

The UPRM TPP’s conceptual framework (shared values and beliefs – see 2.2.3) is consistent with UPRM Student Learning Outcomes, Puerto Rico Professional Standards for Teachers, CAEP standards, and with InTASC 2013 performance standards. Based on current teaching-learning theory, validated neuroscience learning research, and wisdom of practice to assure that its candidates develop the knowledge, the skills, and the dispositions to be effective teachers in the PR school system, here are the ten core UPRM TPP teacher candidate proficiencies.

1.1.1b

Alignment of InTASC 2013 with UPRM TPP Candidate Proficiencies and Applicable Professional Standards					
Alignment with Applicable Professional Standards InTASC Principles 2013	Candidate Proficiencies UPRM <sup>1</sup> TPP	ISTE Teacher Standards	CAEP Standard	Puerto Rico Professional Standards for Teachers (PR-PST)	Institutional Students Learning Outcomes (SLO)
<p>LEARNER AND LEARNING InTASC 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>UPRM TPP 3. Possess knowledge of human development and learning. Prepare teachers that understand how children learn and develop so that they can provide opportunities that support their intellectual, social, and personal development promoting the integration of knowledge in all its manifestations. Prepare teachers to be consumers of sound research with the purpose of identifying fundamental strategies to encourage academic proficiency.</p>	<p>ISTE 2. Design and develop digital age learning experiences and assessments.</p> <p>2c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.</p>	<p>CAEP 1: Content and Pedagogical Knowledge 1.1 Deep understanding of: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates 3.5 Employing high exit criteria 3.6 Developing understanding of professional/ethical aspects of teaching</p> <p>CAEP 4: Program Impact 4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness</p>	<p>PRDES 2: Pedagogical Knowledge</p>	<p>By the time of graduation UPRM students will: Become an intentional learner. Demonstrate creative and critical thinking Communicate effectively Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Apply mathematical, scientific, and technology skills. Apply interpretative and integrative skills</p>

<sup>1</sup> For more detailed theoretical explanations see 2.2.3 UPRM Conceptual Framework revised 2016

<p>LEARNER AND LEARNING InTASC 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>UPRM TPP 9. Demonstrate sensitivity to diversity. Prepare teachers to recognize and value a diversity of learning styles, social and talents as well as diversity related to social, economic, and cultural experiences, intelligences and talents. Furthermore, prepare teachers to value all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin or geographical area and to respond to this diversity of learners with the variety of instructional opportunities which promote the development of critical thinking, problem solving, and performance skills of each individual.</p>	<p>ISTE 4. Promote and model digital citizenship and responsibility</p> <p>4a Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources</p> <p>4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p>	<p>CAEP 1: Content and Pedagogical Knowledge 1.1 Deep understanding of: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates 3.5 Employing high exit criteria 3.6 Developing understanding of professional aspects of teaching</p> <p>CAEP 4: Program Impact 4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness</p>	<p>PRDES 5: Diversity &amp; Special Needs</p>	<p>By the time of graduation UPRM students will: Communicate effectively.</p> <p>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.</p>
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<p>LEARNER AND LEARNING InTASC 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>UPRM TPP 6. Demonstrate community-building skills. Prepare teachers to foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being thereby encouraging the development of ethical, civic, moral and esthetic values in harmony with individual and collective necessities for achieving a culture of peace and justice.</p>	<p>ISTE 3. Model digital age work and learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</p> <p>3c Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p>	<p>CAEP 1: Content and Pedagogical Knowledge</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity</p> <p>3.4 Monitoring progression of all candidates</p> <p>3.5 Employing high exit criteria</p> <p>3.6 Developing understanding of professional aspects of teaching</p> <p>CAEP 4: Program Impact</p> <p>4.1 Completer impact on student growth and learning</p> <p>4.2 Teacher effectiveness</p>	<p>PRDES 4: Learning Environments</p> <p>PRDES 7: Technology Integration</p> <p>PRDES 8: Communication &amp; Language</p>	<p>By the time of graduation UPRM students will:</p> <p>Demonstrate creative and critical thinking.</p> <p>Communicate effectively. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.</p> <p>Apply interpretative and integrative skills.</p> <p>Relate global contexts and issues of importance to Puerto Rico</p>
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<p>CONTENT</p> <p>InTASC 4: Content Knowledge. The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>UPRM TPP 1. Possess content knowledge. Prepare teachers that understand the central concepts, tools of inquiry, and structure of their discipline in a way that they can provide learning experiences that make these aspects of the subject matter meaningful to students. Encourage teachers to seek to deepen their knowledge in their discipline, be it natural sciences, social sciences, mathematics, physical education, Spanish, English, health, humanities, business, agriculture, technology or other.</p>	<p>ISTE 1. Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>1a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>CAEP 1: Content and Pedagogical Knowledge 1.1 Deep understanding of: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates</p> <p>CAEP 4: Program Impact 4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness</p>	<p>PRDES 1: Content Knowledge</p> <p>PRDES 8: Communication &amp; Language</p>	<p>By the time of graduation UPRM students will: Demonstrate creative and critical thinking. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology. Apply interpretative and integrative skills</p>
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<p>CONTENT</p> <p>InTASC 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>UPRM TPP 4. Demonstrate creative critical thinking. Contribute to the formation of free human beings who are reflexive, creative, critical thinking individuals to whom these attributes are important in their professional, social, and personal lives.</p>	<p>ISTE 1. Facilitate and inspire student learning and creativity</p> <p>1a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>1c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes</p>	<p>CAEP 1: Content and Pedagogical Knowledge</p> <p>CAEP 2: Clinical Partnership and Practice</p> <p>2.3 High quality clinical practice</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity</p> <p>3.4 Monitoring progression of all candidates</p> <p>3.5 Employing high exit criteria</p> <p>3.6 Developing understanding of professional aspects of teaching</p> <p>CAEP 4: Program Impact</p> <p>4.1 Completer impact on student growth and learning</p> <p>4.2 Teacher effectiveness</p>	<p>PRDES 2: Pedagogical Knowledge</p> <p>PRDES 7: Technology Integration</p> <p>PRDES 8: Communication &amp; Language</p>	<p>By the time of graduation UPRM students will:</p> <p>Communicate effectively</p> <p>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.</p> <p>Apply mathematical, scientific, and technology skills.</p> <p>Apply interpretative and integrative skills.</p> <p>Show moral autonomy and develop a sense of wellbeing.</p> <p>Practice civic virtue.</p> <p>Value diversity</p>
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<p>INSTRUCTIONAL PRACTICE  InTASC 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>UPRM TPP 7. Assessment of student learning. Prepare teachers to use formal and informal assessment strategies to provide experiences that contribute to the continuous intellectual, social and physical development of each learner. Use the evaluation process to improve the quality and effectiveness of the teaching-learning process.</p>	<p>ISTE 2. Design and develop digital age learning experiences and assessments  2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>CAEP 2: Clinical Partnership and Practice  2.1 Effective Partnership  2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity  3.5 Employing high exit criteria  3.6 Developing understanding of professional aspects of teaching</p> <p>CAEP 4: Program Impact  4.1 Completer impact on student growth and learning  4.4 Satisfaction of completer  4.3 Satisfaction of employer</p>	<p>PRDES 6:  Evaluation &amp; Assessment</p>	<p>By the time of graduation UPRM students will:  Communicate effectively. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.  Show moral autonomy and develop a sense of wellbeing.  Practice civic virtue.</p>
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<p>INSTRUCTIONAL PRACTICE  InTASC 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>UPRM TPP 2. Possess pedagogical content knowledge. Develop pedagogical content knowledge and an understanding of a broad variety of active methodologies of teaching learning that allows planning instruction that reflects professional standards and curriculum goals.</p>	<p>ISTE 2. Design and develop digital age learning experiences and assessments.  Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.</p> <p>2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>	<p>CAEP 2  Clinical Partnership and Practice  2.2 Effective partnership  2.3 High quality clinical practice</p> <p>CAEP 5 Provider Quality Assurance and Continuous Improvement  5.5 Stakeholder / partner involvement</p>	<p>PRDES 3:  Instructional Strategies</p>	<p>By the time of graduation UPRM students will:  Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.  Show moral autonomy a develop a sense of wellbeing. They identify, evaluate, and review social norms and other regulatory standards with critical thought.</p>
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<p>INSTRUCTIONAL PRACTICE InTASC 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>UPRM TPP 8. Demonstrate caring dispositions. Prepare teachers to confront new challenges, social as well as educational, and to contribute to the improvement of Puerto Rico and the world. Further, prepare teachers that can promote worthwhile personal relationships that provide stability, trust, and caring in order to increase learners' sense of belonging, self-respect and self-acceptance, and generate a positive climate for learning.</p>	<p>ISTE 1. Facilitate and inspire student learning and creativity 1a. Model collaborative knowledge construction engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>	<p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students  CAEP 3: Candidate Quality, Recruitment and Selectivity 3.6 Developing understanding of professional/ethical aspects of teaching</p>	<p>PRDES 3: Instructional Strategies  PRDES 7: Technology Integration</p>	<p>By the time of graduation UPRM students will: Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.  Relate global contexts and issues of importance to Puerto Rico.  Show moral autonomy and develop a sense of wellbeing.  Practice civic virtue.</p>
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<p>PROFESSIONAL RESPONSIBILITY InTASC 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>UPRM TPP 10. Demonstrate reflective practice. Empower teachers to keep abreast of educational innovations and promote the commitment to continual learning in order to meet the technological, educational, scientific, social, and cultural demands of the working world. Develop the reflective habits of continual evaluation of the effectiveness of classroom practices that lead to continuous professional development.</p>	<p>ISTE 4. Promote and model digital citizenship and responsibility 4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources 4b. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <p>ISTE 5 Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</p>	<p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment and Selectivity 3.6 Developing understanding of professional/ethical aspects of teaching</p>	<p>PRDES 11: Professional Development</p> <p>PRDES 10: Information Management</p>	<p>By the time of graduation UPRM students will: Communicate effectively.</p> <p>Show moral autonomy and develop a sense of wellbeing.</p> <p>Practice civic virtue.</p> <p>Value diversity.</p>
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<p>PROFESSIONAL RESPONSIBILITY InTASC 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>UPRM TPP 5. Exhibit comprehensive formation. Communication leadership skills - Contribute to the comprehensive formation of a human being by developing his or her intellectual, emotional, and psychological abilities and his or her communication and leadership skills, as well as esthetical and ethical values. Prepare teachers to use effective verbal, nonverbal, and the use of technology to foster active inquiry, collaborations, and supportive interaction.</p>	<p>ISTE 5. Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</p> <p>ISTE 2a Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. 2b Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</p>	<p>CAEP 4: Program Impact 4.3 Employer satisfaction 4.4 Completer satisfaction</p>	<p>PRDES 9: Community &amp; Family  PRDES 11: Professional Development</p>	<p>By the time of graduation UPRM students will: Became an intentional learner.</p>
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Sources:  
 UPRM TPP – 2.2.3 UPRM TPP Conceptual Framework Candidate Proficiencies revised 2016  
 InTASC – Interstate Teacher Assessment and Support Consortium 2013  
 ISTE – International Society for Technology in Education Teacher Standards 2008  
 CAEP – Council of Accreditation of Educators Preparation Standards 2013  
 PR-PST – Puerto Rico Professional Standards for Teachers 2008 ([http://www.de.gobierno.pr/files/Estandares\\_Profesionales\\_de\\_los\\_Maestros\\_de\\_Puerto\\_Rico\\_2008.pdf](http://www.de.gobierno.pr/files/Estandares_Profesionales_de_los_Maestros_de_Puerto_Rico_2008.pdf))