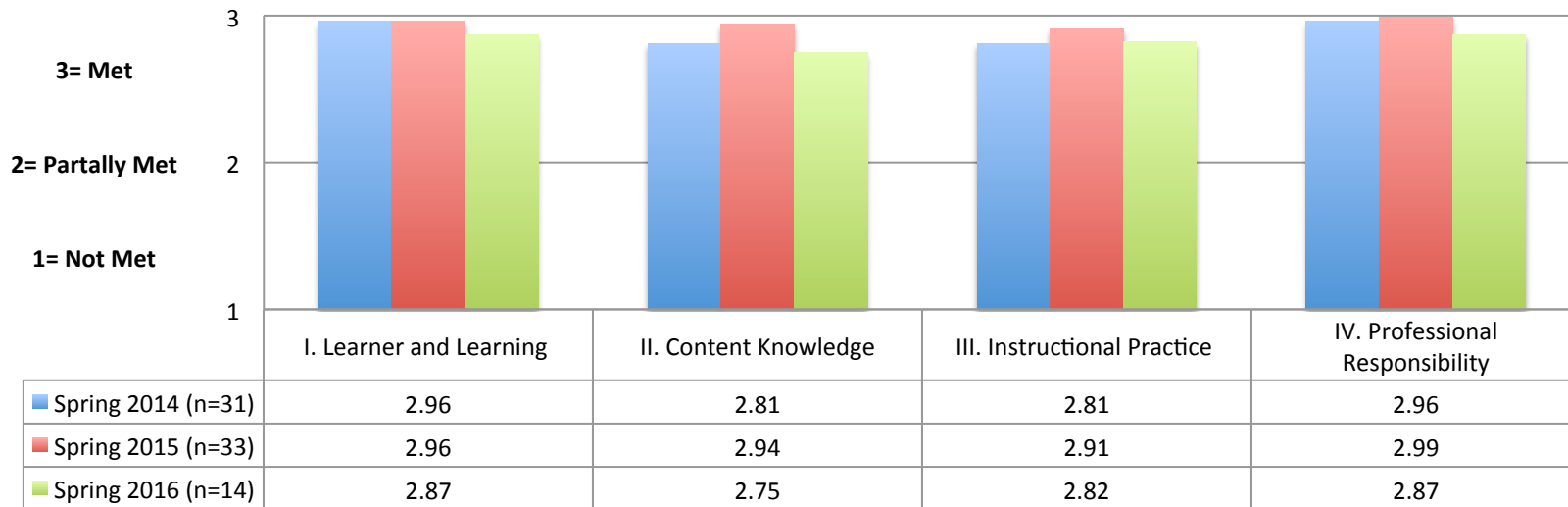## InTASC categories demonstrated in Teacher Candidate Work Sample (TCWS)

Mean scores for teacher candidates in InTASC categories in TCWS (2014-2016)

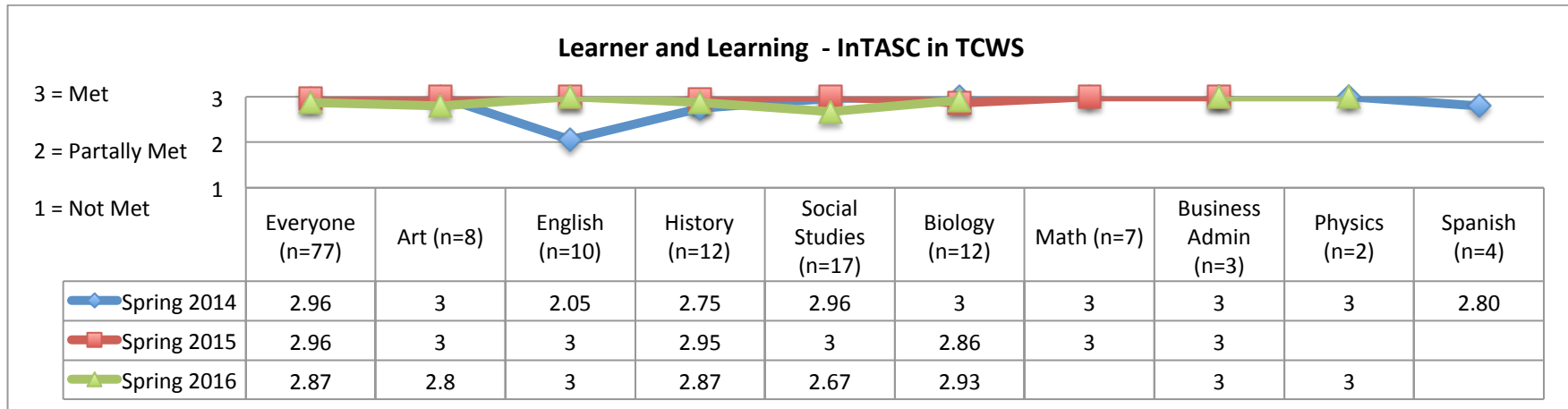|	I. Learner and Learning	II. Content Knowledge	III. Instructional Practice	IV. Professional Responsibility
Spring 2014 (n=31)	2.96	2.81	2.81	2.96
Spring 2015 (n=33)	2.96	2.94	2.91	2.99
Spring 2016 (n=14)	2.87	2.75	2.82	2.87

3= Met
2= Partally Met
1= Not Met

From spring 2014 to spring 2016 we collected a sample from 78 candidates in 9 licensure areas were the supervisor completed and submitted the same version of the Teacher Candidate Work Sample (TCWS) used in Transition Point 4. In the sample, 100% of candidates demonstrate an understanding of the 10 InTASC standards in the four categories: Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility.
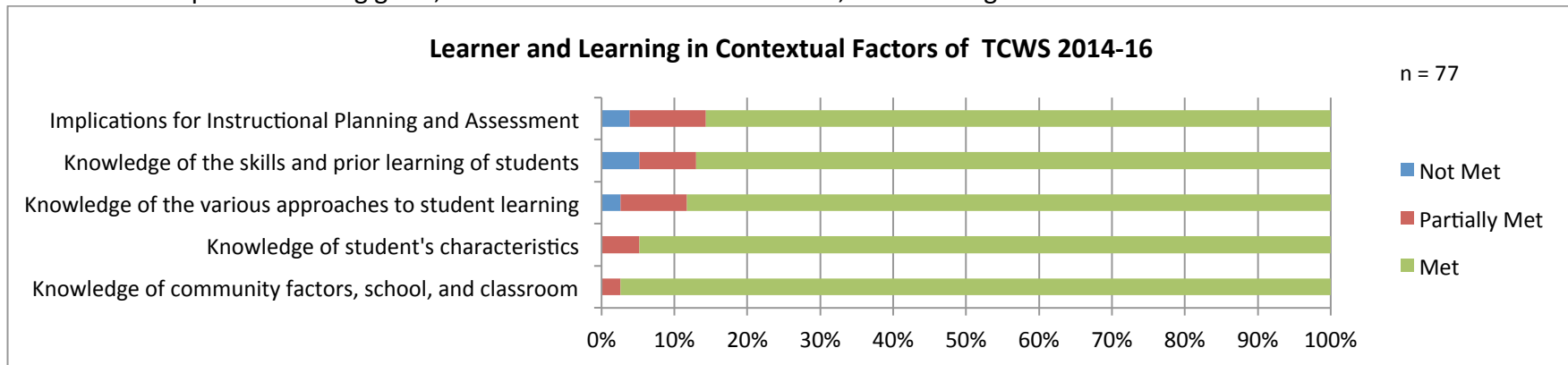
Candidate Sample (n)	Everyone	Art	English	History	Social Studies	Biology	Math	Business Administration	Physics	Spanish
Spring 2014	31	2	4	5	9	2	3	1	1	4
Spring 2015	32	5	5	4	5	7	4	2	-	-
Spring 2016	14	1	1	3	3	3	-	-	1	-
TOTAL	77	8	10	12	17	12	7	3	2	4

I. InTASC Learner and Learning in TCWS

The following chart compares average UPRM Teacher Candidate's scores on all aspects of Learner and Learning as related to Contextual Factors in the TCWS across licensure areas for each of the 2014, 2015 & 2016 spring semesters.

Learner and Learning - InTASC in TCWS

3 = Met
2 = Partially Met
1 = Not Met

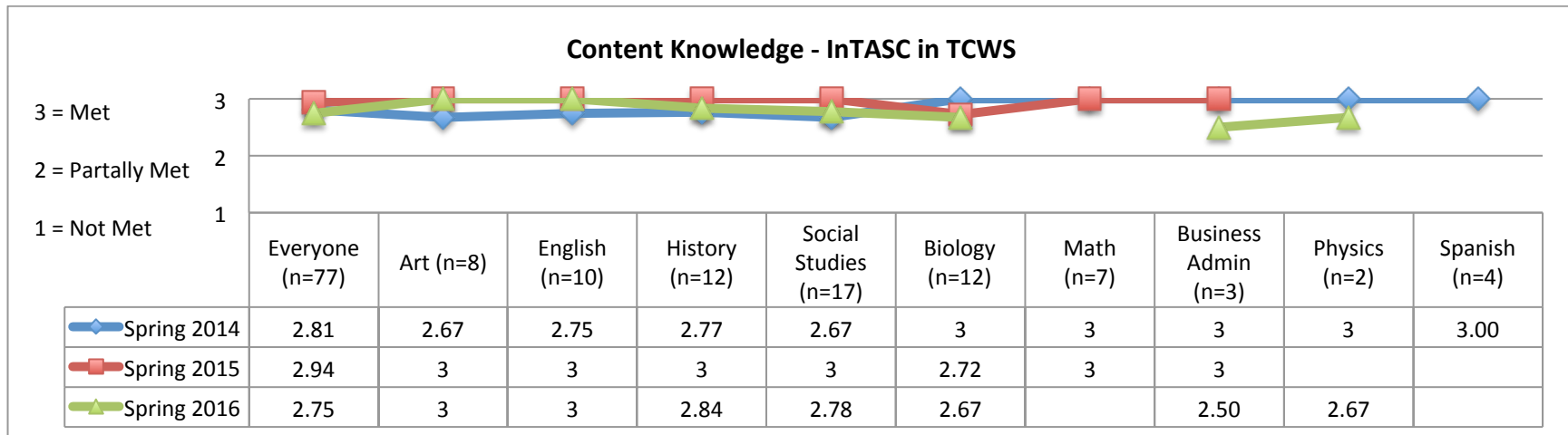|	Everyone (n=77)	Art (n=8)	English (n=10)	History (n=12)	Social Studies (n=17)	Biology (n=12)	Math (n=7)	Business Admin (n=3)	Physics (n=2)	Spanish (n=4)
Spring 2014	2.96	3	2.05	2.75	2.96	3	3	3	3	2.80
Spring 2015	2.96	3	3	2.95	3	2.86	3	3		
Spring 2016	2.87	2.8	3	2.87	2.67	2.93			3	3

The following chart shows UPRM Teacher Candidate scoring on the TCWS in the five aspects of Learner and Learning related to Contextual Factors over three spring semesters from 2014 to 2016. With 86% to 97% scoring the target Met on each of the five criteria in Design for Instruction, UPRM candidates are clearly meeting expectations in this aspect. In the Contextual Factors task the teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Learner and Learning in Contextual Factors of TCWS 2014-16

n = 77

Implications for Instructional Planning and Assessment
Knowledge of the skills and prior learning of students
Knowledge of the various approaches to student learning
Knowledge of student's characteristics
Knowledge of community factors, school, and classroom

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
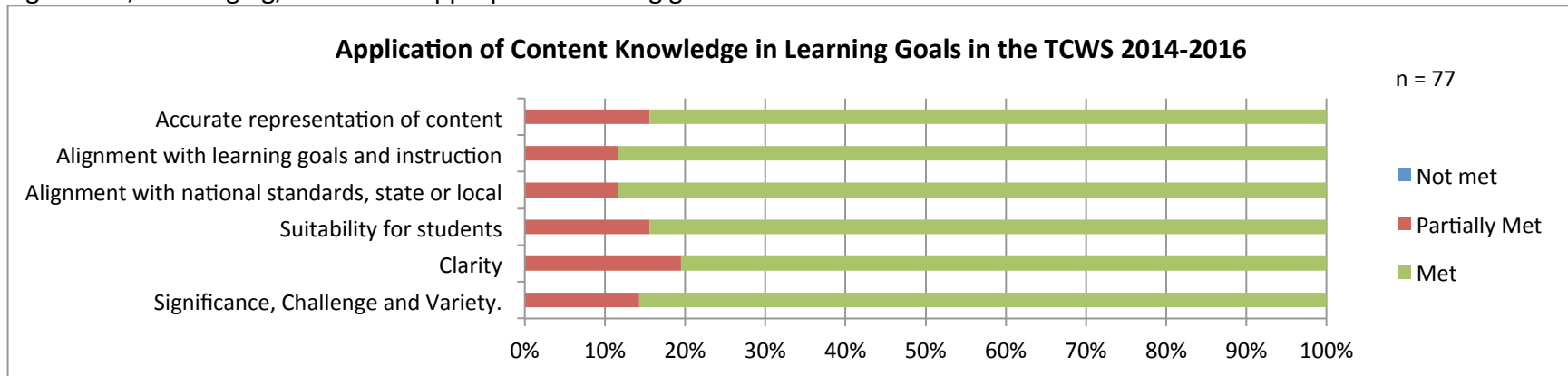
■ Not Met
■ Partially Met
■ Met

II. InTASC Content Knowledge in TCWS

The following chart compares average UPRM Teacher Candidate's scores on all aspects of Application of Content Knowledge related to Learning Goals in the TCWS across licensure areas for each of the 2014, 2015 & 2016 spring semesters.

Content Knowledge - InTASC in TCWS

3 = Met
2 = Partially Met
1 = Not Met

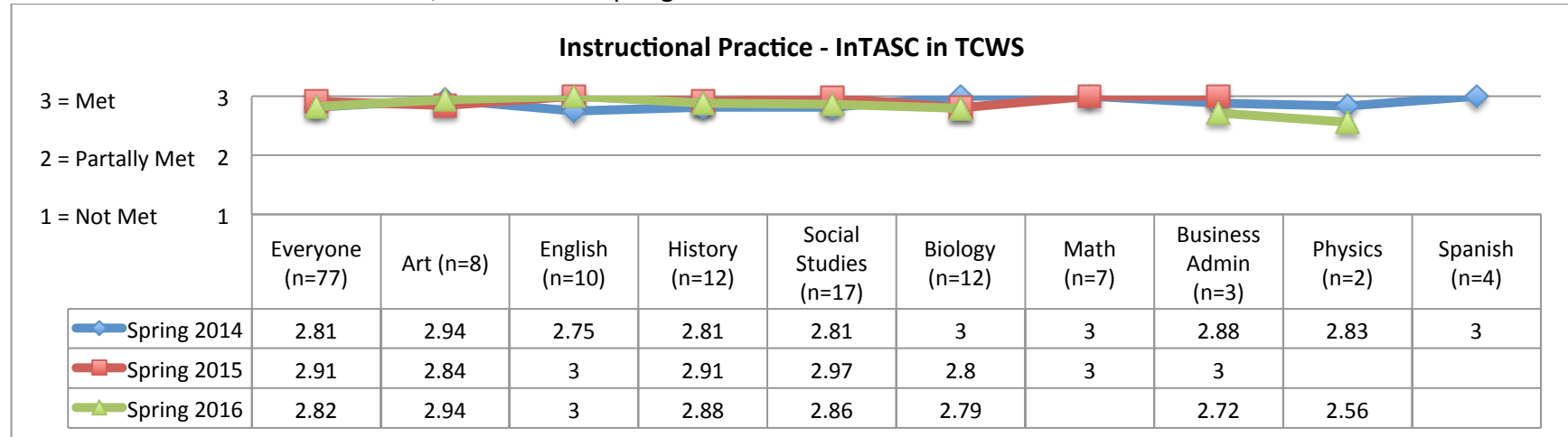|	Everyone (n=77)	Art (n=8)	English (n=10)	History (n=12)	Social Studies (n=17)	Biology (n=12)	Math (n=7)	Business Admin (n=3)	Physics (n=2)	Spanish (n=4)
Spring 2014	2.81	2.67	2.75	2.77	2.67	3	3	3	3	3.00
Spring 2015	2.94	3	3	3	3	2.72	3	3		
Spring 2016	2.75	3	3	2.84	2.78	2.67		2.50	2.67	

The following chart shows UPRM Teacher Candidate scoring on the TCWS in the six aspects of Content Knowledge related Learning Goals over three spring semesters from 2014 to 2016. With 81% to 88% scoring the target Met on each of the five criteria in Design for Instruction, UPRM candidates are clearly meeting expectations in this aspect. In the Learning Goals task the teacher candidate sets significant, challenging, varied and appropriate learning goals.

Application of Content Knowledge in Learning Goals in the TCWS 2014-2016

n = 77

- Accurate representation of content
- Alignment with learning goals and instruction
- Alignment with national standards, state or local
- Suitability for students
- Clarity
- Significance, Challenge and Variety.

Legend:
- Not met
- Partially Met
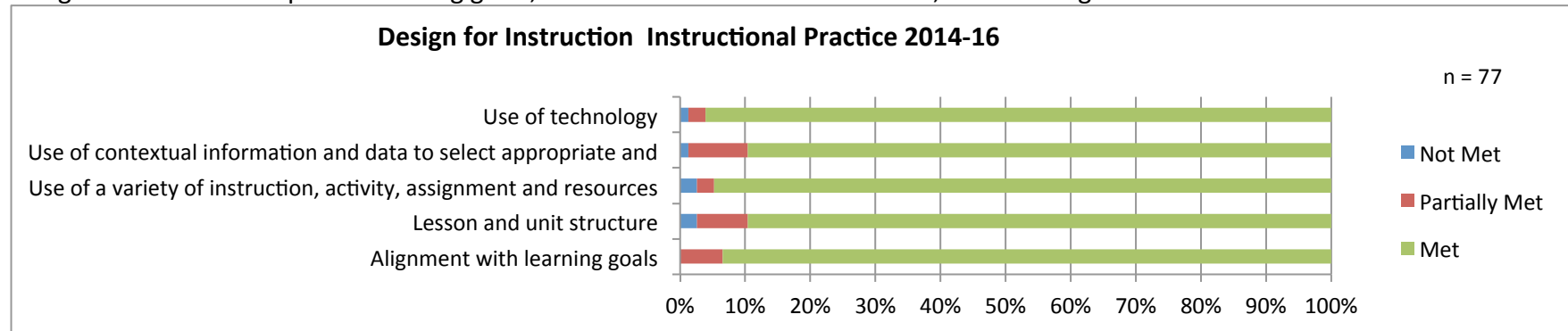- Met

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
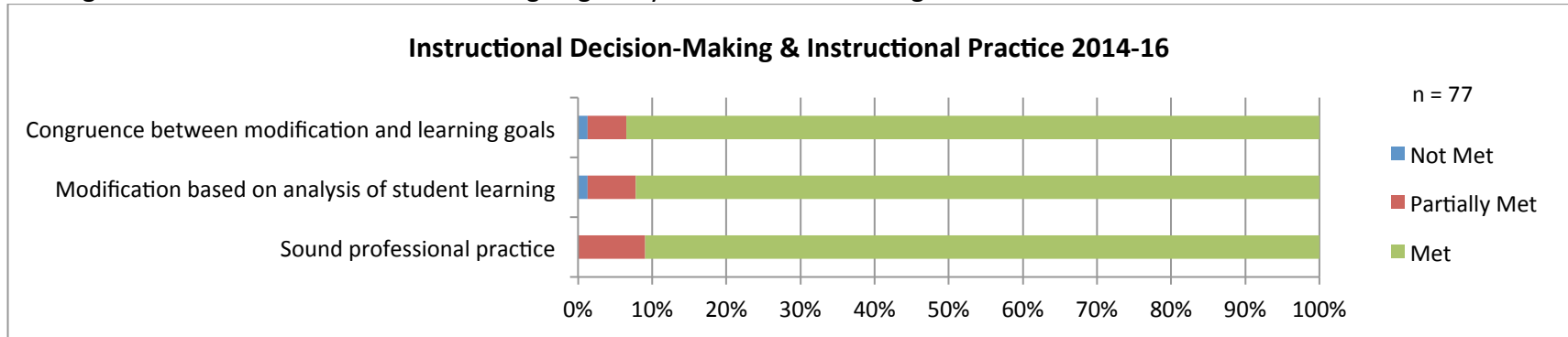
3

III. InTASC Instructional Practice in TCWS

The following chart compares average UPRM Teacher Candidate's scores on all aspects of Instructional Practice in the TCWS across licensure areas for each of the 2014, 2015 & 2016 spring semesters.

Instructional Practice - InTASC in TCWS

3 = Met   3

2 = Partally Met   2

1 = Not Met   1

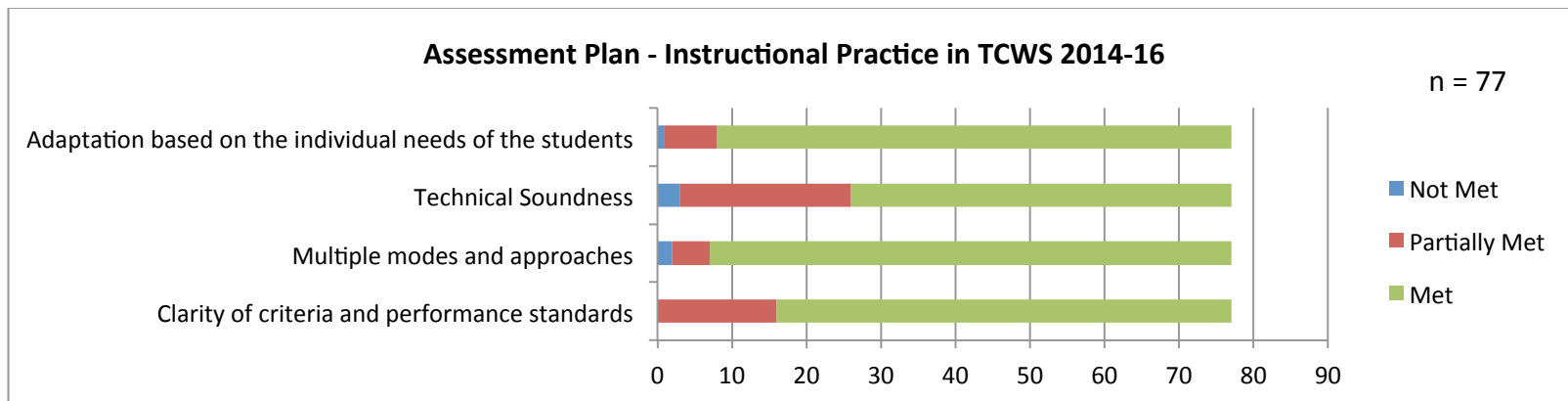|	Everyone (n=77)	Art (n=8)	English (n=10)	History (n=12)	Social Studies (n=17)	Biology (n=12)	Math (n=7)	Business Admin (n=3)	Physics (n=2)	Spanish (n=4)
Spring 2014	2.81	2.94	2.75	2.81	2.81	3	3	2.88	2.83	3
Spring 2015	2.91	2.84	3	2.91	2.97	2.8	3	3		
Spring 2016	2.82	2.94	3	2.88	2.86	2.79		2.72	2.56	

The following chart shows UPRM Teacher Candidate scoring on the TCWS in the five aspects of Instructional Practice related to Design for Instruction over three spring semesters from 2014 to 2016. With 90% to 96% scoring the target Met on each of the five criteria in Design for Instruction, UPRM candidates are clearly meeting expectations in this aspect. In the Design for Instruction task the teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Design for Instruction Instructional Practice 2014-16

n = 77

Use of technology
Use of contextual information and data to select appropriate and
Use of a variety of instruction, activity, assignment and resources
Lesson and unit structure
Alignment with learning goals

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
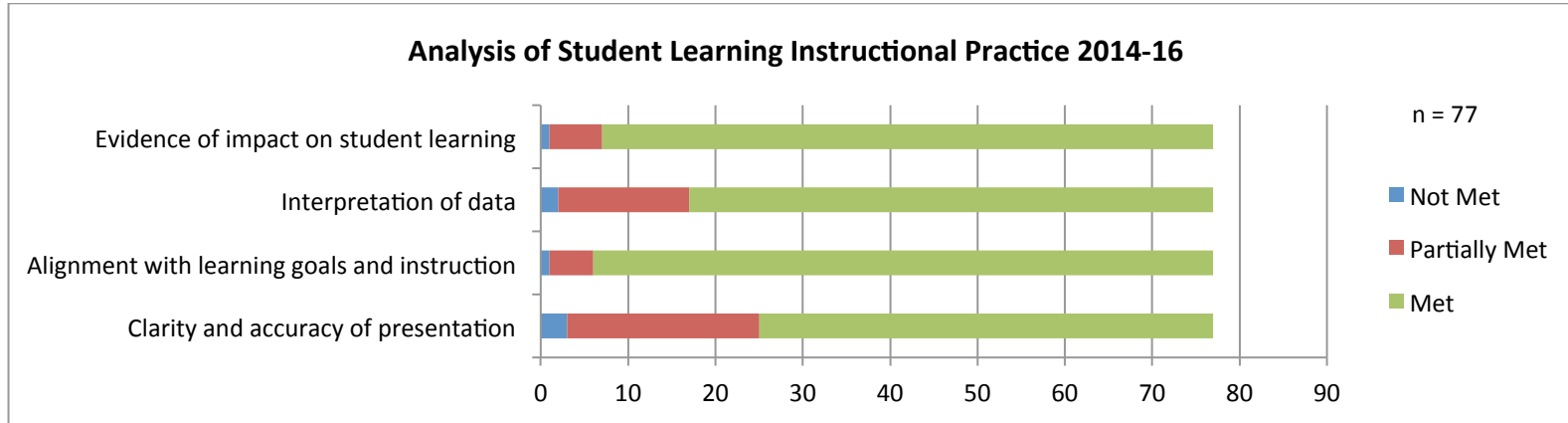
■ Not Met
■ Partially Met
■ Met

The following chart shows UPRM Teacher Candidate scoring on the TCWS in the three aspects of Instructional Practice related to Instruction Decision-Making over three spring semesters from 2014 to 2016. With 91% to 94% scoring the target Met on each of the three criteria, UPRM candidates demonstrate consistently acceptable performance with respect Instructional Practice. In the Instructional Decision-Making task the teacher candidate uses on-going analysis of student learning to make instructional decisions.

Instructional Decision-Making & Instructional Practice 2014-16

n = 77

- Not Met
- Partially Met
- Met

(Categories: Congruence between modification and learning goals; Modification based on analysis of student learning; Sound professional practice. X-axis: 0% to 100%.)

The following chart shows UPRM Teacher Candidate scoring on the TCWS in the four aspects of Instructional Practice related to preparing an Assessment Plan. With one out of three candidates scoring below the target Met on the technical soundness criteria and one out of five scoring below Met on clarity of criteria and performance standards, teaching practice supervisors and the UPRM TPP will need to give these aspects greater attention. In the Assessment Plan task the teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Assessment Plan - Instructional Practice in TCWS 2014-16

n = 77

- Not Met
- Partially Met
- Met

(Categories: Adaptation based on the individual needs of the students; Technical Soundness; Multiple modes and approaches; Clarity of criteria and performance standards. X-axis: 0 to 90.)
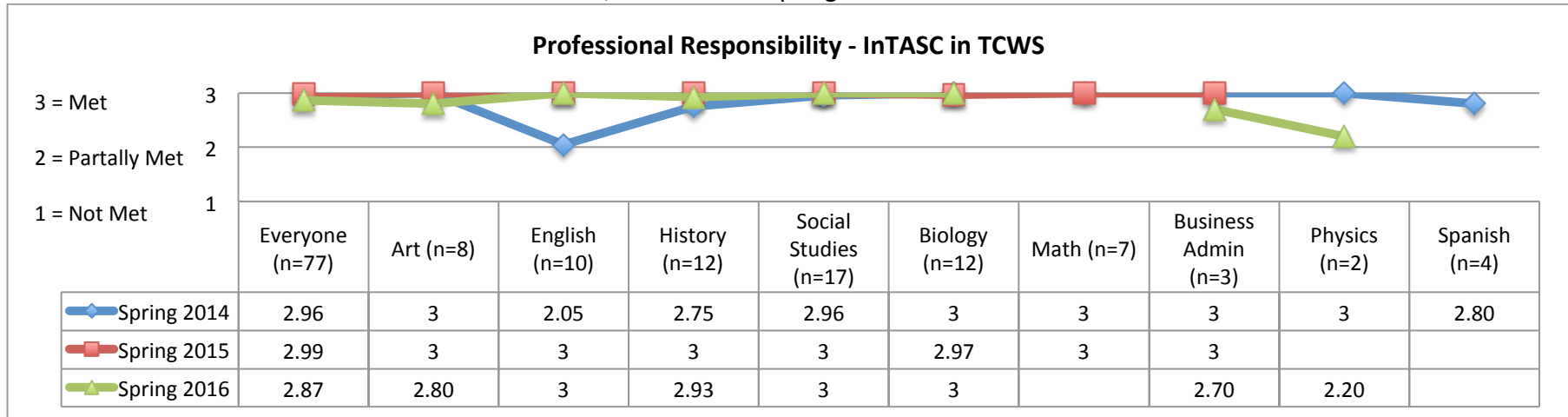
The following chart shows UPRM Teacher Candidate scoring on the TCWS in the four aspects of Instructional Practice related to Analysis of Student Learning. With one out of three candidates scoring below the target Met on the clarity and accuracy of presentation criteria and one out of five scoring below Met on interpretation of data, teaching practice supervisors and the UPRM TPP will need to give these aspects greater attention. In the Analysis of Student Learning task the teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Analysis of Student Learning Instructional Practice 2014-16

n = 77

Evidence of impact on student learning

Interpretation of data

Alignment with learning goals and instruction

Clarity and accuracy of presentation

0   10   20   30   40   50   60   70   80   90

■ Not Met
■ Partially Met
■ Met

2c

IV. InTASC Professional Responsibility in TCWS

The following chart compares average UPRM Teacher Candidate's scores on all aspects of Professional Responsibility as in Self Reflection in the TCWS across licensure areas for each of the 2014, 2015 & 2016 spring semesters.

Professional Responsibility - InTASC in TCWS

	Everyone (n=77)	Art (n=8)	English (n=10)	History (n=12)	Social Studies (n=17)	Biology (n=12)	Math (n=7)	Business Admin (n=3)	Physics (n=2)	Spanish (n=4)
Spring 2014	2.96	3	2.05	2.75	2.96	3	3	3	3	2.80
Spring 2015	2.99	3	3	3	3	2.97	3	3		
Spring 2016	2.87	2.80	3	2.93	3	3		2.70	2.20	

(3 = Met, 2 = Partially Met, 1 = Not Met)

The following chart shows UPRM Teacher Candidate scoring on the TCWS in the five aspects of Professional Responsibility over three spring semesters from 2014 to 2016. With 98% to 92% scoring the target Met on each of the five criteria, UPRM candidates are clearly meeting the expectations set for them in the Teacher Candidate Work Sample. In the Self Reflection task the teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Professional Responsibility in Reflection on Self-Evaluation in TCWS

n = 77

Categories: Implication for Professional Development, Implication for Future Teaching, Alignment among goals, Instruction and Assessment, Insights on Effective Instruction and Assessment, Interpretation of Student-Learning

Legend: Not Met, Partially Met, Met