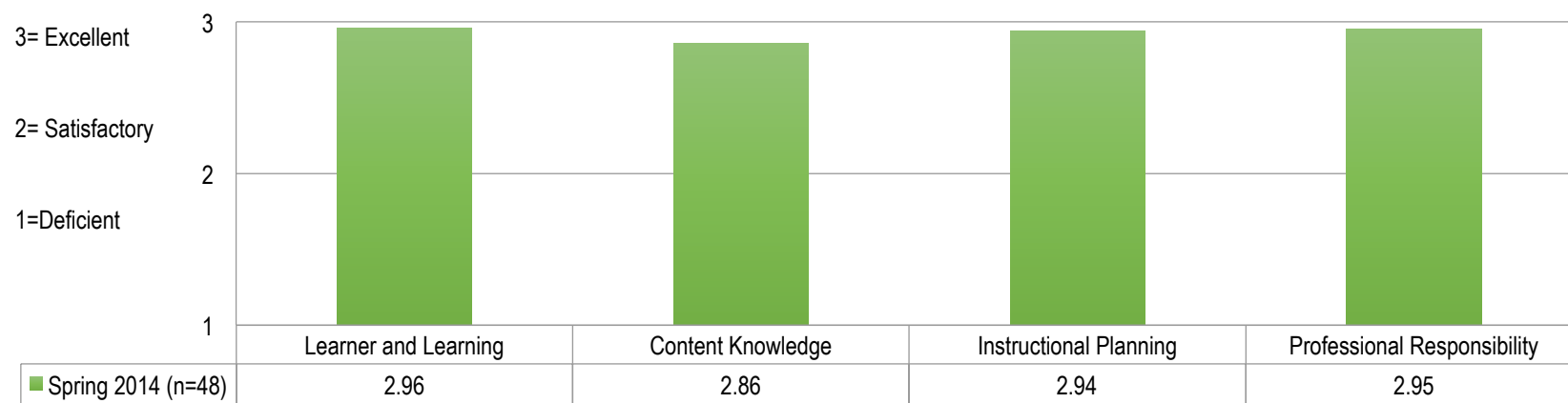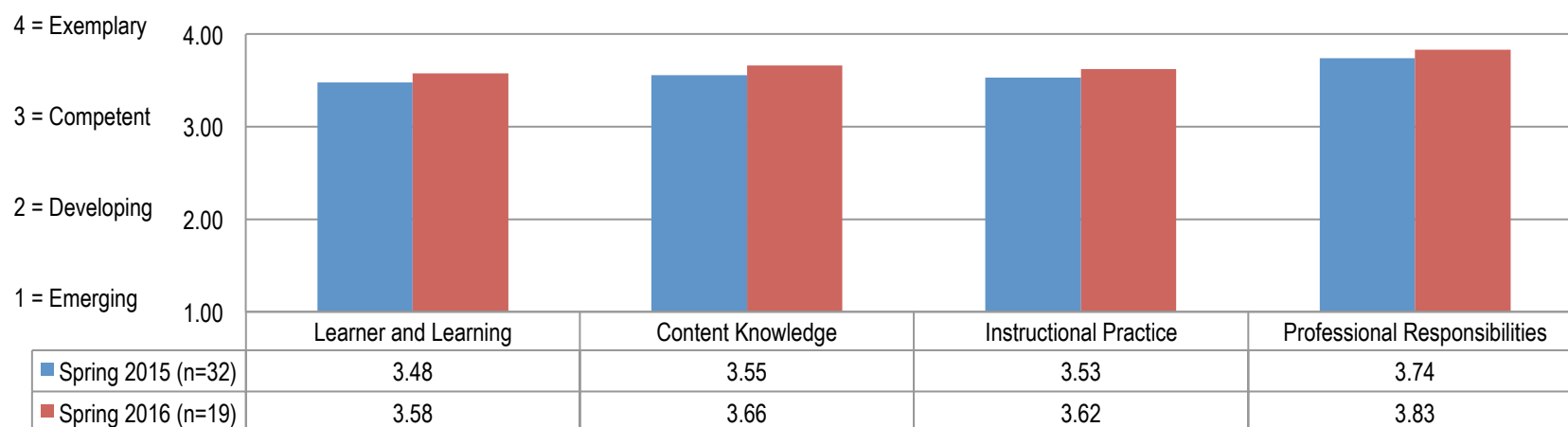# InTASC categories assessed on the Classroom Observation Instruments

Teacher Candidate Mean InTASC category scores: old Classroom Observation Instrument (Spring 2014)

3= Excellent

2= Satisfactory

1=Deficient

	Learner and Learning	Content Knowledge	Instructional Planning	Professional Responsibility
■ Spring 2014 (n=48)	2.96	2.86	2.94	2.95

Teacher Candidate Mean InTASC category scores: revised Classroom Observation Instrument (Spring 2015 & 2016)

4 = Exemplary

3 = Competent

2 = Developing

1 = Emerging

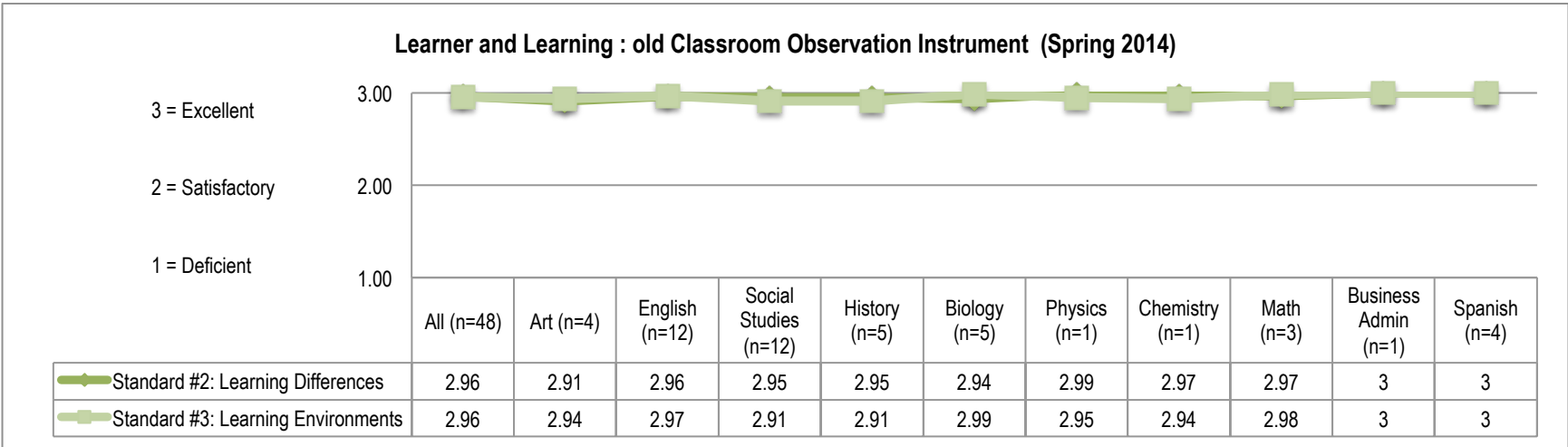|	Learner and Learning	Content Knowledge	Instructional Practice	Professional Responsibilities
■ Spring 2015 (n=32)	3.48	3.55	3.53	3.74
■ Spring 2016 (n=19)	3.58	3.66	3.62	3.83

The UPRM TPP collected samples of the Classroom Observation Instrument (1.1.2) evaluations over the three spring semesters from 2014 to 2016. The samples are the final (end of semester - Transition Point 4) evaluations of 99 candidates in 8 licensure areas by their university supervisors. The Classroom Observation Instrument used in spring 2014 included 78 items evaluated on a 1 to 3 scale. The revised Instrument used in spring 2015 and 2016 included 28 items evaluated on a 1 to 4 scale. Each version was aligned with InTASC standards. The table below shows the number of candidates in nine licensure areas as well as the total for each semester. On both versions of the Classroom Observation Instrument 100% of the teacher candidates demonstrated target level understanding and performance in each of the four categories of the ten InTASC standards: Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. The collected evaluations include 48 (87%) of the 55 spring 2014 TPP candidates in teaching practice, 32 (71%) of 45 spring 2015 TPP candidates in teaching practice, and 19 (61%) of 31 spring 2016 candidates in teaching practice.
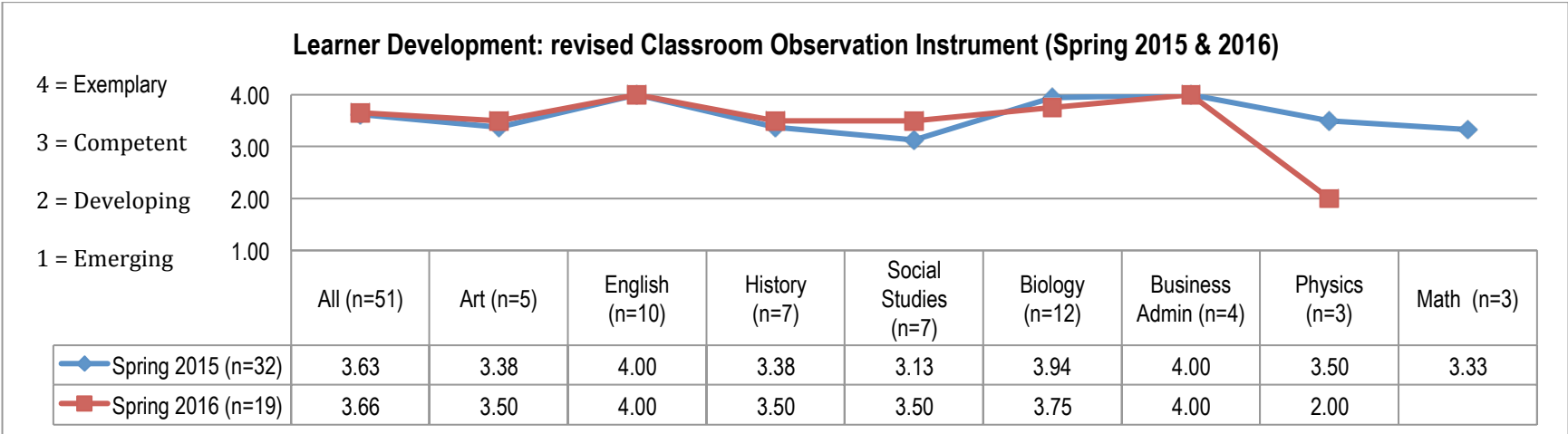
Candidate Sample (n)	All	Art	English	Social Studies	History	Biology	Physics	Chemistry	Math	Business Administration	Spanish
Spring 2014	48	4	12	12	5	5	1	1	3	1	4
Spring 2015	32	4	5	4	4	8	2	0	3	2	0
Spring 2016	19	1	5	3	3	4	1	0	0	2	0
TOTAL	**99**	**9**	**22**	**19**	**12**	**17**	**4**	**1**	**6**	**5**	**4**

I. InTASC Learner and Learning (Classroom Observation Instrument data)
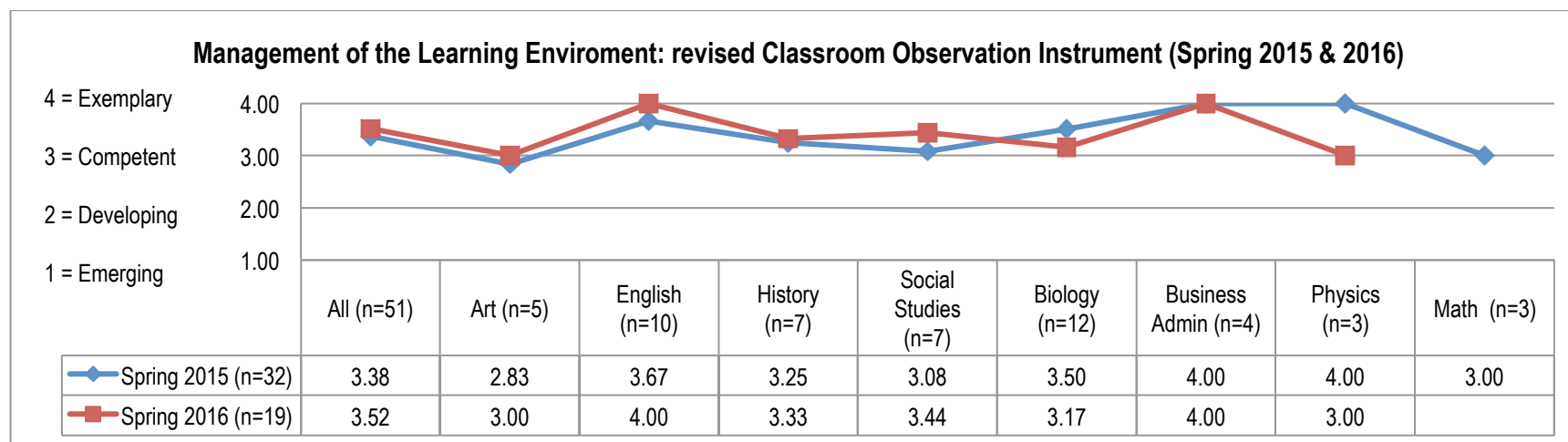
The following chart compares average UPRM Teacher Candidate scores across licensure areas on all aspects of Learner and Learning included in the 2014 Classroom Observation Instrument. The 48 candidate spring 2014 cohort sample rated excellent on 98% of the instances in which they were evaluated on some aspect of Learner and Learning in the classroom during their teaching practice.

Learner and Learning : old Classroom Observation Instrument (Spring 2014)

3 = Excellent

2 = Satisfactory

1 = Deficient

	All (n=48)	Art (n=4)	English (n=12)	Social Studies (n=12)	History (n=5)	Biology (n=5)	Physics (n=1)	Chemistry (n=1)	Math (n=3)	Business Admin (n=1)	Spanish (n=4)
Standard #2: Learning Differences	2.96	2.91	2.96	2.95	2.95	2.94	2.99	2.97	2.97	3	3
Standard #3: Learning Environments	2.96	2.94	2.97	2.91	2.91	2.99	2.95	2.94	2.98	3	3

The following chart compares average UPRM Teacher Candidate scores across licensure areas on the Learner Development aspects of Learner and Learning included in the revised Classroom Observation Instrument for 32 candidates in spring 2015 and 19 candidates in spring 2016. With the exception of one physics teacher candidate in spring 2016, the candidates scored Competent or better in the Learner Development category.

Learner Development: revised Classroom Observation Instrument (Spring 2015 & 2016)

4 = Exemplary

3 = Competent

2 = Developing

1 = Emerging

|	All (n=51)	Art (n=5)	English (n=10)	History (n=7)	Social Studies (n=7)	Biology (n=12)	Business Admin (n=4)	Physics (n=3)	Math (n=3)
Spring 2015 (n=32)	3.63	3.38	4.00	3.38	3.13	3.94	4.00	3.50	3.33
Spring 2016 (n=19)	3.66	3.50	4.00	3.50	3.50	3.75	4.00	2.00	

The following chart compares average UPRM Teacher Candidate scores across licensure areas on the Management of the Learning Environment aspects of Learner and Learning included in the revised Classroom Observation Instrument for the spring 2015 and spring 2016 candidates. All but one art candidate in spring 2015 scored Competent or better in Management of the Learning Environment.

Management of the Learning Enviroment: revised Classroom Observation Instrument (Spring 2015 & 2016)

4 = Exemplary   4.00
3 = Competent   3.00
2 = Developing   2.00
1 = Emerging   1.00

	All (n=51)	Art (n=5)	English (n=10)	History (n=7)	Social Studies (n=7)	Biology (n=12)	Business Admin (n=4)	Physics (n=3)	Math (n=3)
Spring 2015 (n=32)	3.38	2.83	3.67	3.25	3.08	3.50	4.00	4.00	3.00
Spring 2016 (n=19)	3.52	3.00	4.00	3.33	3.44	3.17	4.00	3.00	

The following chart shows UPRM Teacher Candidate scoring on each of the items in the revised Observation Instrument that address Learner and Learning over the spring semesters of 2015 and 2016. The chart shows 96% to 100% of the 51 candidates scoring the target Competent or better (Exemplary) level on each of the five Learner and Learning and Learning Environments criteria. In fact, 90% of the candidates scored Competent or Exemplary on all five criteria, fully meeting all expectations in the category.
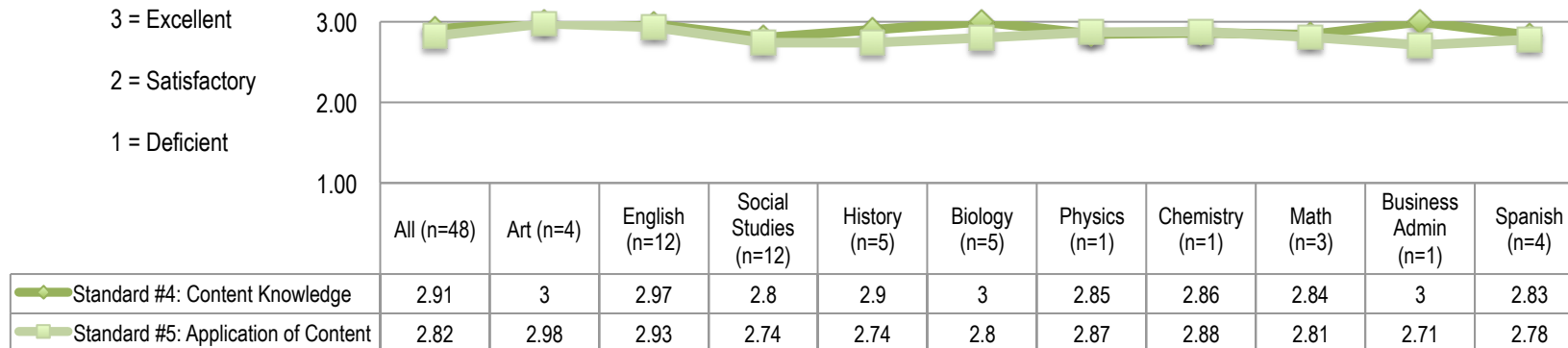
Learner and Learning: revised Classroom Observation Instrument Spring 2015 & 2016
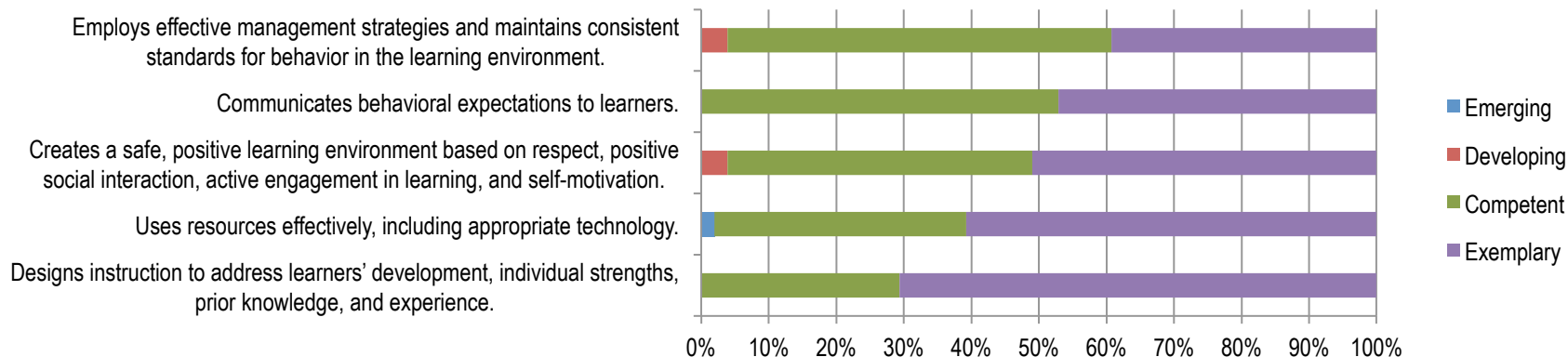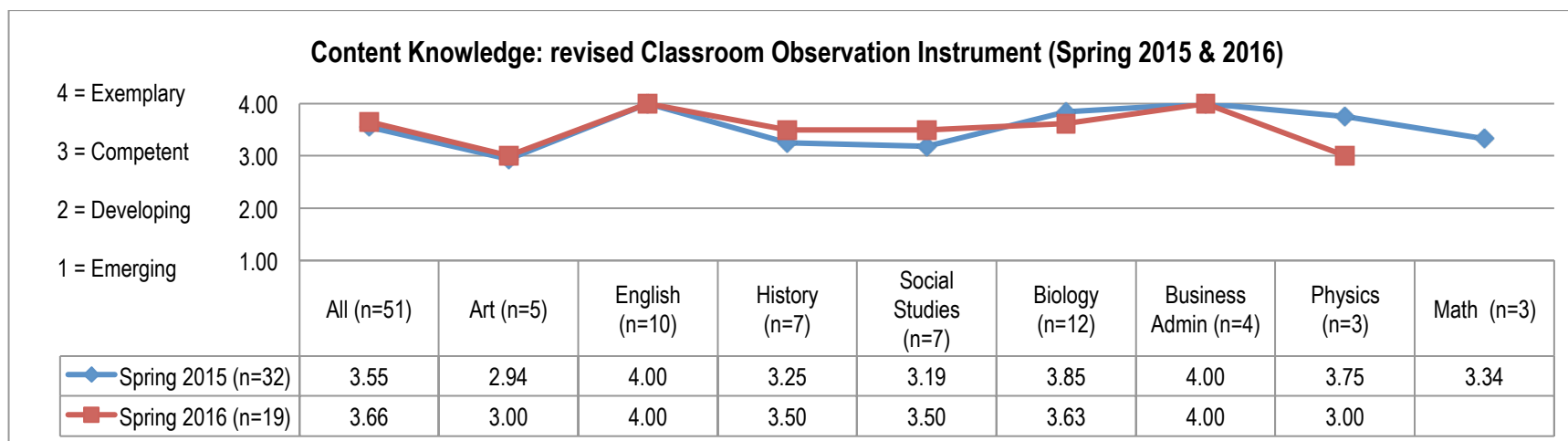

II. InTASC Content Knowledge (Classroom Observation Instrument data)

The following chart compares average UPRM Teacher Candidate scores across licensure areas on all aspects of Content Knowledge included in the 2014 Classroom Observation Instrument. The spring 2014 cohort sample rated excellent on 95% of the instances in which they were evaluated on some aspect of Content Knowledge or Application of Content in the classroom during their teaching practice.

Content Knowledge in Observation Instrument (Spring 2014-Old Form)

3 = Excellent
2 = Satisfactory
1 = Deficient

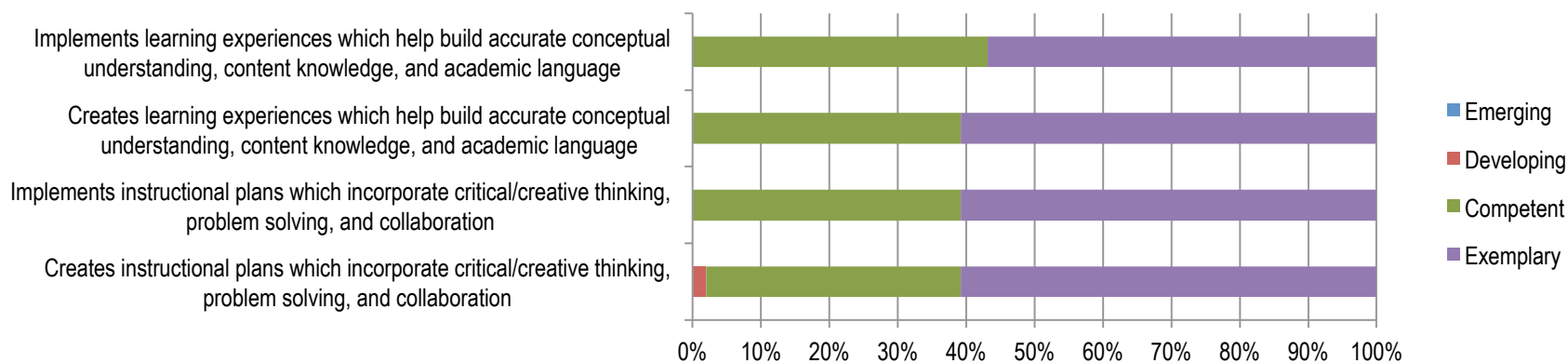|	All (n=48)	Art (n=4)	English (n=12)	Social Studies (n=12)	History (n=5)	Biology (n=5)	Physics (n=1)	Chemistry (n=1)	Math (n=3)	Business Admin (n=1)	Spanish (n=4)
Standard #4: Content Knowledge	2.91	3	2.97	2.8	2.9	3	2.85	2.86	2.84	3	2.83
Standard #5: Application of Content	2.82	2.98	2.93	2.74	2.74	2.8	2.87	2.88	2.81	2.71	2.78

The following chart compares average UPRM Teacher Candidate scores across licensure areas on Content Knowledge items included in the revised Classroom Observation Instrument for spring 2015 and spring 2016 candidates. All but one spring 2015 art candidate scored Competent or better in the Content Knowledge category.

Content Knowledge: revised Classroom Observation Instrument (Spring 2015 & 2016)

4 = Exemplary 4.00
3 = Competent 3.00
2 = Developing 2.00
1 = Emerging 1.00

	All (n=51)	Art (n=5)	English (n=10)	History (n=7)	Social Studies (n=7)	Biology (n=12)	Business Admin (n=4)	Physics (n=3)	Math (n=3)
Spring 2015 (n=32)	3.55	2.94	4.00	3.25	3.19	3.85	4.00	3.75	3.34
Spring 2016 (n=19)	3.66	3.00	4.00	3.50	3.50	3.63	4.00	3.00	

The following chart shows UPRM Teacher Candidate scoring on each of the items in the revised Observation Instrument that address Content Knowledge over the spring semesters of 2015 and 2016. The chart shows 98% to 100% of the 51 candidates scoring the target Competent or better (Exemplary) level on each of the criteria. In fact, 50 of the 51 candidates scored Competent or Exemplary on all criteria, meeting or exceeding expectations.
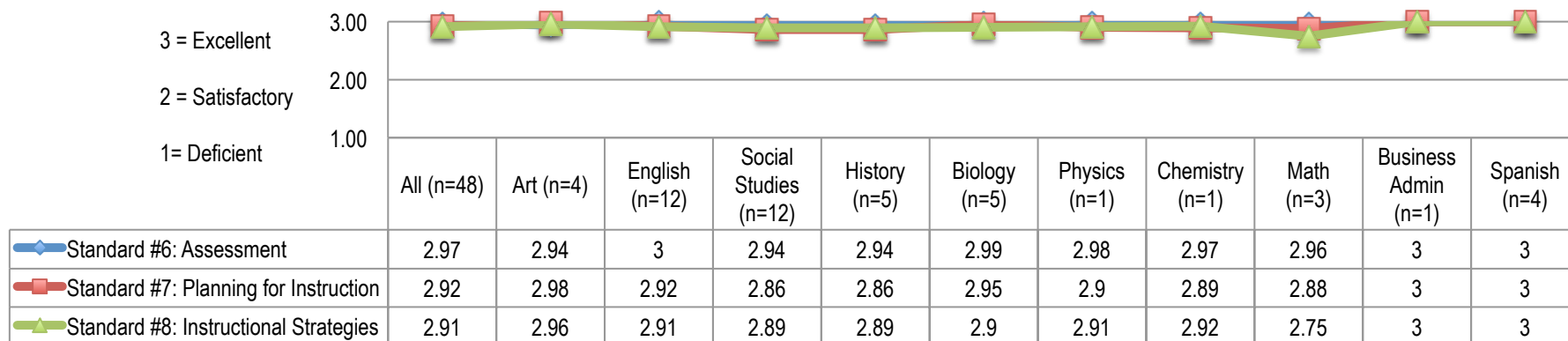
Apply Content Knowledge: revised Classroom Observation Instrument (Spring 2015 & 2016)

Legend: Emerging, Developing, Competent, Exemplary

Categories:
- Implements learning experiences which help build accurate conceptual understanding, content knowledge, and academic language
- Creates learning experiences which help build accurate conceptual understanding, content knowledge, and academic language
- Implements instructional plans which incorporate critical/creative thinking, problem solving, and collaboration
- Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration
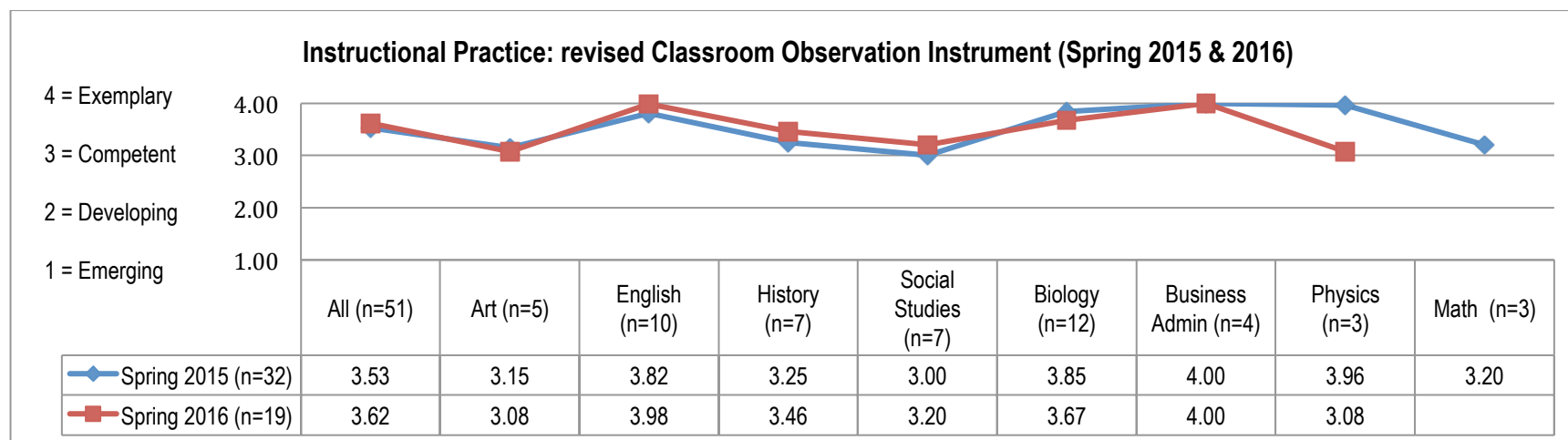
III. InTASC Instructional Practice (Classroom Observation Instrument data)

The following chart compares average UPRM Teacher Candidate scores across licensure areas on all aspects of Instructional Practice included in the 2014 Classroom Observation Instrument. The spring 2014 cohort sample rated excellent on 97% of the instances in which they were evaluated on some aspect of Instructional Practice in the classroom during their teaching practice.

Instructional Planning: old Classroom Observation Instrument (Spring 2014)

3 = Excellent
2 = Satisfactory
1 = Deficient

|	All (n=48)	Art (n=4)	English (n=12)	Social Studies (n=12)	History (n=5)	Biology (n=5)	Physics (n=1)	Chemistry (n=1)	Math (n=3)	Business Admin (n=1)	Spanish (n=4)
Standard #6: Assessment	2.97	2.94	3	2.94	2.94	2.99	2.98	2.97	2.96	3	3
Standard #7: Planning for Instruction	2.92	2.98	2.92	2.86	2.86	2.95	2.9	2.89	2.88	3	3
Standard #8: Instructional Strategies	2.91	2.96	2.91	2.89	2.89	2.9	2.91	2.92	2.75	3	3

The following chart compares average UPRM Teacher Candidate's scores on all aspects of Instructional Practice in the revised Observation Instrument across licensure areas for each of the 2015 & 2016 spring semesters. All teacher candidates scored Competent or better across the Instructional Practice category.

Instructional Practice: revised Classroom Observation Instrument (Spring 2015 & 2016)

4 = Exemplary 4.00
3 = Competent 3.00
2 = Developing 2.00
1 = Emerging 1.00

|	All (n=51)	Art (n=5)	English (n=10)	History (n=7)	Social Studies (n=7)	Biology (n=12)	Business Admin (n=4)	Physics (n=3)	Math (n=3)
Spring 2015 (n=32)	3.53	3.15	3.82	3.25	3.00	3.85	4.00	3.96	3.20
Spring 2016 (n=19)	3.62	3.08	3.98	3.46	3.20	3.67	4.00	3.08	

The following chart shows UPRM Teacher Candidate scoring on each of the items in the revised Observation Instrument that address Instructional Practices related to Teaching Strategies over the spring semesters of 2015 and 2016. The chart shows 98% to 100% of the candidates scoring the target Competent or better (Exemplary) level on each of the criteria. In fact, 50 of the 51 candidates scored Competent or Exemplary on all seven criteria, meeting or exceeding expectations with respect to Teaching Strategies.
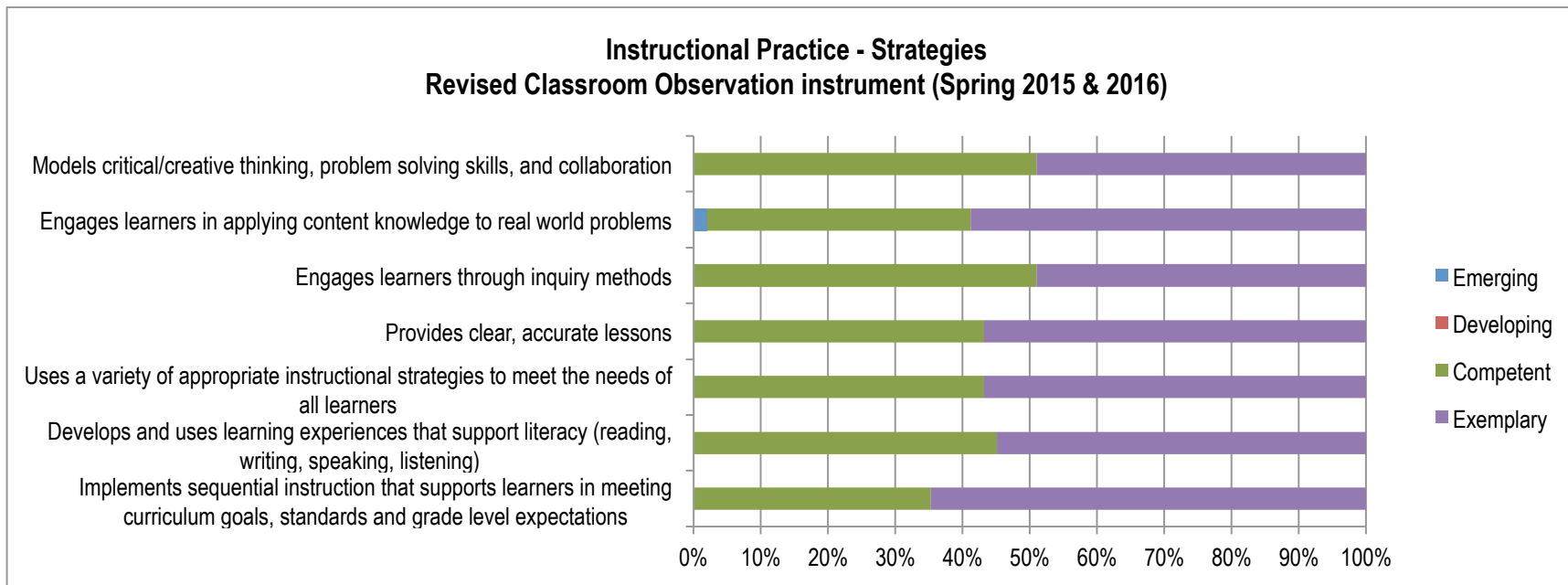
Instructional Practice - Strategies
Revised Classroom Observation instrument (Spring 2015 & 2016)

The following chart shows UPRM Teacher Candidate scoring on each of the items in the revised Observation Instrument that address Instructional Practices related to Planning over the spring semesters of 2015 and 2016. The chart shows 93% to 100% of the candidates scoring the target Competent or better (Exemplary) level on each of the criteria. Thus, UPRM candidates demonstrate consistently acceptable performance with respect to Instructional Practice Planning in the classroom during their teaching practice.
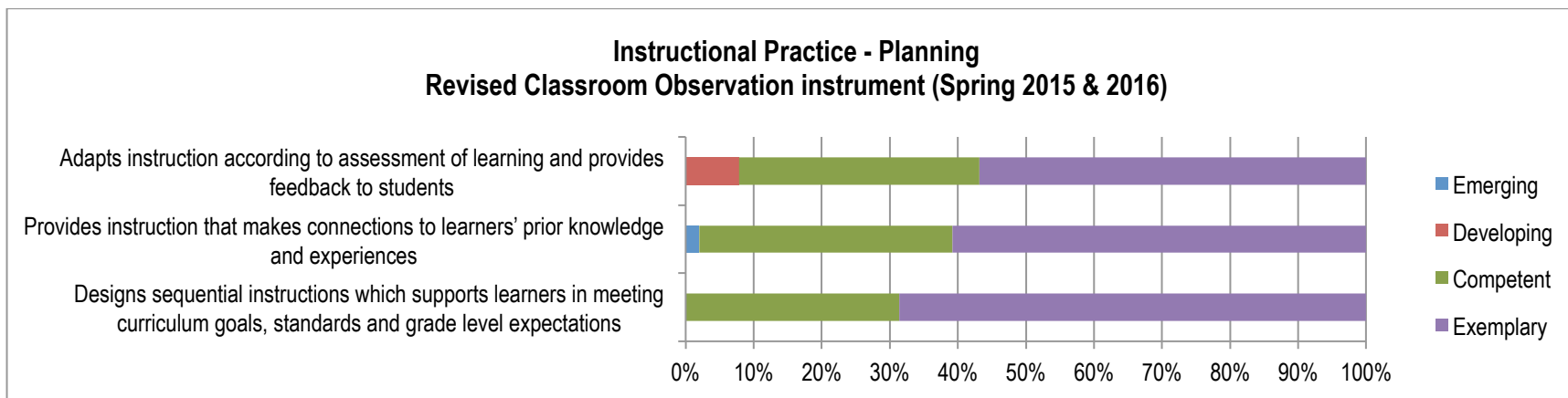
Instructional Practice - Planning
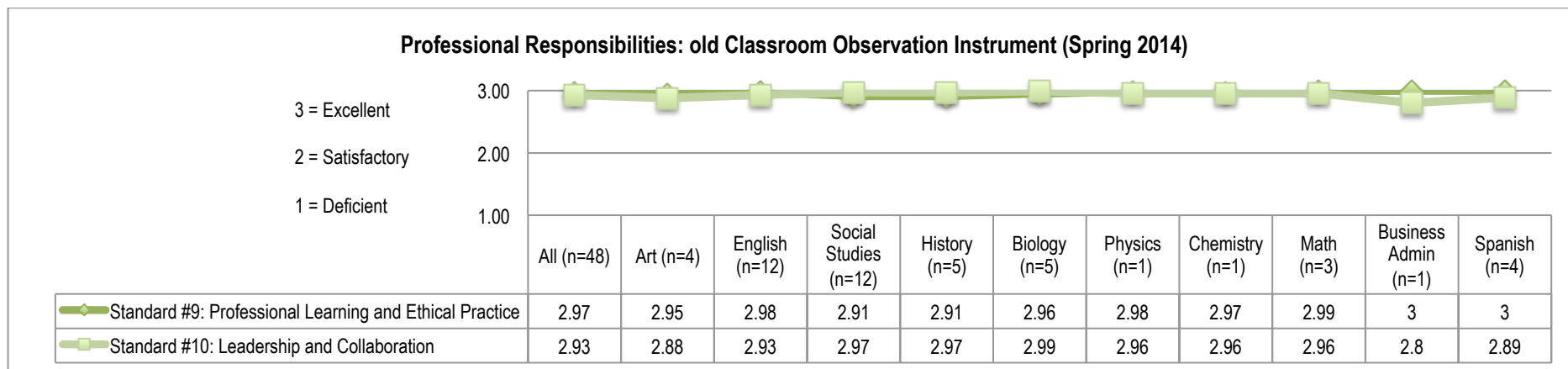**Revised Classroom Observation instrument (Spring 2015 & 2016)**

The following chart shows UPRM Teacher Candidate scoring on each of the items in the revised Observation Instrument that address Instructional Practices related to Assessment over the spring semesters of 2015 and 2016. The chart shows 96% to 100% of the candidates scoring the target Competent or better (Exemplary) level on each of the criteria. In fact, 96% scored Competent or Exemplary on all criteria thereby meeting or exceeding all expectations in this aspect.
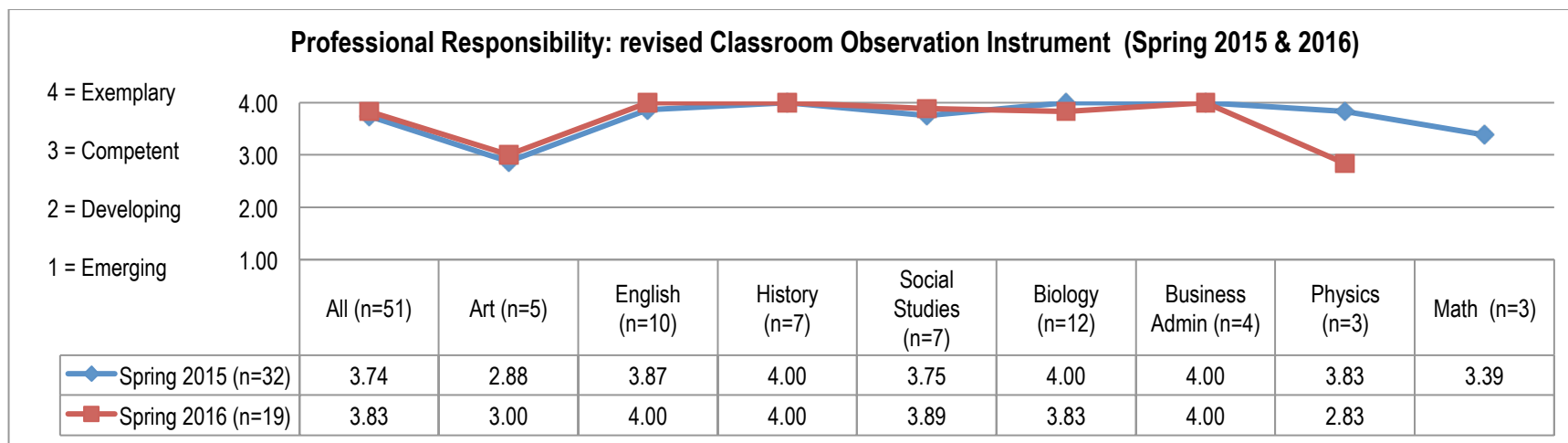
Instructional Practice - Assessment
Revised Classroom Observation Instrument (Spring 2015 & 2016)
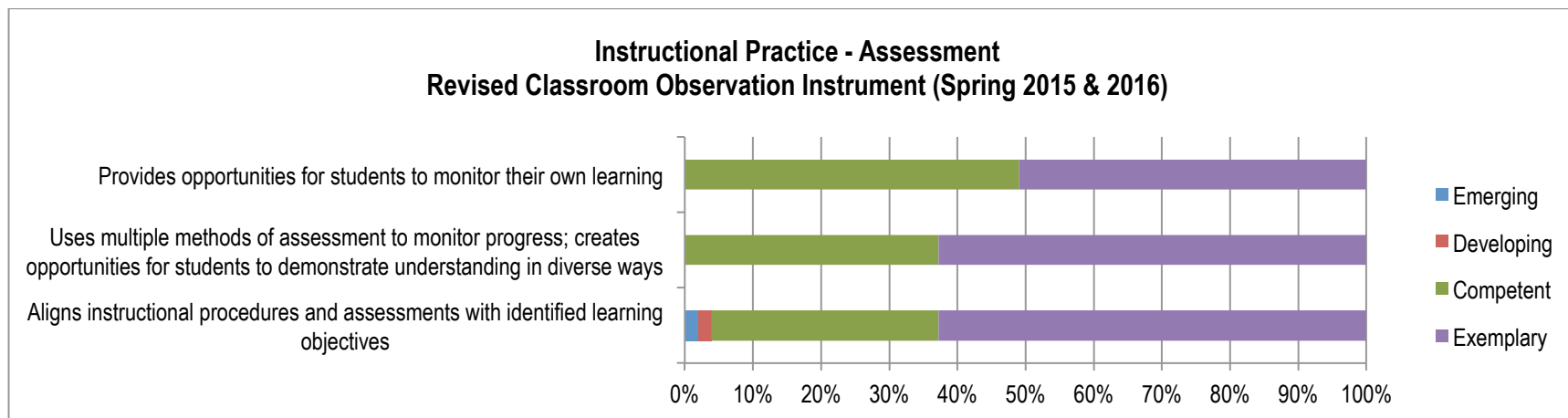
IV. InTASC Professional Responsibility (Classroom Observation Instrument data)

The following chart compares average UPRM Teacher Candidate scores across licensure areas on all aspects of Professional Responsibility included in the 2014 Classroom Observation Instrument. The spring 2014 cohort sample rated excellent on 98% of the instances in which they were evaluated on some aspect of Professional Responsibility in the classroom during their teaching practice.

Professional Responsibilities: old Classroom Observation Instrument (Spring 2014)

3 = Excellent
2 = Satisfactory
1 = Deficient

	All (n=48)	Art (n=4)	English (n=12)	Social Studies (n=12)	History (n=5)	Biology (n=5)	Physics (n=1)	Chemistry (n=1)	Math (n=3)	Business Admin (n=1)	Spanish (n=4)
Standard #9: Professional Learning and Ethical Practice	2.97	2.95	2.98	2.91	2.91	2.96	2.98	2.97	2.99	3	3
Standard #10: Leadership and Collaboration	2.93	2.88	2.93	2.97	2.97	2.99	2.96	2.96	2.96	2.8	2.89

The following chart compares average UPRM Teacher Candidate's scores on all aspects of Professional Responsibility in the revised Observation Instrument across licensure areas for each of the 2015 & 2016 spring semesters.

Professional Responsibility: revised Classroom Observation Instrument (Spring 2015 & 2016)

4 = Exemplary
3 = Competent
2 = Developing
1 = Emerging

	All (n=51)	Art (n=5)	English (n=10)	History (n=7)	Social Studies (n=7)	Biology (n=12)	Business Admin (n=4)	Physics (n=3)	Math (n=3)
Spring 2015 (n=32)	3.74	2.88	3.87	4.00	3.75	4.00	4.00	3.83	3.39
Spring 2016 (n=19)	3.83	3.00	4.00	4.00	3.89	3.83	4.00	2.83	

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The following chart shows UPRM Teacher Candidate scoring on each of the items in the revised Observation Instrument that address Professional Responsibility over the spring semesters of 2015 and 2016. The chart shows 96% to 100% of the candidates scoring the target Competent or better (Exemplary) level on each of the criteria. In fact, 90% scored Competent or Exemplary on all Professional Responsibility criteria thereby meeting or exceeding all expectations in this aspect.

Professional Responsibility
Revised Classroom Observation Instrument (Spring 2015 & 2016)
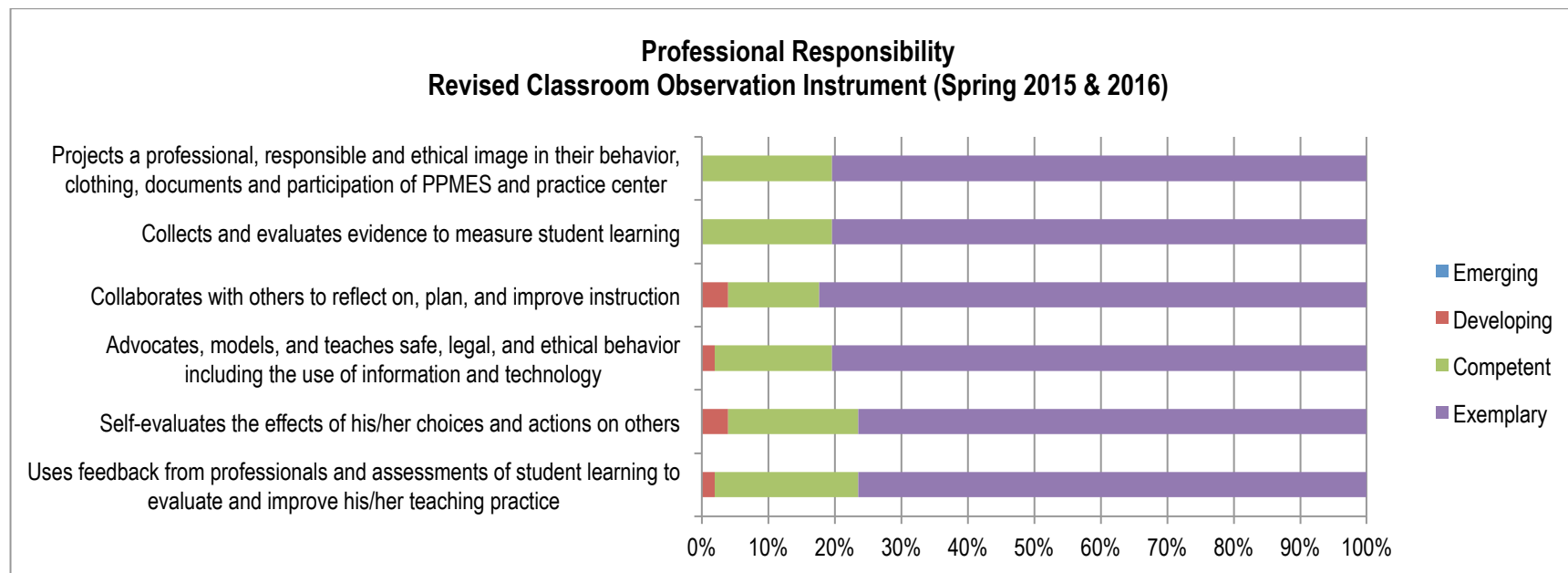
In summary, the collected Classroom Observation Instruments show that UPRM teacher candidates developed the understanding required to teach their material competently during the spring semesters of 2014, 2015, and 2016.