, Mathematics, Science, Social Studies, and Special Education. The latest information pertaining to these standards can be accessed at http://www.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/Projects/Standards_Development/#core.

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS): NETS are available for both students and teachers. The ISTE NETS-T (teacher standards) and Performance Indicators for Teachers are available at http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf. These have been adopted by NCATE. The main ISTE Standards Web Site is http://cnets.iste.org/teachers/t_stands.html.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS): works to strengthen the teaching profession and to improve student learning in America's schools, establishes high standards for what accomplished teachers should know and be able to do, and is continuing development of a system of advanced, voluntary certification for teachers. (<http://www.nbpts.org/about/coreprops.cfm>)