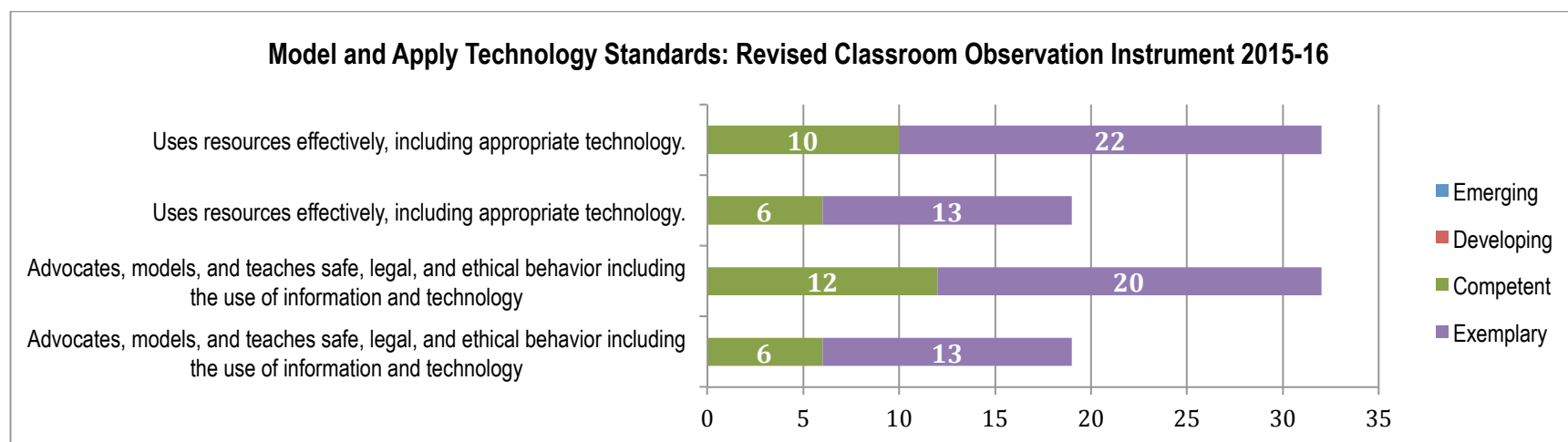


### Candidates Design, Implement, and Assess Learning Experiences that Model and Apply Technology Standards

UPRM teacher candidates prepare lesson plans and learning assessments in their Evaluation of Learning and The Use of Microcomputers in the Classroom courses as well as in their methodology courses. In their teaching practice courses, candidates design, implement, and assess learning experiences. Of the 28 criteria measured on the revised Classroom Observation Instrument, 24 align with and are relevant to International Society for Technology in Education (ISTE) Standards. The following chart shows UPRM Teacher Candidate scoring over the spring semesters of 2015 and 2016 on the two criteria that specifically measure candidate performance using technology to design, implement, and assess learning experiences. The chart shows 100% of the 51 candidates scored the target Competent or better (Exemplary) level on these two key criteria.



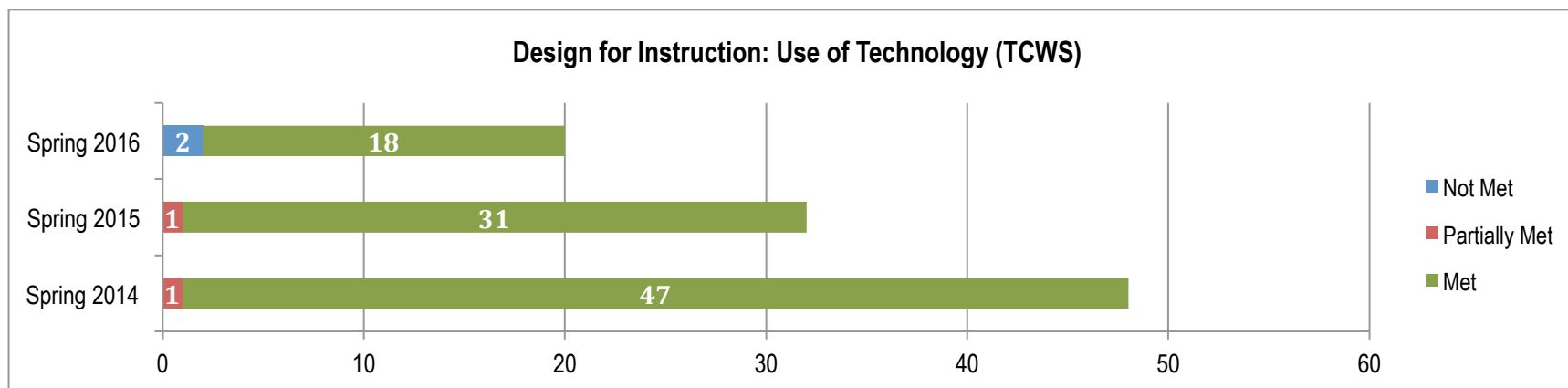
The following table shows the requirements (a partial rubric) candidates must meet to be rated competent (acceptable level) or exemplary on the two criteria in listed in the chart above. For a complete rubric see 1.2.2 TCWS Manual with Standards Alignment.

Criteria	3 (Competent)	4 (Exemplary)
<i>Uses resources effectively, including appropriate technology.</i>	Plans instruction to utilize an array of available resources appropriate for the level and the discipline; regularly encourages student independence in the access and use of resources, including peer tutoring.	Plans instruction to utilize a wide array of available, appropriate resources beyond district-provided materials; encourages student independence in the access and use of resources, including peer tutoring.

Criteria	3 (Competent)	4 (Exemplary)
<i>Advocates, models, and teaches safe, legal, and ethical behavior including the use of information and technology</i>	Addresses safe, legal and ethical behavior and advocates, teaches, and models such behaviors in the classroom. Is knowledgeable about technology resources and the legal use of these resources.	Models behavior that is above reproach in safe, legal, and ethical aspects; understands, advocates, and teaches such behaviors in the classroom. Emphasizes the appropriate use of technology resources according to law.

See page 7 in 1.1.2b InTASC Standards in Observation Instrument to see candidate results in the spring of 2014 for Instructional Planning Standards (#6 – Assessment, #7 – Planning for Instruction, #8 – Instructional Strategies) on the old Classroom Observation Instrument.

The following chart shows UPRM Teacher Candidate scoring over the spring semesters of 2014, 2015 and 2016 on the one criterion in the TCWS about use of technology in instructional design. To meet expectations candidates must integrate appropriate technology that makes a significant contribution to teaching and learning OR provide a strong rationale for not using technology. The chart shows 96 of the 100 candidates fully meeting expectations.



Both the TCWS and Classroom Observation Instrument rubrics are aligned with ISTE Standards. See 1.2.2 TCWS Manual with Standards Alignment and 1.1.2 Observation Rubric with Standards Alignment.

With respect to Pedagogical Knowledge, the Puerto Rico Teacher Certification Exams include a Professional Skills Exam. One of the 6 parts of the Professional Skills Exam is about Methodology. Effective use of technology for teaching is one of the topics covered in the Methodology part of the exam. See page 30 in 1.3.3c Boletín-PCMAS-General for the topic outline of the Methodology part of the Professional Skills exam. Only three UPRM teacher candidates have taken the Elementary Level over the past three years. Of the

262 times that UPRM candidates took either of the Professional Skills Exams over the past three years, 234 (89%) were successful (see 1.3.3d for comparison with all exam takers).

In summary, UPRM teacher candidates show that they meet UPRM, ISTE, and CAEP standards for using technology effectively in the classroom to design and deliver instruction and to assess learning.