Program Impact Mixed Methods Research Plan

Prepared for: CAEP Standard 4: Program Impact

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Table of Contents

Program Impact Mixed Methods Research Plan 3

Justification of the Study Topic 3

Methodology 5

Research Questions 5

Qualitative approach: Case Study 5

Quantitative approach: Surveys 6

Instruments 9

Timetable 12

Future Research and Actions for UPRM TPP Improvements 13

Bibliography 14

Program Impact Mixed Methods Research Plan

The Teacher Preparation Program (TPP) at the University of Puerto Rico at Mayagüez (UPRM) will conduct a mixed methods research to explore the impact of completer's preparation on P-12 student learning and development growth. The mixed methods will include qualitative and quantitative methodology approaches which aim to achieve two primary goals. First, collect information beyond the institutional walls that will help understand the teacher preparation program's repercussions on the alumni's student learning. This knowledge will be incorporated in the continuous improvement of the UPRM TPP. Second, form a key part of the evidence for CAEP's standard 4 – Program Impact. As stated in Standard 4: "*The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation*". The overall goal is to improve UPRM TPP preparation so that its alumni are more effective at attaining P-12 student learning objectives.

Justification of the Study Topic

Since 2006, UPRM TPP has systematically collected information about the quality of the teacher candidates it prepares, but has not done follow up studies of program completers in their classrooms. A review of the literature revealed that the National Research Council published a study in 2010, mandated by the US Congress, to collect evidence on the quality of teacher preparation, as well as "*the research that supports it and to highlight the way forward*" (National Research Council, 2010, pp. vii). Recognizing that although teacher education is a necessary condition for ensuring the quality of the teaching force, it is neither the only condition nor a sufficient one. With this in mind, the Council acknowledged many gaps still exist in the research regarding teacher education and its effect on student learning. (idem, viii). The Council concludes, "*there is much to be learned regarding the links between teacher preparation and the knowledge teachers display in the classroom*." (idem pp. 179).

As part of their most important conclusions, the Research Council emphasizes that "*the simplest and most effective way to produce a clearer picture would be to focus research on the aspects of preparation that have the highest potential for effects on outcomes for students. Existing research provides some guidance on three aspects of teacher preparation that are likely to have the strongest effects: content knowledge, field experience, and the quality of teacher candidates*." (idem pp. 180) The UPRM Teacher Preparation Program has demonstrated strength of their candidates in those

three areas by means of the breadth and depth of their content knowledge preparation, their clinical experience, and the quality of their teaching. The Puerto Rico Department of Education (PRDE) requires 18 credits in specialization area courses. UPRM candidates complete their preparation program with an average that ranges from 30 (physics) to 80 content credits (agriculture) and of those, 16 to 52 are upper level credits, depending on the licensure area. That is 67% to 300% more than what is required in content courses by traditional teacher preparation programs in Puerto Rico. Results on PCMAS and GPA also reflects the high quality of the completers (see Standard 1). All elements of the field and clinical experience as stated in NCATE Standard 3: Field Experience and Clinical Practice, were evaluated as "Target" by the NCATE Board of Examiners during their 2010 accreditation visit. Evaluations of cooperative teachers and supervisors are indicators of the quality of teacher candidates in their practice (see Standard 1). However, the TPP has never conducted in-depth research to study how its alumni, once in–service, impact their P-12 students. The Program Impact Mixed Methods Research Plan is intended to gather information that will measure that impact.

The Puerto Rico Department of Education (PRDE) presented a pilot plan to evaluate teacher effectiveness to representatives of the UPR Teacher Preparation Programs in January, 2015 (4.1.1). They carried out a pilot study in 2015-2016 to test the instruments and methodology with 20% of their teaching force planning to scale up during the 2016-2017 academic year. (See PRDE Study webpage here: http://www.de.gobierno.pr/71-servicios/2534-sistema-de-apoyo-al-liderazgo-efectivo-del-personal-docente) Even though we requested, by letter (4.1.2) and in person, the results of the pilot study from the PRDE Office since a group representing UPR Teacher Preparation Programs worked with the PRDE Office so that the full scale research would include demographics linking the data to UPR alumni teachers, we have yet to receive useful information from the pilot study or even a copy of the federal report based on that pilot. To date, the PRDE has not finished the full-scale study. We will use whatever information, the pilot study or the subsequent scale up, the PRDE deigns to share with us.

Being in need of that type of data to analyze the strength and weaknesses of the teacher preparation program that impact in-service teachers, the TPP at UPRM have decided to conduct its own research. The TPP will share and discuss the collected information with faculty and stakeholders. Annual faculty data days and Assessor Committee meetings will be arenas to present the data and initial analysis in order to make data driven decisions for optimizing the program.

Methodology

The proposed study methodology will use mixed methods to explore the impact of UPRM TPP completer preparation on P-12 student learning and development growth. The mixed methods will include qualitative and quantitative methodologies to answer a list of central research questions addressing aspects of alumni performance quality as it pertains to national and state professional standards. Data will be collected from all the school stakeholders which compose the UPRM alumni environment: the alumni, their students and their supervisor or employer.

Research Questions

The case study will address seven principal research questions:

1. What is the impact of UPRM TPP training on alumni's P-12 students learning and development?
2. How does UPRM TPP alumni classroom instruction align with InTASC (2013) and PRDE Teacher Professional Standards?
3. How satisfied are UPRM TPP alumni with the relevance and effectiveness of their preparation?
4. How satisfied are the employers with the relevance and effectiveness of UPRM TPP alumni teachers and their preparation?
5. How satisfied are P-12 students with the classroom instruction they receive from UPRM alumni teachers?
6. What impact are UPRM alumni teachers having on the academic development of their P-12 students?
7. Do P-12 students perceive their UPRM alumni teachers as fair, ethical, challenging, and helpful?

Qualitative approach: Case Study

A case study will provide context-dependent information which can help TPP at UPRM acquire "*a nuanced view of the reality*" (Flyvberg, 2011) that diverse UPRM alumni experience in their classrooms. This qualitative case study methodology will use multiple means to collect information from a few cases as a way to explore process tracing that links causes and outcomes while allowing data triangulation. It will provide

opportunities to formulate hypothesis and provide new questions to study on the alumni's effective application of skills, knowledge and dispositions.

As part of the case study process, instruments like the Danielson Framework Teacher Observation Rubric (4.2.1) and the Alumni and Employer Interview protocols will be tested with the participants. These instruments and protocols were selected for their proven validity and reliability on teacher evaluation projects like the MET study[1] and will be adapted for future research. The employer protocol is an adaptation of the Flowers and Hancock's Alumni Interview Protocol. Information on the validity and reliability of the Danielson Framework Teacher Observation Rubric and the Flowers and Hancock's Alumni Interview protocols can be found respectively in Danielson, C., 1996, and Flowers, C. P. & Hancock, D. R., 2003.

UPRM TTP faculty member will be trained to conduct interviews and classroom observations in order to reduce bias and assure inter rater reliability. The classroom observations will be correlated with self-report measures and the evidence of the student achievement of learning goals.

Quantitative approach: Surveys

As a means to complement information collected through case studies, two TPP created surveys (alumni and employer) will be used with a larger population. The alumni and employer surveys will be created using pertinent information collected from previous surveys, but redesigning them to take into account a more rigorous alignment with InTASC and PRDE professional standards, as well as CAEP standards. Both surveys will be presented to the UPRM CAEP Steering Committee to check for content validity and alignment, with professional and CAEP standards. Recommendations from CAEP's webinars on surveys will be considered for both surveys. After incorporating the recommendations from committee members regarding format and content clarification, pilot tests will be conducted to verify item and open question clarity.

Validated item versions of the elementary or secondary Tripod Student Survey (4.2.2) will be used to gather data from students of the alumni teachers, depending on the grade level taught by the alumnus. At least two groups of the alumni teacher will be asked to complete the Tripod Student Survey. Information on the validity and reliability

[1] See information of the MET project in http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf.

of the Tripod Student Survey can be found in Asking Students about Teaching: Student Perception Surveys and Their Implementation, MET Project Policy and Practice Brief by the Bill & Melinda Gates Foundation, 2012.

Sampling

Case Study Sampling Design

To maximize the utility of information from small samples in case studies Flyvberg, (2011) recommends an "information – oriented selection" approach with a maximum variation of cases in order to augment the possibilities of obtaining information about the significance of various circumstances for process tracing and outcomes. Following this recommendation, we plan to include four (4) schools that have at least 2 alumni teachers each. The schools selected will vary in the following aspects 1) **zone**: urban, rural; 2) **type**: public, private; and 3) **level**: elementary school, middle school, high school. The alumni teachers in the study will represent the majority of the UPRM licensure areas: Agricultural Education, Art, Biology, General Science, Business Education, Physical Education, Spanish, Social Studies, Physics, History, English, Mathematics, & Chemistry. A range from 8 to 10 alumni teachers will be the target.

At least two groups of each alumni teacher's students, as well as their school directors, will be included in the study to obtain a more comprehensive view of the alumni school ecosystem and to ensure data triangulation.

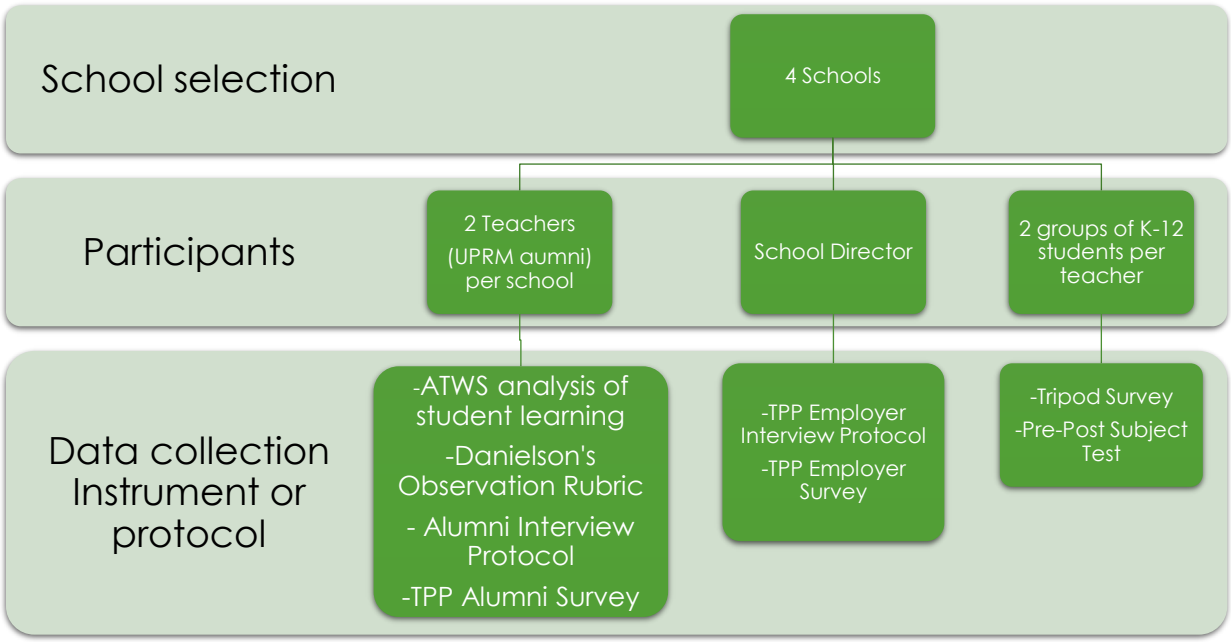
Survey Sampling Design

The TPP-created survey for alumni will be e-mailed to all TPP-UPRM alumni graduated in the last five (5) years (from 2012 to 2016). In Puerto Rico, candidates who take and pass the teacher certification exams in early March are certified by the Puerto Rico Department of Education in November, are then allowed to apply for teaching positions in January, and may be hired for the following school year some fourteen months after graduating.

The first round of employer surveys will be e-mailed to school directors at UPRM TPP practicum centers. A second round of employer surveys will be e-mailed to directors at schools identified from the responses from the working alumni. All surveys will use the Qualtrics© online survey system. If survey response rates are less than 20%, copies will then be printed and delivered in person.

Measurements for Data Collection

A mixed method approach with qualitative and quantitative instruments will be used for data collection as illustrated in the following diagram:



Direct and indirect measures of teaching effectiveness will be collected. The direct measures will include observations of the alumni teachers in the classroom and analysis of student learning using pre-post teacher-created tests aligned to content standards. The indirect measures will include alumni teacher interviews and surveys; interviews and surveys of alumni teacher's immediate supervisors (school directors); and alumni teacher student surveys. All the instruments and protocols to be used will be prepared in both English and Spanish to ensure all participants can answer in their preferred language.

A three-day workshop retreat will be held during the fall semester 2016 to train faculty to use the ATWS rubrics, surveys, observation instruments, and interview protocols in a professional manner. The Chalk and Wire® online data collection system will be used to record data and to generate reports from the ATWS rubric, the Danielson's Observation Rubric, and the Flowers & Hancock's interview rubrics. The Qualtrics® online survey system will be used to collect and organize data gathered from Tripod Student Survey, the employer, and alumni TPP surveys as well as to generate reports from same.

The Mixed Method Research Plan outlined above has been initiated with the CPSHI-IRB Office at UPRM (Institutional Committee for the Protection of Human Beings in Research or in Spanish: Centro para la Protección de Seres Humanos). The Plan includes participant and parental consent forms for all parties.

Instruments

The instruments will be used to address specific research questions aligned with a specific element of CAEP Standard 4, Program Impact and the participant who will be examined. See alignment in Table 1.

Table 1. Instrument alignment with CAEP Standard 4 element and research question by participant

Alignment to research question	Instrument	CAEP Standard 4 Elements
UPRM TPP alumni teacher		
1. What is the impact of the UPRM TPP training on alumni's P-12 students learning and development?	• Abbreviated Teacher Work Sample (ATWS) (4.1.3)	4.1 Student Learning
2. How does UPRM TPP alumni classroom instruction align with InTASC and PRDE Teacher Professional Standards?	• Danielson's Observation Rubric (4.2.1)	4.2 Teacher Effectiveness
3. How satisfied are UPRM TPP alumni with the relevance and effectiveness of their preparation?	• Completer Interview Protocol for Evaluating Teacher Performance (4.4.1) • UPRM TPP Alumni Survey (4.4.2)	4.4 Completer satisfaction
School Director		
4. How satisfied are the employers with the relevance and effectiveness of UPRM TPP alumni teachers and their preparation?	• Employer Interview Protocol for Evaluating Teacher Performance (4.3.1) • UPRM TPP Employer Survey (4.3.2)	4.3 Employer Satisfaction
K-12 Students		
5. How satisfied are P-12 students with the classroom instruction they receive from UPRM alumni teachers?	• Tripod Student Surveys (4.2.2)	4.2 Teacher Effectiveness
6. What impact are UPRM alumni teachers having on the academic development of their P-12 students?	• Pre-post subject test analysis for ATWS (4.1.3)	4.1 Student Learning

7. Do P-12 students perceive their UPRM alumni teachers as fair, ethical, challenging, and helpful?	• Tripod Student Surveys (4.2.2)	4.2 Teacher Effectiveness (Disposition)

Description of Instruments

1) *Abbreviated Teacher Work Sample (ATWS)* - An abbreviated version of the Candidate Teacher Work Sample with an analysis of student learning with pre-post subject test aligned to content knowledge standards of the discipline. The *ATWS* is a direct measure of student learning. It also measures teacher preparation impact indirectly through alumni perception regarding their own efficacy based on how relevant they perceive their preparation to their current teaching job responsibilities. (4.1.3)

2) *Danielson's Observation Rubric* – Rubric to observe teachers' performance in their classroom aligned to InTASC Standards. The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. This Framwork has four domains: 1) Planning and preparation, 2) The clasroom enviroment, 3) Instruction, 4) Professional Responsibilites. This is a teacher performance observation protocol which is being widely used in the US (Little, Goe, & Bell, 2008, 2009). National Comprehensive Center for Teacher Quality. Washington: DC. For information on the validity and reliability of the instrument, see Danielson, C., 1996. (4.2.1)

3) *Completer Interview Protocol for Evaluating Teacher Performance* – The interview protocol was designed to allow an evaluator to assess a teacher's performance accurately and efficiently. In addition, the protocol optimizes evaluator-teacher dialogue regarding the evaluation process and allows teachers to demonstrate adherence to the teaching standards established by several professional organizations including InTASC. The protocol uses existing data which focus on student learning and does not require the teacher to produce new materials to be used for the exclusive purpose of conducting the evaluation. The data on student learning produced in the ATWS will be used for this purpose as well. Significant field-testing has demonstrated the validity and reliability of the instruments. For information on the validity and reliability of the instrument, see Flowers, C. P. & Hancock, D. R., 2003. (4.4.1)

4) *UPRM TPP Alumni Survey – UPRM TPP* created a survey to evaluate aspects of teacher professional mobility and classroom performance aligned to InTASC and PRDE professional standards as self reported by completers. (4.4.2)

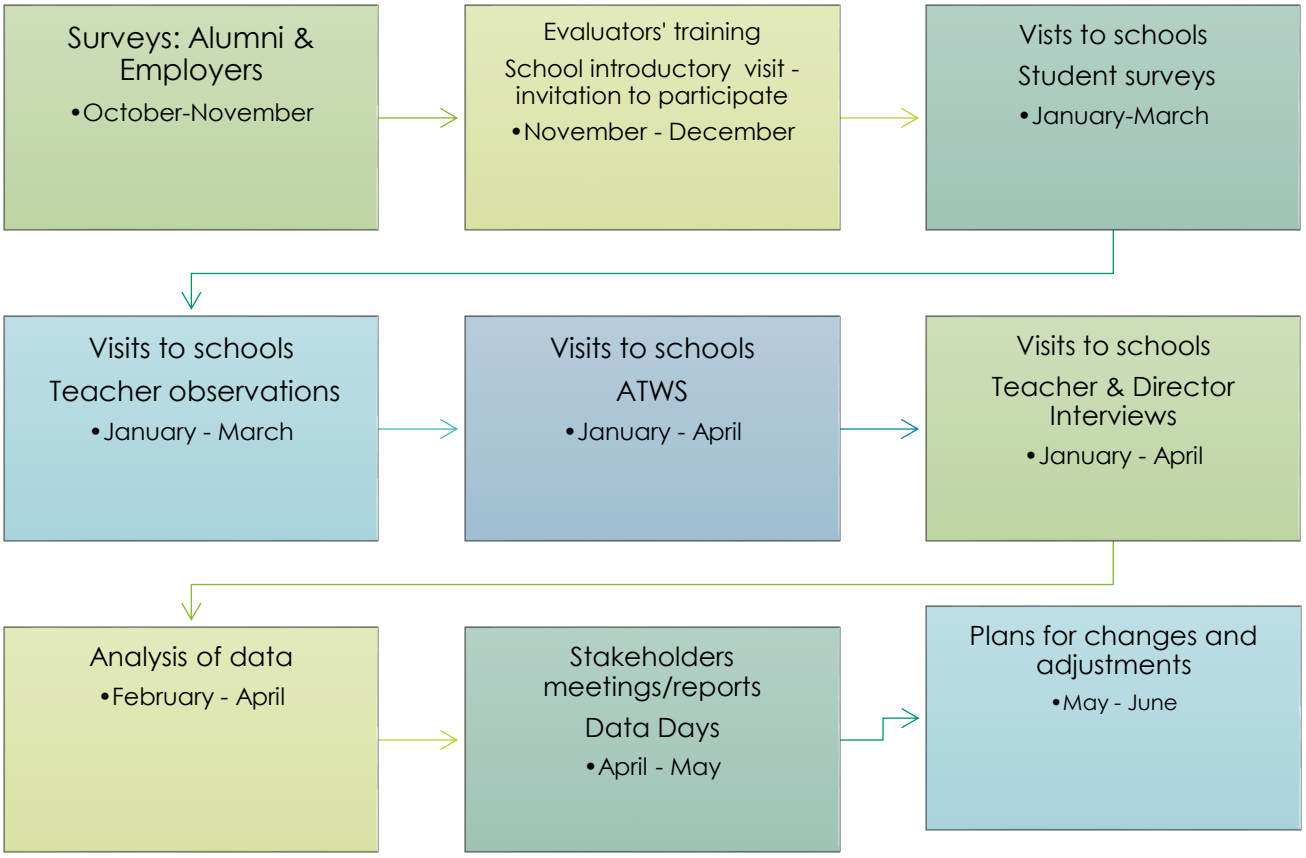
5) *Employer Interview Protocol for Evaluating Teacher Performance* – An adaptation of the Completer's Interview Protocol to be used with employers. The idea is to maintain an alignment of the questions applicable for employer's observations of alumni teachers that will allow for comparison and triangulation of some aspects of the teacher preparation and performance quality. (4.3.1)

6) *UPRM TPP Employer Survey - UPRM TPP* created survey to evaluate aspects of teacher professional mobility and classroom performance aligned to InTASC and PRDE professional standards as reported by employers of alumni teachers. (4.3.2).

7) Tripod Student Survey - Tripod surveys provide feedback on teaching practices and student engagement. The surveys capture key dimensions of school life and teaching practices from a student's perspective. For information on the validity and reliability of the instrument see Bill & Melinda Gates Foundation, 2012. (4.2.2)

Timetable

A suggested timetable for 2016-2017 academic year research process is presented below.



Future Research and Actions for UPRM TPP Improvement

With the proposed mixed methods research UPRM TPP anticipates ascertaining how its recent alumni are impacting their students learning and growth. The proposed research will help the UPRM TPP identify strengths and weaknesses of the teachers it prepares as manifested by the alumni and their school ecosystem. Information obtained from direct observations, teaching-learning artifacts and teacher self-reports as well as data from alumni students and employers will be compared, correlated, and triangulated to form a comprehensive picture of the teachers effectiveness with respect to student learning. The proposed analysis will include comparisons of completers with other completers in diverse licensure areas and comparison by school type.

The research process itself will undergo periodic formative evaluation in order to make adjustments that maintain the consistent data and data cycles for continuous program improvement over the next seven years. The UPRM TPP will share and discuss the collected information with faculty and stakeholders. Annual faculty data days and Assessor Committee meetings will be held to present the data with an initial analysis in order to make data driven decisions to optimize the program. Suggestions and comments from research participants will be given deliberate attention in the data analysis and in planning improvements.

The in-depth look at alumni performance provided by the proposed research, taking into consideration their school ecosystem is expected to produce and foster future educational research. The proposed research should prove fruitful territory for UPRM to contribute to the knowledge base of higher education reforms. The results of the mixed methods study will be published in the http://uprm.edu/eppcaep page as well as in a peer reviewed journal and presented in professional education conferences.

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(4.1.3) **Abbreviated Teacher Work Sample (ATWS) Instructions**

The Teacher Preparation Program (PPM) at the University of Puerto Rico at Mayagüez (UPRM) is conducting a case study to research how well prepared are its alumni teachers. An important part of this study includes collecting information from alumni through a variety of instruments. You are invited to participate creating an Abbreviated Teacher Work Sample (ATWS). The ATWS is designed to measure student performance before, during, and after the instruction unit as well the alumni teacher's reflections on teaching and its relation to the UPRM TPP.

The products in ATWS will be used to collect information that will help the UPRM PPM maintain and improve the quality of its graduates. We would appreciate your participation in this project which will require the collection of information on a teaching unit of your choice. The rubric used to analyze the work is aligned with a graduate profile based on the InTASC[2] national professional standards and the Puerto Rico Department of Education (PRDE)[3] state professional standards. Your participation will be voluntary and anonymous. If you agree to participate, after the completion of the case study in your school, a stipend of $100 will be given to you in appreciation for your effort and collaboration. The data collected will be presented in aggregate form and your responses will be kept strictly confidential. The aggregate results of the case study will be posted at http://uprm.edu/p/eppcaep. We appreciate you taking of your time to collaborate with this effort.

Section 1: Design for Instruction

Abbreviated TWS Standard - The teacher designs instruction for specific learning objectives and goals, student characteristics and needs, and learning contexts.

Task

Describe how you will design your instruction unit related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt

- Table with distributions by day for unit theme, objectives, content standard, expectations and most important activities aligned to the evaluation method you used. Use the following table model and add more spaces as needed.

Design for Instruction Table Model

Time	Learning Objectives	Content Standard / Expectation	Activities (and teaching strategies)	Evaluation
Day 1				
Day 2				
Día 3				
Etc.				

[2] InTASC 2013– Interstate Teacher Assessment and Support Consortium
http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html

Results of pre-assessment. After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

Unit overview. Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

Activities. Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:

- how the content relates to your instructional goal(s),
- how the activity stems from your pre-assessment information and contextual factors,
- what materials/technology you will need to implement the activity, and
- how you plan to assess student learning during and/or following the activity (i.e., formative assessment). Technology. Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission. Suggested Page Length: 3 + visual organizer

Section 2: Analysis of Student Learning

Abbreviated TWS Standard - The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students.

Prompt

You will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class and a subgroup.

To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal of the unit.

Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section).

Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).

[3]Estándares Profesionales de Maestros del Departamento de Educación de Puerto Rico = Puerto Rico Department of Education Teacher Professional Standards 2008 (PRDE-TPS)

Section 3: Reflection and Self-Evaluation

Abbreviated TWS Standard - The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.

Section 4: Reflection on your training as a teacher by UPRM

Abbreviated TWS Standard - The teacher analyzes the relationship between his or her instruction and the training received by UPRM TPP.

Task
Reflect on your performance as a teacher and link your performance to the training received by UPRM TPP. Evaluate your performance and identify future actions to improve the teacher's preparation at UPRM TPP.

Prompt
Explain how your education by UPRM TPP is relevant to your current job responsibilities in the classroom. You could discuss specific strengths in your UPRM TPP education and how they help your educator practice.

Based on your experience, discuss specific areas UPRM TPP could improve in the teacher preparation program. You may offer suggestions for improvement.

Rubric for Abbreviated TWS

Teacher: _____ **Evaluator:** _____ **Date:** _____

Indicator Not Met = 1 **Indicator Partially Met = 2** **Indicator Met = 3**

Section 1: Design for Instruction

Criteria	Indicator Not Met	Indicator Partially Met	Indicator Met
Alignment with learning goals	Few lessons are explicitly linked to the learning goals. Few activities, assignments, and learning resources are aligned with learning goals. Not all learning goals are met in design.	Most of the lessons are explicitly linked to the learning goals. Most of the activities, assignments and learning resources are aligned with learning goals . Most of the learning goals are met in design.	All lessons are explicitly linked to the learning goals. All activities, assignments, and learning resources are aligned with learning goals. All learning goals are met in design.
Accurate representation of content	The use of content by the teacher appears to contain numerous inaccuracies. The content appears to be more like skills and isolated facts rather than be seen as part of a broader conceptual structure.	The use of content by the teacher appears to be mostly accurate. It shows some awareness of the great ideas or structure of the discipline.	The use of content by the teacher appears to be accurate. The focus of content is consistent with the great ideas or the structure of the discipline.
Lesson and unit structure	The lessons within the unit are not organized in a logical way (e.g. sequenced).	The lessons within the unit have some logical organization and pretend to be something useful in moving students to achieve learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students to achieve learning goals.
Use of a variety of instruction, activity, assignment and resources	Little variety of instructional media, activities, assignments, and resources. Strong attention to textbook or a single resource (e.g. worksheets).	Some variety in the means of instruction, activities, assignments, or resources but limited contribution to learning.	Significant variety of instructional media, activities, assignments, and resources. This variety makes a clear contribution to learning.
Use of contextual information and data to select appropriate and relevant activities, assignments and resources.	The instruction is not designed with reference to contextual factors and data pre - APPRAISAL. Activities and assignments do not appear to be productive and appropriate for each student.	Some instruction is designed with reference to contextual factors and data pre - APPRAISAL. Some activities and assignments appear to be productive and appropriate for each student.	Most of the instruction is designed with reference to contextual factors and data pre - APPRAISAL. Most of the activities and assignments appear to be productive and appropriate for each student.
Use of technology	Inappropriately used technology or the teacher does not use the technology and no justification is provided for this (or an inappropriate justification is provided)	The teacher uses technology but it does not contribute significantly to teaching and learning or the teacher provides a limited justification for not using the technology.	The teacher integrates appropriate technology that contributes significantly to teaching and learning or the teacher provides a compelling justification for not using the technology.

Section 2: Analysis of Student Learning

Criteria	Indicator Not Met	Indicator Partially Met	Indicator Met
Clarity and accuracy of presentation	The presentation is not clear or accurate; It does not reflect the data accurately.	The presentation is intelligible and contains few errors.	The presentation is easy to understand and does not contains errors of presentation.
Alignment with learning goals and instruction	The analysis of student learning is not aligned with the learning goals.	The analysis of student learning is partially aligned with the learning goals and / or fails to	The analysis of student learning is fully aligned with the learning goals and provides a

Criteria	Indicator Not Met	Indicator Partially Met	Indicator Met
		provide a comprehensive profile of student learning on goals for the entire class, sub - groups and individuals.	comprehensive profile of student learning on goals for the entire class, sub - groups and two individuals.
Interpretation of data	The interpretation is inaccurate and the conclusions are missing or they are not supported by the data.	The interpretation is technically accurate, but the conclusions are missing or they are not supported by the data.	The interpretation is significant and conclusions are supported by the data.
Evidence of impact on student learning	The analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students achieving and progressed toward learning goals.	The analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students achieving and progressed toward learning goals.	The analysis of learning includes evidence of impact on student learning in terms of numbers of students achieving and progressed toward learning goals.

Section 3: Reflection and Self Evaluation

Criteria	Indicator Not Met	Indicator Partially Met	Indicator Met
Interpretation of Student-Learning	There is no evidence or reasons provided to support the conclusions outlined in the "Analysis of student learning" section.	Provides evidence but no reasons (or provides simplistic or superficial reasons) to support the conclusions outlined in the "Analysis of student learning" section.	Uses evidence to support the conclusions outlined in the "Analysis of student learning" section. Explores multiple hypotheses about why some students did not achieve the learning goals.
Insights about effective Instruction and Assessment	Does not provide justification for why some activities or assessments were more successful than others.	Identifies activities or successful and unsuccessful assessments and explores the reasons for their success or lack of success superficially (uses neither theory nor research).	Identifies activities or successful and unsuccessful assessments and provides credible reasons (founded in theory or research) for their success or lack of success.
Alignment between goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and / or the connections are irrelevant or inaccurate.	Connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but there are errors or conceptual gaps.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.

Section 4: Reflection on your preparation as a teacher by UPRM

Criteria	No comments or suggestions	General comments or suggestions	Specific comments or suggestions
Reflection on specific strengths of UPRM TPP preparation	Provides no comments or suggestions or makes suggestions that are irrelevant to the TPP program.	Provides generic comments or suggestions that are not readily identifiable the TPP program.	Makes comments or suggestions that the TPP program can use to reinforce existing practices.
Reflection on specific weakness of UPRM TPP preparation	Provides no comments or suggestions or makes suggestions that are irrelevant to the TPP program.	Provides generic comments or suggestions that are not readily actionable for the TPP program.	Makes comments or suggestions that the TPP program can take action to improve.

Comments:

(4.2.1) – Danielson Framework Teacher Observation Rubric

A Framework for Professional Practice

Any framework developed for professional practice must provide guidelines on what a teacher does when teaching. Thus, to better understand the responsibilities of teachers, this course will incorporate the following framework for professional practice. Charlotte Danielson developed this framework.

Danielson's Framework for Teaching

Danielson's framework for teaching identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning[1]. Because teaching is an extremely complex activity, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. These domains and their components are outlined in a following table. A brief review of each of these domains will provide a road map of the skills and competencies new teachers need to develop.

Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn---in other words, how the teacher designs instruction. These include demonstrate knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning

Domain 2: The classroom Environment. The components in Domain 2 consist of the interactions that occur in a classroom that are non instructional. These consist of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.

Domain 3: Instruction. The components in Domain 3 are what constitute the core of teaching – the engagement of students in learning contest. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

Domain 4: Professional Responsibilities. The components in Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism. Teachers who demonstrate these competencies are highly valued by their colleagues and administrators, as well as being seen as true professionals.

The benefits of having a framework for professional practice, as Danielson notes, are several. First, a framework offers the profession of teaching a shard vocabulary as a way to communicate about

[1] From Charlotte Danielson, "Enhancing Professional Practice: A Framework for Teaching," Association for Supervision and Curriculum Development, 1996, pp.3-4. Reprinted by permission of the author.

excellence. For novice teachers, a framework provides a pathway to excellence by laying out the twenty -two important components that constitute professional practice. A framework for teaching provides a structure for discussions among teachers and also serves to sharpen the focus for professional development. A framework also serves to communicate to the larger community the array of competencies needed to be an effective teacher.

Figure 1.1. A framework for teaching

Components of Professional Practice

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' varied approaches of learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: Selecting Instructional Goals Values
- Clarity
- Suitability for diverse students
- Balance

Component 1d: Demonstrating Knowledge of Resources
- Resources for teaching
- Resources for students

Component 1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: Assessing Student Learning
- Congruence with instructional goals
- Criteria and standards
- Use for planning

Domain 2: The Classroom Environment

Component 2a: Creating and Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction

Component 2b: Establishing a Culture for Learning
- Importance of the content
- Student pride in work
- Expectations for learning and achievement

Component 2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response of student misbehavior

Component 2e: Organizing Physical Space
- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately
- Directions and procedures
- Oral and written language

Component 3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning
- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: Providing Feedback to Students
- Quality: accurate, substantive, constructive, and specific
- Timeliness

Component 3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non instructional records

Component 4c: Communicating with families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: Contributing to the School and District
- Relationships with colleagues
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

Component 4f: Showing Professionalism
- Service to students
- Advocacy
- Decision making

Appendix B – Danielson Framework Teacher Observation Rubric

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

ELEMENTS: KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE • KNOWLEDGE OF PREREQUISITE RELATIONSHIPS • KNOWLEDGE OF CONTENT-RELATED PEDAGOGY

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Domain 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Domain 1: **PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT t	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction *(continued)*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Domain 2: **THE CLASSROOM ENVIRONMENT**

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism *(continued)*

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Correlation between the **Danielson Framework for Teaching** and the **Interstate Teacher Assessment and Support Consortium** (InTASC) Standards

InTASC Standard	Framework for Teaching Component(s)
#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.	**Domain 1: Planning and Preparation** 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction **Domain 3: Instruction** 3c: Engaging students in learning
#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.	**Domain 1: Planning and Preparation** 1b. Demonstrating Knowledge of Students .
#3: Learning Environment 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.	**Domain 2: Classroom Environment** 2a: Creating an environment of respect and rapport **Domain 3: Instruction** 3c: Engaging students in learning
#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.	**Domain 1: Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing coherent instruction **Domain 3: Instruction** 3c: Engaging students in learning
#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.	**Domain 3: Instruction** 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility and Responsiveness
#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.	**Domain 1: Planning and Preparation** 1f: Designing student assessments **Domain 3: Instruction** 3d: Using assessment in instruction

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InTASC Standard	Framework for Teaching Component(s)
#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.	**Domain 1: Planning and Preparation** 1b: Demonstrating knowledge of students 1e: Designing coherent instruction
#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.	**Domain 3: Instruction** 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning
#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.	**Domain 4: Professional Responsibilities** 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism
#10: Leadership and Collaboration T he 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.	**Domain 4: Professional Responsibilities** 4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism

(4.4.1) - Completer Interview Protocol for Evaluating Teacher Performance

Flowers & Hancock's' Interview Protocol and Scoring Rubric for Evaluating Teacher Performance

Interview Protocol development, validity and reliability studies in:

Claudia P. Flowers & Dawson R. Hancock. (2003). An Interview Protocol and Scoring Rubric for Evaluating Teacher Performance, Assessment in Education: Principles, Policy & Practice, 10:2, 161-168, DOI: 10.1080/0969594032000121261

Conditions for Use of Protocol and Scoring Rubric (From Flowers & Hancock, 2003 pp. 165)

A successful evaluation conference results from careful preparation by the teacher and evaluator. All evaluators and teachers should be trained on the interview protocol and scoring rubric before conducting an interview conference. Training time should be devoted to specific examples or scenarios of interviews and the accompanying score determination based upon the data presented. Administration procedures should help facilitate the implementation of the interview process. The evaluator is responsible for: (a) scheduling the conference; (b) identifying a location for conducting the conference to be conducted, such as the teacher's classroom; (c) providing the teacher with a copy of the evaluation forms, standards, and procedures; and (d) providing an opportunity for the teacher to ask questions to clarify expectations. The teacher is responsible for: (a) asking questions to clarify any expectations or procedures; and (b) organizing material before the conferences. The teacher should draw upon documents that are actually in use and should not have to develop new materials for the evaluation.

EVALUATOR SAYS TO THE TEACHER:

(Welcome.) Thank you for agreeing to take the time to talk with me today. This interview is part of a case study program sponsored by the Teacher Preparation Program of the University of Puerto Rico at Mayaguez. Your answers will be used to help us understand how well the Teacher Preparation Program is working and help us improve the preparation of future teachers.

(Goal of interview) The goal of the evaluation is to understand how well is the Teacher Preparation Program of the University of Puerto Rico at Mayaguez working in terms of how your preparation helps your performance and, if you feel there are any problems with it, make recommendations to UPRM on how it could be improved.

(Confirm confidentiality of responses.) Your answers will be kept strictly confidential to the extent permitted by law and no individual responses or your school's name will be disclosed to any one, not even the evaluation team. We will report the interview findings in group summaries. Additionally, we will not give your answers to your supervisor, other co-workers at your school system, UPRM, nor anyone else.

(Time.) We anticipate that it will take about an hour to complete this interview and we may have to talk to more than one person at your school to obtain the information for some questions. In addition, during the process of our site visit, we may have other questions to clarify with you from time to time. Do you have any questions?

Instructions to interviewers: (After you and the teacher agree on the arrangement, proceed to the following.) To find out about a teacher's general experiences with the TPP at UPRM, you may ask the following questions:

1. Show me how your students are performing relative to their strengths and weaknesses with what you have taught thus far.
2. How has your baseline data for student performance changed at this point in the year?
3. How have your students performed on pre-assessments you have administered?
4. How have your students performed on post-assessments you have administered?
5. Where are your students compared to where they should be at this point in the school year?
6. How are you progressing in your teaching relative to the approved curriculum and standardized test scores (if appropriate)?
7. Show me an example of a written test or other type of assessment that demonstrates how you are addressing learning styles and higher order thinking skills.
8. Show me or talk to me about a lesson, concept, or unit that you have taught thus far in the school year and answer the following questions:
    a. How did students perform?
    b. Was your student's performance what you expected?
    c. Why or why not?
    d. How did what you taught relate to previous learning?
    e. If you were teaching the lesson again, what would you do differently?
    f. If you were sharing this lesson with a colleague, what would you stress as critical components to student understanding?

Employment milestone questions:

9. Do you have a permanent contract or could aspire to one?
10. Have you received a promotion or could aspire to one (if applicable)?
11. Based on your experience, what are strengths of the training UPRM TPP gave you?
12. Based on your experience, what are weaknesses of the training UPRM TPP gave you?
13. What recommendations do you have for UPRM teacher preparation programs?

TABLE II. Scoring rubric for evaluating interview protocol

Above Standard	At Standard	Below Standard	Unsatisfactory
1. A system is in place to determine student strengths and weaknesses on concepts identified in the approved curriculum.			
A system is in place, students are instructed according to needs, and individual student progress is being charted.	A system is in place and students are instructed according to needs.	A system is available, but not being used by the teacher.	No system is in place.
2. A baseline for learning has been established.			
Previous scores on state administered tests and standardised and/or local/teacher-made benchmark testing that encompasses learning levels on at least a 9-week basis are recorded and utilised to determine modifications for instruction.	Previous scores on state administered tests or standardised tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.	Teaching is directed by the approved curriculum as well as the textbook with no reference to prior student performance.	Teaching is directed by the textbook with no reference to the approved curriculum or prior student performance.
3. Evaluation of student learning involves pre- and post-assessment.			
Pre- and post-assessments are used to provide group and individual instruction where needed. All assessment methods are valid, reliable, and equitable.	Pre- and post-assessments are a part of on-going classroom instruction. All assessment methods are valid, reliable, and equitable.	Pre-assessments are not used. Post-assessments are administered at the end of the instructional period.	Pre- and post-assessments are not used.
4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.			
Pacing of instruction is in agreement with state and local goals and allows for flexible grouping and individual student mastery of benchmarks.	Pacing of instruction is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks.	Pacing of instruction has been identified, but not in sequence with school or district goals.	Pacing of instruction is not identified.
5. Desired results for student learning are clearly defined and in agreement with the approved curriculum and appropriate for standardised tests.			
Groups of students and/or individual student progress on specific approved curriculum indicators are followed until mastery is achieved.	Units of study from the approved curriculum are referenced in plan book and identified on assessments.	Teacher can identify sections of the approved curriculum for which he/she is responsible but cannot translate into lesson plans or student assessment.	Teacher cannot find or does not use the approved curriculum.
6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills.			
The teacher consistently questions students by addressing various learning styles and higher order thinking skills and uses students to facilitate questioning.	The teacher consistently questions students by addressing various learning styles and higher order thinking skills.	The teacher seldom questions students by addressing various learning styles and higher order thinking skills.	The teacher directs all questions toward the total group or individual students at the knowledge/recall levels.
7. The teacher analyses, interprets, and reflects on student growth.			
The teacher consistently analyses, interprets, or reflects on student growth and is refining instruction according to analyses.	The teacher consistently analyses, interprets, or reflects on student growth.	The teacher seldom analyses, interprets, or reflects on student growth.	There is no evidence of teacher analysis, interpretation, or reflection on student growth.

(Interview rubric from Flowers & Hancock, 2003 pp. 46)

(4.4.2) - EPP Alumni Survey

UPRM TPP ALUMNI SURVEY

The University of Puerto Rico at Mayagüez (UPRM) Teacher Preparation Program (TPP) is studying how well prepared are its teaching alumni. An important part of this study includes collecting information from these alumni.

This survey is to collect information that will help the UPRM TPP maintain and improve the quality of its graduates. We would appreciate you taking 10 minutes to answer the questionnaire based on your experience. This questionnaire is aligned with a graduate profile based on the InTASC[5] national professional standards and the Puerto Rico Department of Education (PRDE)[6] state professional standards. Your participation will be voluntary and anonymous. The data collected will be presented in aggregate form and your responses will be kept strictly confidential. The aggregate results of this survey will be posted at http://uprm.edu/p/eppcaep/alumni_survey.

We thank you for taking of your time to collaborate with this initiative.

1. Gender: ☐F ☐M

2. E-mail: _____

3. When did you complete your teaching practice? Year: _____

Month: ☐May ☐December

4. Are you certified to teach in Puerto Rico? ☐YES ☐NO

5. What areas are you certified to teach in Puerto Rico? Mark all that apply.

- ☐ Agricultural Education
- ☐ Art
- ☐ Biology
- ☐ Business Education
- ☐ Chemistry
- ☐ English
- ☐ General Sciences
- ☐ History
- ☐ Mathematics
- ☐ Physical Education
- ☐ Physics
- ☐ Social Studies
- ☐ Spanish
- ☐ Other

If you marked other, please specify the subject area(s): _____

Employment Milestones

6. Since completing the Teacher Preparation Program, have you been employed as a teacher? ☐YES ☐NO (If NO, skip to next section.)

7. Most recently, where were you employed as a teacher? City:

School:

☐ Rural ☐Urban ☐ Public ☐ Private

[5] InTASC 2013– Interstate Teacher Assessment and Support Consortium http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html

[6] Estándares Profesionales de Maestros del Departamento de Educación de Puerto Rico = Puerto Rico Department of Education Teacher Professional Standards 2008 (PRDE-TPS)

8. How many years (including the current year) have you been employed as a teacher? _____

9. What grade levels have you taught? ☐ Elementary ☐ Middle ☐ High

10. After completing the Teacher Preparation Program, how many months passed before you were employed as a teacher? _____ months

11. Do you have a permanent contract? ☐YES ☐NO

12. Have you received a promotion? ☐YES ☐NO

13. Are you certified to teach <u>all</u> the subjects you are currently teaching? ☐YES ☐NO
    If NO, for how many of the classes you currently teach are you : Certified? _____
    Not certified? _____

14. Do you have a master's degree in an area related to a subject that you teach? ☐YES ☐NO

15. Do you regularly participate in professional development activities? ☐YES ☐NO

16. Name of director of school where you most recently worked _____

17. Email of director of school where you most recently worked _____

Your professional evaluation of your preparation to teach is important for this study. Please evaluate how well the UPRM-PPM prepared you to teach. Read each item carefully and answer freely based on your teaching experience. Choose the answer that best reflects your professional experience and self-reflection. Feel free to offer comments or recommendations to the specific area in question for UPRM TPP improvement.

Behaviors aligned with InTASC professional standards

Please use the following scale:

4- Very well prepared
3- Well prepared
2- Prepared
1- Poorly prepared

to indicate how well the Teacher Preparation Program at UPRM prepared you with respect to each of the following items:

I. Learner and Learning	1	2	3	4
1. Implement challenging learning experiences that are appropriate for developing your students. (InTASC 1, PRDE-TPS 2)				
2. Use your understanding of individual differences to adjust daily teaching to meet all your students' needs (including students with special needs). (InTASC 2, PRDE-TPS 5)				
3. Encourage a positive environment with social interactions that support active learning and self-motivation. (InTASC 3, PRDE-TPS 4)				

Comments / Recommendations to UPRM TPP:

II. Content Knowledge	1	2	3	4
4. Create learning experiences that make understanding of core disciplinary concepts accessible to your students thereby stimulating them to understand, ask questions, and analyze ideas. (InTASC 4, PRDE-TPS 8)				
5. Use and connect different perspectives to involve students in a way that develops their critical thinking and creativity. (InTASC 5, PRDE-TPS 2)				
6. Use disciplinary knowledge to foster collaborative problem solving related to local or global issues. (InTASC 5, PRDE-TPS 2)				
Comments / Recommendations to UPRM TPP:				

III. Instructional Practice	1	2	3	4
7. Use various assessment and evaluation forms to measure academic performance to engage learners in their own growth. (InTASC 6, PRDE-TPS6)				
8. Develop daily class plans and deliver instruction that reflects the corresponding content area standards. (InTASC 7, PRDE-TPS 3)				
9. Include various strategies in daily planning to develop multiple knowledge application skills including appropriate technology use. (InTASC 8, PRDE-TPS 7)				
Comments / Recommendations to UPRM TPP:				

IV. Professional Responsibility	1	2	3	4
10. Work ethically and responsibly throughout the school community. (InTASC 9, PRDE-TPS 11)				
11. Collaborate regularly with school colleagues and student families making decisions about class design and instruction to give students. (InTASC 10, PRDE-TPS 9)				
Comments / Recommendations to UPRM TPP:				

In overall terms, you consider your preparation to be a teacher at UPRM-PPM to be . . .

- ☐ Excellent
- ☐ Good
- ☐ Regular
- ☐ Poor

If I were to recommend UPRM-PPM to a future teacher, I would say that the program is . . .

- ☐ Excellent
- ☐ Good
- ☐ Regular
- ☐ Poor

We would appreciate any comments you would like to add which might help us improve UPRM-TPP in training you as a teacher.

(4.3.1) Employer Satisfaction Interview Protocol

Adaptation of Flowers & Hancock's' Interview Protocol and Scoring Rubric for Evaluating Teacher Performance
Interview Protocol development, validity and reliability studies in:

Claudia P. Flowers & Dawson R. Hancock (2003) An Interview Protocol and Scoring Rubric for Evaluating Teacher Performance, Assessment in Education: Principles, Policy & Practice, 10:2, 161-168, DOI: 10.1080/0969594032000121261

Conditions for Use of Protocol and Scoring Rubric (From Flowers & Hancock, 2003 pp. 165)

EVALUATOR SAYS TO EMPLOYER:

- (Welcome.) Thank you for agreeing to take the time to talk with me today. This interview is part of a case study by the Teacher Preparation Program of the University of Puerto Rico at Mayaguez. Your answers will be used to help us understand how well the Teacher Preparation Program is working and help us improved the preparation of future teachers.

- (Goal of interview) The goal of the evaluation is to understand how well the Teacher Preparation Program of the University of Puerto Rico at Mayaguez is working and, if you feel there are any problems with it, please make recommendations to UPRM on how we can improve it.

- (Confirm confidentiality of responses.) Your answers will be kept strictly confidential to the extent permitted by law and no individual responses or your establishment's name will be disclosed to any one, not even on the evaluation team. We will report the interview findings in group summaries. Additionally, we will not give your answers to your supervisor, other co-workers at your school system, UPRM, or anyone else.

- (Time.) We anticipate that it will take about half an hour to complete this interview and we may have to talk to more than one person at your school to obtain the information for some questions. In addition, during the process of our site visit, we may have other questions to clarify with you from time to time. Do you have any questions?

Instructions to interviewers: (After you and the employer reach an arrangement, proceed to the following.) To find out about an employer's general experiences with the UPRM TPP alumni teachers, you may ask the following questions:

1. Tell me how are students in this school performing relative to their strengths and weaknesses from what our UPRM TPP alumni teachers have taught them so far?
2. Where are those students compared to where they should be at this point in the school year?
3. How are our alumni teachers progressing in their teaching relative to the approved curriculum and standardized test scores (if appropriate)?
4. Can you think of examples of a written test or other type of assessment which demonstrate how our alumni teachers are addressing learning styles and higher order thinking skills?
5. How is their classroom instruction aligned with professional standards such as InTASC and PRDE Teacher Professional Standards?

6. How satisfied are you as employer with the relevance and effectiveness of the preparation of UPRM TPP alumni teachers compared with teacher preparation programs from other institutions?

7. Do they have a permanent contract or could they aspire to one?

8. Have they received a promotion or could they aspire to one (if applicable)?

9. What recommendations do you have for the UPRM Teacher Preparation Programs?

TABLE II. Scoring rubric for evaluating interview protocol

Above Standard	At Standard	Below Standard	Unsatisfactory
1. A system is in place to determine student strengths and weaknesses on concepts identified in the approved curriculum.			
A system is in place, students are instructed according to needs, and individual student progress is being charted.	A system is in place and students are instructed according to needs.	A system is available, but not being used by the teacher.	No system is in place.
2. A baseline for learning has been established.			
Previous scores on state administered tests and standardised and/or local/teacher-made benchmark testing that encompasses learning levels on at least a 9-week basis are recorded and utilised to determine modifications for instruction.	Previous scores on state administered tests or standardised tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.	Teaching is directed by the approved curriculum as well as the textbook with no reference to prior student performance.	Teaching is directed by the textbook with no reference to the approved curriculum or prior student performance.
5. Desired results for student learning are clearly defined and in agreement with the approved curriculum and appropriate for standardised tests.			
Groups of students and/or individual student progress on specific approved curriculum indicators are followed until mastery is achieved.	Units of study from the approved curriculum are referenced in plan book and identified on assessments.	Teacher can identify sections of the approved curriculum for which he/she is responsible but cannot translate into lesson plans or student assessment.	Teacher cannot find or does not use the approved curriculum.
6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills.			
The teacher consistently questions students by addressing various learning styles and higher order thinking skills and uses students to facilitate questioning.	The teacher consistently questions students by addressing various learning styles and higher order thinking skills.	The teacher seldom questions students by addressing various learning styles and higher order thinking skills.	The teacher directs all questions toward the total group or individual students at the knowledge/recall levels.
7. The teacher analyses, interprets, and reflects on student growth.			
The teacher consistently analyses, interprets, or reflects on student growth and is refining instruction according to analyses.	The teacher consistently analyses, interprets, or reflects on student growth.	The teacher seldom analyses, interprets, or reflects on student growth.	There is no evidence of teacher analysis, interpretation, or reflection on student growth.

(Adaptation of the interview rubric from Flowers & Hancock, 2003 pp. 46)

(4.3.2) EPP Employer Satisfaction Survey

SCHOOL DIRECTOR SURVEY

The Teacher Preparation Program (TPP) at the University of Puerto Rico at Mayagüez (UPRM) is studying how well prepared are its teacher alumni. An important part of this study includes collecting information from school directors at schools where these alumni teachers are employed.

This survey is designed to collect information that will allow the UPRM TPP maintain and improve the quality of its graduates. We would appreciate you take 10 minutes to answer the questionnaire based on your experience with our graduates over the past 5 years. This questionnaire is aligned with a graduate profile based on the InTASC[7] national professional standards and the Puerto Rico Department of Education (PRDE)[8] state professional standards, as well as with the UPRM TPP mission and vision[9]. Your participation will be voluntary and anonymous. The data collected will be presented in aggregate form and your responses will be kept strictly confidential. The aggregate results of this survey will be posted at http://uprm.edu/p/eppcaep/employer_survey.

We thank you for taking of your time to collaborate with this initiative.

School name: _____

School district: _____

Personal e-mail address of the person who answered this questionnaire: _____

1. Including the current year, how long have you been the director in this school? _____

2. What is the total enrollment in the school? _____

3. What grade levels are included in your school? Elementary_____ Middle_____ High____

4. What teaching certification areas correspond to the teachers you supervise that are UPRM alumni? Mark all areas that apply and specify the number of teachers that you will be taking into account in the following evaluation for that area.

[7] InTASC 2013– Interstate Teacher Assessment and Support Consortium http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html

[8] Estándares Profesionales de Maestros del Departamento de Educación de Puerto Rico = Puerto Rico Department of Education Teacher Professional Standards 2008 (PRDE-TPS)

[9] **Vision of the UPRM TPP -** In the context of the vision and mission of the University of Puerto Rico at Mayagüez, the unit aspires to develop subject matter specialists who are active teachers and lifelong learners who are highly capable, effective, dedicated educators in their fields.

Mission of the UPRM TPP -The mission of the Mayaguez Campus Unit reflects the mission of the University of Puerto Rico. The unit's mission is to serve society by preparing professional educators who are subject matter specialists with dispositions of social, cultural, humanistic sensibilities and ethical values, who also possess competence, skills and general knowledge, all of which will allow them to be highly effective teachers. The unit prepares subject matter specialists as professional educators, committed to vanguard educational paradigms, with an inquisitive attitude, capable of creative and critical thinking, and with mastery of pedagogical and conceptual knowledge in their discipline.

- ☐ Agricultural Education _____
- ☐ Art _____
- ☐ Biology ___
- ☐ Business Education _____
- ☐ Chemistry _____
- ☐ English _____
- ☐ General Science _____
- ☐ History _____
- ☐ Mathematics _____
- ☐ Physical Education _____
- ☐ Physics _____
- ☐ Social Studies _____
- ☐ Spanish _____
- ☐ Other _____

If you marked other, please specify the subject areas _____

Employment Milestones

5. How many of the teachers marked in #4 have permanent contracts?	
6. If there were an opportunity for promotion, how many of these would you recommend for promotion?	
7. How many of the teachers marked in #4 are fully certified to teach the subjects assigned?	
8. How many of the teachers marked in #4 hold a master's degree in an area related to the subjects assigned to teach.	
9. How many of the teachers marked in #4 regularly participate in professional development courses or workshops.	

Your professional evaluation of our graduates' work is very important for this study. Please evaluate how the teachers who graduated from the UPRM-TPP compare to other recently recruited teachers. Read each question carefully and answer freely based on your experience as a school director and teacher supervisor over the past five (5) school years. Choose the answer that best reflects your professional observations. Feel free to comment or make recommendations for improvement of our UPRM TPP in the specific areas addressed.

Behaviors aligned with InTASC professional standards

4- Very well prepared
3- Well prepared
2- Prepared
1- Poorly prepared

The teachers prepared by at UPRM that I have supervised over the past 5 years . . .

I. Learner and Learning	1	2	3	4
1. Implement challenging learning experiences that are appropriate for developing their students. (InTASC 1, PRDE-TPS 2)				
2. Use their understanding of individual differences to adjust daily teaching to meet all their students' needs (including students with special needs). (InTASC 2, PRDE-TPS 5)				
3. Encourage a positive environment with social interactions that support active learning and self-motivation. (InTASC 3, PRDE-TPS 4)				

Comments / Recommendations to UPRM TPP:

The teachers prepared by at UPRM that I have supervised over the past 5 years . . .

II. Content Knowledge	1	2	3	4
4. Create learning experiences that make understanding of core disciplinary concepts accessible to students thereby stimulating learners to understand, ask questions, and analyze ideas. (InTASC 4, PRDE-TPS 8)				
5. Use and connect different perspectives to involve learners in a way that develops their critical thinking and creativity. (InTASC 5, PRDE-TPS 2)				
6. Use disciplinary knowledge to foster collaborative problem solving related to local or global issues. (InTASC 5, PRDE-TPS 2)				
Comments / Recommendations to UPRM TPP:				

The teachers prepared by at UPRM that I have supervised over the past 5 years . . .

II. Instructional Practice	1	2	3	4
7. Use various assessment and evaluation forms to measure academic performance to engage learners in their own growth. (InTASC 6, PRDE-TPS6)				
8. Use daily class plans and instruction that reflect use of the corresponding content area standards. (InTASC 7, PRDE-TPS 3)				
9. Use in their daily planning various strategies to develop multiple skills to apply knowledge including the use of appropriate technology. (InTASC 8, PRDE-TPS 7)				
Comments/ Recommendations to UPRM TPP:				

The teachers prepared by at UPRM that I have supervised over the past 5 years . . .

III. Professional Responsibility	1	2	3	4
10. Are recognized as ethical and responsible teachers throughout the school community. (InTASC 9, PRDE-TPS 11)				
11. Meet regularly with school colleagues and student families to make decisions about class design and instruction given students. (InTASC 10, PRDE-TPS 9)				
Comments / Recommendations to UPRM TPP:				

In overall terms, you consider the training that teachers have received from the UPRM-TPP to be . . .

- ☐ Excellent
- ☐ Good
- ☐ Regular
- ☐ Poor

You would recommend UPRM-PPM to future teachers as one that is . . .

- ☐ Excellent
- ☐ Good
- ☐ Regular
- ☐ Poor

We would appreciate any comments you would like to add that might help us improve UPRM-TPP's performance in preparing teachers.

Tripod 7 c Survey Upper Elementary Level

Dear Student,

Thank you for participating in this survey. While answering the following questions, it is important you think about your learning in one of your teacher's classrooms. The proctor of the survey will tell you the classroom/teacher you should think about. If they have not done so, please ask.

No one at your school will look at your answers. Later, someone from outside your school will tell your teacher and your principal how the students in your school responded, but not how you or any one individual student answered. The reason some questions seem very similar to others is to help make it really clear what you think. You do not have to answer any question that you do not want to answer.

Upper Elementary Version (original English)	Yes	Maybe	No
Care			
I like the way my teacher treats me when I need help.			
My teacher is nice to me when I ask questions.			
My teacher in this class makes me feel s/he really cares about me.			
If I am sad or angry, my teacher helps me feel better.			
The teacher in this class encourages me to do my best.			
My teacher seems to know if something is bothering me.			
Control			
My classmates behave the way my teacher wants them to.			
Our class stays busy and doesn't waste time.			
Students behave so badly in this class that it slows down our learning.*			
Everybody knows what they should be doing and learning in this class.			
Clarify			
My teacher explains things in very orderly ways.			
In this class, we learn to correct our mistakes.			
My teacher explains difficult things clearly.			
My teacher has several good ways to explain each topic that we cover in class.			
I understand what I am supposed to be learning in this class.			
My teacher knows when the class understands, and when we do not.			
This class is neat—everything has a place and things are easy to find.			
If you don't understand something, my teacher explains it another way.			

Upper Elementary Version (original English)	Yes	Maybe	No
Challenge			
My teacher pushes us to think hard about things we read.			
My teacher pushes everybody to work hard.			
In this class we have to think hard about the writing we do.			
In this class, my teacher accepts nothing less than our full effort.			
Captivate			
School work is interesting.			
We have interesting homework.			
Homework helps me learn.			
School work is not very enjoyable.* (Do you agree?)			
Confer			
When s/he is teaching us, my teacher asks us whether we understand.			
My teacher asks questions to be sure we are following along when s/he is teaching.			
My teacher checks to make sure we understand what s/he is teaching us.			
My teacher tells us what we are learning and why.			
My teacher wants us to share our thoughts.			
Students speak up and share their ideas about class work.			
My teacher wants me to explain my answers—why I think what I think.			
Consolidate			
My teacher takes the time to summarize what we learn each day.			
When my teacher marks my work, s/he writes on my papers to help me understand.			

* Reverse coded item. Agreement represents an unfavorable response.

Tripod 7 c Survey Secondary Level

Dear Student,

Thank you for participating in this survey. While answering the questions, it is important that you think about your learning in one of your teacher's classrooms. The proctor of the survey will tell you the classroom/teacher you should think about. I they have not done so, please ask.

No one at your school will look at your answers. Later, someone from outside your school will tell your teacher and your principal how the students in your school responded, but not how you or any one individual student answered. The reason some questions seem very similar to others is to help make it really clear what you think. You do not have to answer any question that you do not want to answer.

Secondary Version (original English)	Totally Untrue	Mostly Untrue	Some-what	Mostly True	Totally True
Care					
My teacher in this class makes me feel s/he really cares about me.					
My teacher seems to know if something is bothering me.					
My teacher really tries to understand how students feel about things.					
Control					
Student behavior in this class is under control.					
I hate the way that students behave in this class.*					
Student behavior in this class makes the teacher angry.*					
Student behavior in this class is a problem.*					
My classmates behave the way my teacher wants them to.					
Students in this class treat the teacher with respect.					
Our class stays busy and doesn't waste time.					
Clarify					
If you don't understand something, my teacher explains it another way.					
My teacher knows when the class understands, and when we do not.					
When s/he is teaching us, my teacher thinks we understand when we don't.*					
My teacher has several good ways to explain each topic that we cover in class.					
My teacher explains difficult things clearly.					
Challenge					
My teacher asks questions to be sure we are following along when s/he is teaching.					
My teacher asks students to explain more about the answers they give.					

Secondary Version (original English)	Totally Untrue	Mostly Untrue	Some-what	Mostly True	Totally True
In this class, my teacher accepts nothing less than our full effort.					
My teacher doesn't let people give up when the work gets hard.					
My teacher wants me to explain my answers—why I think what I think.					
In this class, we learn a lot almost every day.					
In this class, we learn to correct our mistakes.					
Captivate					
This class does not keep my attention—I get bored.*					
My teacher makes learning enjoyable.					
My teacher makes lessons interesting.					
I like the way we learn in this class.					
Confer					
My teacher wants us to share our thoughts.					
Students get to decide how activities are done in this class.					
My teacher gives us time to explain our ideas.					
Students speak up and share their ideas about class work.					
My teacher respects my ideas and suggestions.					
Consolidate					
My teacher takes the time to summarize what we learn each day.					
My teacher checks to make sure we understand what s/he is teaching us.					
We get helpful comments to let us know what we did wrong on assignments.					
The comments that I get on my work in this class help me understand how to improve.					

* Reverse coded item. Agreement represents an unfavorable response.