



UPR-MAYAGUEZ

TPP Assessment System Procedures Guide
Developed 2009, New Revision 2016

UPRM Teacher Preparation Assessment System Procedures Guide



Created by: Carmen Bellido, PhD; Keith Wayland, PhD; Rebeca Orama, EdD; Edly Santiago, PhD & Jose Ferrer, EdD

Contents

UPRM Teacher Preparation Assessment System Procedures Guide.....	4
Introduction	4
UPRM Formative Assessment Process	5
Unit Formative Assessment Model.....	6
Table 1: Committees and their Functions	8
Data Collection Process	8
Major Assessments: Unit, program and candidate data	9
Qualtrics®	11
Chalk & Wire System®	11
Validity and reliability to ensure fair and consistent assessment procedures.....	11
Procedures to ensure key assessment and unit operations are ethical	13
Fairness	13
Accurate/Consistent	14
Candidate Performance Assessment.....	14
Transition Points in the Teacher Preparation Program	14
Transition Point #1: Entrance to the Teacher Preparation Program of Secondary Education	15
Transition Point #2: Enrollment in Theory and Methodology Course.....	16
Transition Point #3: Entrance to Student Teaching.....	16
Transition Point #4: Program Completion	16
TPP Transition Points	18
Transition Points in the Agriculture Teacher Preparation Program	24

Transition Point #1 - Admission to the Agriculture Teacher Preparation 25

Transition Point #2: Complete Organization and Administration in Vocational Agriculture course..... 25

Transition Point #3: Admission to Student Teaching Practice Courses 26

Transition Point #4: Exit from the Second Teaching Practice Course 27

Transition Points in the Agriculture Teacher Preparation Program 28

Teacher Preparation Program Mixed Methods Research Plan 33

Unit Operation Assessment 37

Program Quality Assessment..... 41

 Use of the results 42

Accreditation Related Committees..... 42

Candidate Proficiencies - Conceptual Framework UPRM (5.1) 45

 Knowledge 45

The UPRM Teacher Preparation Assessment System Procedures serves as the guide in which the TPP describes unit endeavors to assess its operational processes. The guide, created in 2009 and revised periodically, is how the UPRM TPP assures a systematic quality engagement in a continuous improvement process that is sustainable and evidence-based with the primary goal of increasing teacher candidate and completer effectiveness in the classroom. The guide describes in detail how the TPP collects data and uses results of inquiry to establish program priorities, enhance program components, and test innovations in order to improve learning and development among P-12 students impacted by UPRM TPP prepared teachers.

UPRM Teacher Preparation Assessment System Procedures Guide

Introduction

Recognizing that success of an academic institution in today's changing environment requires processes aimed at continuous improvement, the University of Puerto Rico at Mayagüez (UPRM) requires every program and organization to develop an assessment plan. The UPRM Teacher Preparation Program assessment plan includes the assessment system described here for initial and advanced Agricultural Education program, the Agricultural Education curricular sequence, and the Teacher Preparation Program (TPP) in Secondary Education and P-12 (for Art, Theater and Physical Education).

The principle components of the teacher preparation *unit* are the TPP (Teacher Preparation Program) and the Department of Agriculture Education. The head of the teacher preparation unit, at UPRM is the Dean of Academic Affairs. Initial teacher preparation at UPRM is directed at forming secondary school teachers and P-12 teachers for Art, Theater and Physical Education. UPRM teacher preparation emphasizes disciplinary formation, depth and breadth of content knowledge, by integrating teacher preparation into the disciplinary departments. This integration is achieved in initial teacher preparation through specific programs in the disciplinary departments, as is the case for the Agricultural Education, Mathematics Education, Physical Education Teaching programs or via augmented disciplinary programs. The education courses, including education foundations courses, methodology courses, and teaching practice courses are offered by the TPP or by the Department of Agricultural Education. The TPP is housed in the Division of Continued Education and Professional Studies (DECEP is the Spanish acronym). The Department of Agricultural Education is in the College of Agricultural Sciences. The Kinesiology Department and the Mathematical Sciences Department in the College of Arts and Sciences with their respective specialized education courses and programs are also part of the teacher preparation *unit*. The Departments of English, Biology, Chemistry, Humanities, Social Sciences, and Spanish work with the TPP to offer Secondary Education Curricular Sequences in Art (P-12), Business Education, English, Biology, Chemistry, Social Studies, History, Spanish, and Theater (P-12) as part of the teacher preparation *unit*. All parts of the teacher preparation unit ultimately respond to the Dean of Academic Affairs.

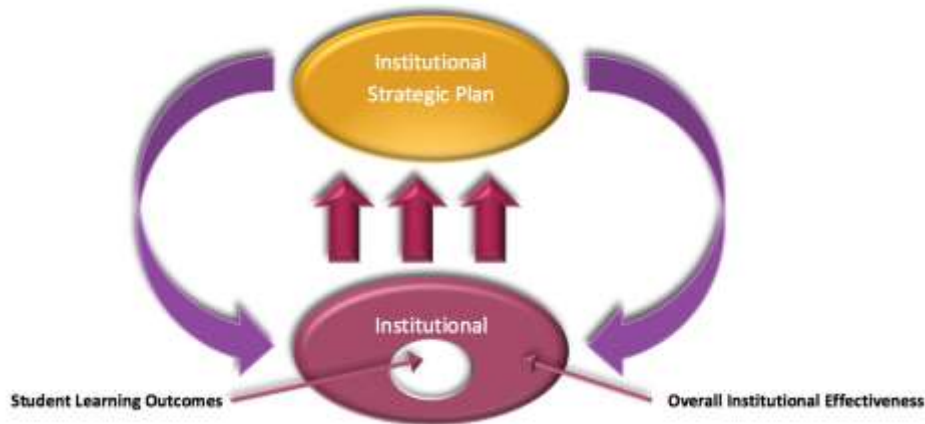
All UPRM Teacher Preparation Programs are content centered by design. As required by the Puerto Rico Department of Education, the candidates' disciplinary preparation must include a minimum of 21 credits in the field corresponding to their chosen teaching specialization, be it in the Physical Education Teaching program, the Mathematics Education program, the Agricultural Education program or a Secondary Education curricular sequence. UPRM requires that these 21 credits be in key courses specified by the disciplinary department in accordance with Puerto Rico Content Area Standards requirements and teacher certification content needs. In fact, all UPRM candidates complete 30 to 60 credits in their teaching content area as part of their bachelor's degree.

Physical Education and Mathematics Education, belong to the Kinesiology and Mathematical Sciences Departments respectively. Candidates from these programs take the same education courses as candidates following the TPP curricular sequences. The de facto integration of TPP with disciplinary preparation means that the teacher preparation assessment system process has to include the disciplinary departments.

UPRM Formative Assessment Process

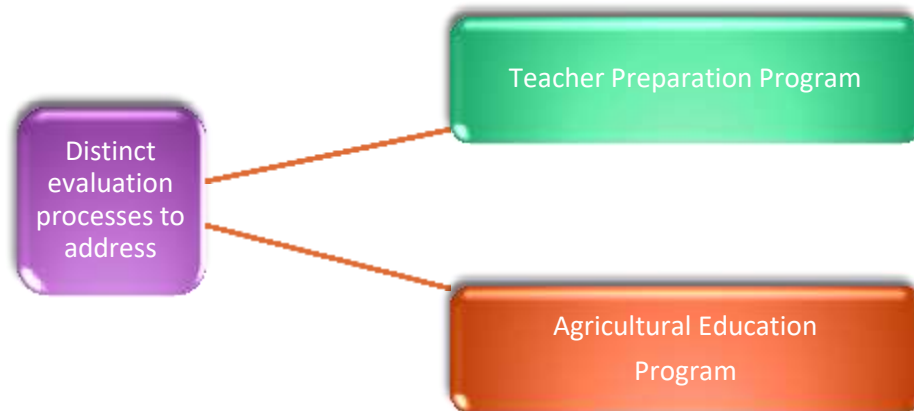
UPRM requires every program and organization to develop a strategic plan for improvement which includes professional accreditation when available as mandated in Institutional policy Certification #138 (2003-2004). The UPRM began its unit and program assessment system in 2006 in preparation for the NCATE Precondition submission. Data were collected and analyzed prior to that point, just not as part of a systematic assessment process. Since its inception, the assessment system has undergone adjustments, refinements, and customizations. The unit and program assessment system was and is envisioned as a dynamic, formative process. Every year, the assessment committee reviews the instruments, analyzes data and the system itself to improve the program, the data collection, and the assessment process with the use of technology. The assessment system is based on the UPRM teacher preparation programs conceptual framework.

The assessment system includes two distinct evaluation processes to address the initial Teacher Preparation Programs and the initial Agricultural Education Program. Even though the processes vary in some of the transition points and key assessments, the programs share the same Conceptual Framework and philosophy, promote the same ten candidate proficiencies and use the same stages in the unit formative assessment model.



Unit Formative Assessment Model

The unit formative assessment model consists of four stages: 1) collect, aggregate and analyze data during the transition points and for the program quality measures; 2) make the data and analysis available to the UPRM community through presentations in meetings, written reports, and websites; 3) discuss the analyzed data, gather suggestions, consider recommendations and possible actions during meetings of various committees; 4) implement approved actions.



Every year, the faculty is organized in diverse committees and boards that review the assessment artifacts and instruments modifying the same based on current needs and actual use in light of the data, the feedback from the field, and ongoing research (See Table 1: Committees and their Functions). The guiding principle in collecting, aggregating, and analyzing data is to make decisions that lead to better-prepared candidates, more effective programs, and improved unit performance.

Unit Formative Assessment Model



Each of the candidates’ proficiencies identified for initial programs have been generated from the theoretical and philosophical conceptual framework (for which INTASC standards were used as a blueprint) grouping them in the knowledge, skills and dispositions that the candidate will develop. All parts of the assessment system have been specifically designed with the unit’s conceptual framework; specifically with the candidates’ proficiencies- in mind. Collection of information on candidate proficiencies occurs on a continual basis. The unit’s conceptual framework links course work to the assessment system to systematically monitor a candidate’s progression through the program. Through coursework, field experiences, and clinical experiences, candidate progress is reviewed regularly and the candidate is advised accordingly. The key assessments collected in the transitions points are aligned with the candidates’ proficiencies (see the Candidate Performance Assessment section).

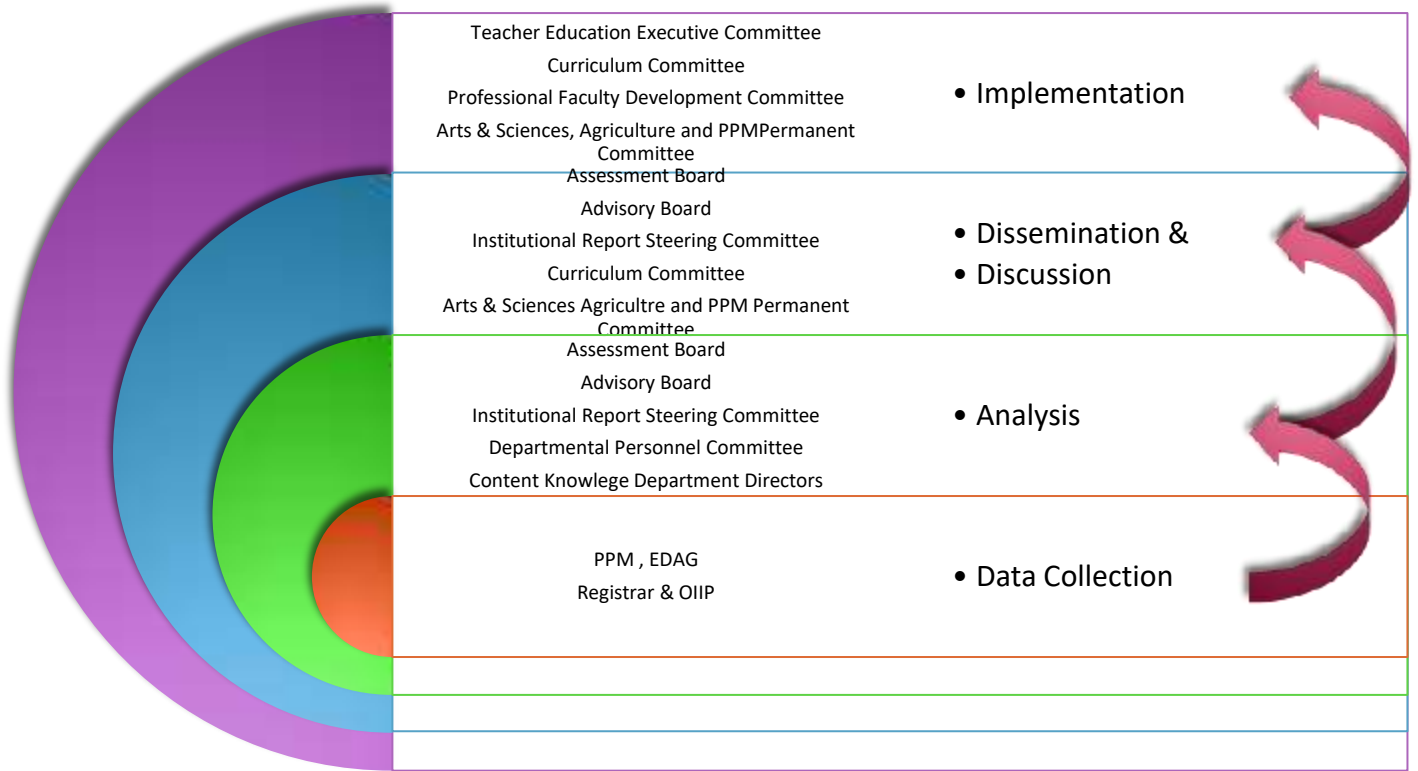
Table 1: Committees and their Functions

Committee	Function
Teacher Education Executive Committee	Adopts recommendations for program and unit improvement and establishes courses of action for the respective Deans and Directors offices.
Teacher Education Advisory Board	Analyzes efficiency and effectiveness of the teacher preparation programs and recommends improvements.
Teacher Education Assessment Board	Works with the assessment system. Gathers and analyzes unit and candidate data, considers unit operation recommendations, and proposes actions.
Institutional Report Steering Committee	Collects and aggregates program information and data from the assessment board and other sources to write the institutional report.
Curriculum Committees	Revises instruments and analyzes data to recommend changes in courses and syllabi.
Departmental Personnel Committee	Evaluates peers and makes recommendations to the unit Director regarding personnel decisions.
Permanent Committee of Arts and Sciences and TPP	Revises and analyzes program assessment data. Recommends actions to the respective deans and department chairs.

Data Collection Process

The data collection and analysis process for the initial TPP and the initial Agricultural Education program follows. The stage of data collection and aggregation and analysis happens in four different offices: the Office of Research and Institutional Planning (OIRP), the Registrar's office, the TPP and the Agricultural Education Department. The specific data collected, the assessments for which the data are used are shown for each office. The unit utilizes the data collected to advise candidates, to improve courses, to improve the programs, and to improve both the assessment instruments and the assessment process. The coordinators for Field and Clinical Experiences at the TPP and the Agriculture Education Department oversee collection and compilation of candidate performance assessment results. The TPP Director collects programmatic data and shares the results with the faculty. The Curriculum Committees revise instruments and analyze data to recommend changes in courses and syllabi.

The Assessment Board disseminates results in departmental meetings and through its website. The Permanent Committee of Arts and Sciences, Agricultural Education and TPP convokes meetings to present the teacher preparation assessment results with the Deans of Academic Affairs, Agricultural Science and Arts and Sciences as well as with the Directors, for analysis review and implement changes at the departmental level.



Through this process, assessment instruments, modes, and results are regularly discussed and modified as needed. Program review and modification is undertaken by the respective faculties and deans based on the data analysis.

Major Assessments: Unit, program and candidate data

The Unit Assessment System for all the UPRM Teacher Preparation Programs collects and uses three types of data as principal assessment sources: candidate performance data, unit operations data and program quality data.

Unit Operations Data	Program Quality Data	Candidate Performance Data
General Admission Index (IGS= College Board Entrance Examination Scores & High School GPA)	Faculty demographic and evaluation data : -University Faculty	Transition Points Data: Content and Education Courses & Grades

<p>Content and Education Courses & Grades GPA Certification Tests Results (PCMAS) Faculty evaluations: -University Faculty -Clinical School Faculty Course offerings, demand and enrollment</p>	<p>-Clinical School Faculty Certification Tests (PCMAS) PCMAS Survey End of Program Surveys Alumni surveys Employer surveys Candidate Demographics Field and Clinical Experiences (hours) Program Impact Study</p>	<p>GPA Entrance Interview Educational Philosophy Essay Field and Clinical Observations Progression Interview Electronic Portfolio with Teacher Candidate Work Sample Exit Interview Certification Tests (PCMAS)</p>
---	--	---

Candidate Assessment data is collected at the four transition points. The four transition points of the TPP are: #1) admission and interview to the Teacher Preparation Program, #2) enrollment in Theory and Methodology course and progression interview #3) admission to Practicum, and #4) Program Completion and group exit interview.

The Unit Assessment System for the UPRM initial Agricultural Education Program collects and uses three types of data at the same transition points except transition point #1 is admission to the Agricultural Education Program. The three types of data are the same as for the initial TPP: candidate performance data, unit operations data and program quality data.

Teacher certification exams, interviews, and follow up surveys are conducted annually. The remainder of the operational data, candidate performance data, and program quality data is collected and analyzed each semester.

Data are summarized in narratives, tables, and charts. UPRM uses in house programs (Centro de Tecnologías de Información y la Oficina de Investigación Institucional y Planificación) to aggregate demographic data and transcript information. In addition, we presently use Qualtrics® and the Chalk & Wire System® to analyze and store candidate and unit data. MicroSoft Word® and PowerPoint® are used to prepare, disseminate, and store data reports. Data appropriate for public distribution is made available through the UPRM website: <http://uprm.edu/eppcaep>. The Assessment Board and the Advisory Board working documents are stored on line at <http://uprm.edu/eppcaep>. The Specialized Professional Association reports, other official reports, and related information are available to interested parties via a link at <http://uprm.edu/eppcaep>.

Qualtrics®

Qualtrics® software is designed to gather data and analyze customer experience, offering questionnaires, survey analysis and even actions. Qualtrics® has allowed the TPP to conduct surveys with students, faculty, teacher candidate groups, cooperating teachers, and school directors.

Chalk & Wire System®

The Chalk & Wire System® includes student portfolio software with accreditation management capacities that include templates for all major accrediting bodies and educational standards. The TPP is using the system to facilitate data organization and analysis, to generate report narratives and to create and share reports. The system also offers online publishing for institutional reports and exhibit rooms with options to download portions in PDF format for external stakeholder review. Working documents: files, text, videos and reports can be shared for real time collaboration and commenting. Groups can hold threaded discussions within the same interface as the work itself. Workspace histories and daily e-mail digests provide at-a-glance information on content status and individual participation. In the past, TPP teacher candidates used Google Sites to build their e-Portfolios, the TPP is planning to move the e-portfolios to Chalk & Wire.

Validity and reliability to ensure fair and consistent assessment procedures

Assessment of institutional effectiveness at UPRM occurs on both the institutional and unit levels. The Office of Institutional Research and Planning and the Continuous Improvement Education Initiative serve to develop and monitor efforts at the institutional level. In addition, several campus units collect data on key institutional indicators of interest. At the unit level, the assessment plan is part of the strategic plan.

With regard to fairness, the teacher preparation programs take extensive measures to be certain that candidates know what is expected of them, how to meet these expectations, and how they will be evaluated. The TPP maintains a web site on which the program requirements, forms, and manuals are available (see <http://uprm.edu/eppcaep>). In addition, the program requires candidates to attend extensive orientation sessions about expectations especially with regard to Teaching Practice. The TPP uses a series of manuals that cover expectations and requirements. These manuals cover the Teaching Practice, Theory and Methodology, and the Electronic Portfolio (e-Portfolio) that includes the Teacher Candidate Work Sample (TCWS). Candidates develop their e-Portfolio over three courses. The TCWS was translated and aligned with state standards from the artifact created and validated by the Renaissance Groupⁱ. The conceptual framework was aligned with institutional standards, state standards, professional standards, and InTASC (2013) performance standards. All candidate assessments are aligned

with the conceptual framework. The same criteria established under the broader categories of knowledge, skills and dispositions expressed in the Conceptual Framework appear in the unit wide key assessments such as the educational philosophy project, the e-portfolio, the TCWS and the teaching practice observation instrument. This ensures that the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

To ensure consistency and accuracy, the TPP Director conducts workshops and orientations for teacher candidates, cooperating teachers and school directors, university supervisors and methodology professors each semester. The Director informs all stakeholders about any changes or updates to the expectations, the forms, or the assessments so all parties can work together effectively to achieve the objectives. Content professors from each teaching licensure area were asked to revise the alignment of the program assessment system with the CAEP, state education, and professional organization standards. Each assessment instrument, revised or newly created, is subjected to continuous improvement review to verify consistency, fairness, accuracy and freedom from bias by all the stakeholders involved. School and university faculty members discuss the instrument changes among themselves and with the candidates. All rubrics currently used to assess knowledge, skills, and dispositions were constructed using rater feedback, paying careful attention to fairness, accuracy and freedom from bias.

Validity and reliability

1. Unit faculty met to discuss the limitations of key assessment rubrics as the Classroom Observation Instrument, in terms of bias. Instructions for and timing of assessments were reformulated to be clear, explicit, and unbiased. The reformulations were shared with faculty and candidates.
2. To ensure consistency and freedom from bias, the assessment instructions and scoring guides were reviewed by faculty to identify and eliminate problems such as missing content information, vague instructions, poorly worded questions, or poorly reproduced copies that might obscure understanding.
3. Agreement of narrative among coders - The unit performed instrument calibration exercises at faculty meetings in which members compared their scoring, discussed the variability of same, and established scoring parameters to reduce variability. Candidate teaching supervisors meet at the beginning of each semester to reach a common understanding regarding the scoring and consistency of key assessments during the clinical experience.
4. Faculty members are systematically trained to ensure consistency in their evaluations and reliability of their judgments over time. The process described above has allowed the unit faculty to conduct the assessment process free of racial stereotypes and other forms of cultural insensitivity that might interfere with candidate performance or unintentionally favor some candidates over others.

5. Expert judgment validation- Assessments were reviewed by a school psychologist with research experience regarding cultural sensitivity and gender issues to guarantee freedom from bias in terms of gender, race, and ethnicity as well as sensitivity to labeling issues.

Procedures to ensure key assessment and unit operations are ethical

To ensure key and unit assessment are fair, accurate, consistent, and free from bias, the Teacher Education Assessment Board (TEAsB) follows the model proposed by Lang and Wilkersonⁱⁱ when reflecting on and revising instruments and assessment processes.

Fairness

All key assessments are aligned with the conceptual framework which in turn is aligned with Institutional (UPRM) Student Learning Outcomes, Puerto Rico Department of Education (PRDE) professional standards, and professional (INTASC, CAEP) performance standards.

1. All candidate performance assessment must be aligned with the conceptual framework. The same criteria established under the broader categories of knowledge, skills, and dispositions expressed in the conceptual framework appear in key assessments. This ensures that assessment instruments are congruent with the cognitive demands and skill requirements described in the standards.
2. The TEAsB and the unit faculty participate in meetings to identify and make explicit candidate proficiency expectations and to verify that the opportunities provided candidates through content courses, education courses, and field experiences are adequate to enable them to meet these expectations.
3. The unit aligned candidate proficiencies with content courses, education courses, and field experiences.
4. The unit revised several courses to ensure that candidates have genuine opportunities to learn, practice, and demonstrate the expected proficiencies as these follow the professional standards. Faculty members explain the various purposes and importance of the rubrics and the key assessment instruments used in their courses. The unit requires candidates to attend orientation sessions about expectations.
5. Candidates participate in orientation activities regarding the assessment system which highlight how instruments count toward program completion.
6. The TPP provides candidates opportunities to work closely with the TCWS before enrolling in the clinical experience. Candidates begin their E- Portfolio with three initial TCWS sections during the methodology course. This allows candidates to practice various skills they will need to use during the teaching practice course.
7. The program offers multiple opportunities for candidates to practice the reflection and the self-evaluation processes with guiding feedback.
8. The unit maintains web sites where program requirements, forms, and manuals are available (<http://www.uprm.edu/cms/index.php/page/1361>, <http://uprm.edu/eppcaep> & <http://agricultura.uprm.edu/edag>).

Accurate/Consistent

1. The unit faculty worked together to align the candidate proficiencies stated in the conceptual framework with the institutional (UPRM) Student Learning Outcomes, the Puerto Rico Department of Education (PRDE) professional standards, and the professional (INTASC, CAEP) performance standards.
2. Unit faculty meet to determine the purpose, content, and use of all assessment instruments; develop and update assessment instruments; align new and revised instruments with existing standards; revise and align existing instruments to meet revised standards; and to check the face validity of each assessment instrument as it is revised or created. The Classroom Observation Instrument was aligned with the InTASC standards, the CAEP standards, the Puerto Rico Department of Education Professional standards, the UPRM Student Learning Outcomes, and the International Society for Technology Education Standards (ISTE).

Candidate Performance Assessment

When candidates apply to any teacher preparation program at UPRM, they are required to go through a screening process that allows the program to follow their performance. Candidates who meet screening criteria successfully must subsequently go through a series of assessment points that are delineated in the tables below.

Transition Points in the Teacher Preparation Program

Program	Transition Point #1: Entrance to the Teacher Preparation Program	Transition Point #2: Enrollment in Theory and Methodology Course	Transition Point #3 : Admission to Teaching Practice	Transition Point #4 : Program Completion	After program completion
Initial Secondary Education in: - Mathematics -Physical Education (P-12) -Physical Sciences -Arts (P-12)	UPRM sets a minimum admission IGS* for each program of admission according to the capacity of the program (faculty and facilities);	18 credits in major with grade point average of 3.0 or better overall and in their major 3.0; approve all the Foundations of Education	3.0 GPA in major 3.0 GPA overall; Minimal approve the education courses 3.0; 80% or	Approve the Methodology course with a B or better; 80% or higher in the Classroom Practice Observation Instrument; 80% or higher	Follow –up surveys of graduates and employers; PCMAS Survey; Teacher Certification Tests (PCMAS-

-Biology -Business -Education -Chemistry -English -History -Social Studies -Spanish -Theater (P-12)	Approve 6 credits of Foundations of Education courses with a minimum 2.50 GPA; Satisfactory completion of Individual or group Dispositions Interview	courses (15 credits) with a minimum 3.0 GPA; 80% or higher on Rubric of Educational Philosophy Project Progression Interview	higher on the Portfolio Rubric	on the Electronic Portfolio with Teacher Candidate Work Sample Rubrics Exit group interview	College Board)
---	--	--	--------------------------------	---	----------------

Students admitted to the University of Puerto Rico system are admitted to a specific degree program at a specific campus. Eligibility for admission to a UPRM undergraduate program is determined by the General Admission Index (in Spanish IGS) established for that particular program. This index, the IGS, is a weighted average (50%) of the high school grade point average and the College Entrance Examination Board (CEEB) mathematical and verbal aptitude scores (25% each). The minimum IGS is set by the UPR Central Administration for each program according to the program’s estimated capacity and demand; consequently, it differs for each program and varies slightly for each program from year to year. There is an IGS calculator for the UPR System online at <http://estudiantes.upr.edu/admisiones/carreras/igs.php>.

Transition Point #1: Entrance to the Teacher Preparation Program of Secondary Education

Prospective candidates may enroll in the Division of Continuing Education and Professional Studies (in Spanish DECEP) Teacher Preparation Program after completing a bachelor's program or while pursuing a bachelor's degree at UPR-Mayagüez. The DECEP Teacher Preparation Program is not a traditional university program. It offers a curricular sequence specifically defined for teacher preparation and authorized by the University of Puerto Rico Board of Trustees’ [Certification #47](#). The curricular sequence complements bachelor's programs to allow teacher candidates to prepare for and meet teacher certification requirements established by the Puerto Rico Department of Education. Prospective teacher candidates who have completed a bachelor's degree at any UPR campus or at another institution may apply for admission or re-admission to UPRM under the DECEP’s Professional Development option to complete a teacher preparation curricular sequence in the Teacher Preparation Program. Prospective teacher candidates who are pursuing a bachelor's degree at UPRM in the College of Arts and Sciences, the College of Business Administration or the College of Engineering can apply to the Teacher Preparation Program to enroll in the curricular sequence. To be admitted to the program,

applicants must have an overall grade point average of 3.0, a grade point average of 3.0 in their major, completed 6 credits from the foundations of education courses (Human Growth and Development I, Human Growth and Development II, Social Foundations of Education, and Philosophical Foundations of Education) with a grade point average of 3.0 or better, and have successfully completed an individual or group interview with the program director or with student affairs officer. Those who receive unsatisfactory ratings on the Individual or Group Dispositions Interview are directed to career counseling.

Transition Point #2: Enrollment in Theory and Methodology Course

To enroll in the Theory and Methodology course candidates must have completed the four foundations of education courses (Human Growth and Development I, Human Growth and Development II, Social Foundations of Education, and Philosophical Foundations of Education) with a grade point average of 3.0 or better, scored 80% or higher on the course rubrics for Philosophical Foundations of Education, and have at least 18 credits in their major with grade point averages of 3.0 or better both overall and in their major. Also, they must complete a group or individual progression and dispositions interview with the TPP director or Student Affairs Officer.

Transition Point #3: Entrance to Student Teaching

To enroll in a TPP teaching practice course, candidates must have completed the theory and methodology course with a grade of B or better. They must have scored 80% or higher on the Electronic Portfolio (e-Portfolio) portion of the Teacher Candidate Work Sample (TCWS). They must also have at least 21 credits approved in their teaching area with 3.0 grade point averages overall and in their area. Also, they must complete a group or individual progression interview with the TPP director or Student Affairs Officer.

Transition Point #4: Program Completion

In the TPP teaching practice courses there are two key assessments: Classroom Observations and a TCWS with an e-Portfolio. In the TPP teaching practice courses, university supervisors and cooperating teachers use the Classroom Observation Instrument to evaluate each candidate on six or more occasions (three formative and three summative) by both the supervising professor and the cooperating teacher. The benchmark is a score above 80 percent: a candidate must be rated excellent on at least 40 percent of the instrument items across three summative evaluations. Candidates also are required to develop a satisfactory e-Portfolio as part of the TCWS that demonstrates content knowledge, applied knowledge of human development and learning, sensitivity to diversity, pedagogical content knowledge skills, and reflective habits

regarding the effectiveness of their teaching. The candidate's TCWS must include artifacts such as lesson or unit plans, exams with their analyses, and application of classroom management techniques showing sensitivity to diversity. Candidates must complete a group exit interview with the TPP director. The TPP is re-designing a systemic assessment process database that addresses the candidate proficiencies.

Teacher Candidates seeking certification from the Puerto Rico Department of Education (DEPR) in Secondary or Middle School must complete the following course requirements:

Foundations of Education Courses:

- EDFU 3001 Human Growth and Development I
- EDFU 3002 Human Growth and Development II
- EDFU 3007 Social Foundations of Education
- EDFU 4019 Philosophical Foundations of Education
- EDFU 3017 Learning Evaluation

Education Courses:

- EDES 4006 Nature and Needs of Exceptional Learners
- EDPE 3129 Use of Microcomputers in the Classrooms

Theory and Methodology Course - one of the following:

- EDPE 4059 Theory and Methodology in the Teaching of Business Education
- EDPE 4047 Theory and Methodology in Computer Typing
- EDPE 4135 Theory and Methodology in the Teaching of Science
- EDPE 4145 Theory and Methodology in the Teaching of Mathematics
- EDPE 4155 Theory and Methodology in the Teaching of History and Social Studies
- EDPE 4165 Theory and Methodology in the Teaching of Arts (P-12)
- EDPE 4185 Theory and Methodology in the Teaching of Theater (P-12)
- EDPE 4215 Theory and Methodology in the Teaching of Secondary Physical Education
- EDPE 4216 Theory and Methodology in the Teaching of Elementary Physical Education
- EDPE 4235 Theory and Methodology in the Teaching of Spanish
- EDPE 4245 Theory and Methodology in the Teaching of English

Teaching Practice Course - one of the following:

- EDPE 4136 Student Teaching of General Science in Secondary School
- EDPE 4137 Student Teaching of Biology in Secondary School
- EDPE 4138 Student Teaching of Physics in Secondary School
- EDPE 4139 Student Teaching of Chemistry in Secondary School
- EDPE 4146 Student Teaching of Mathematics in Secondary School
- EDPE 4156 Student Teaching of Social Studies in Secondary School

- EDPE 4157 Student Teaching of History in Secondary School
- EDPE 4166 Practicum in Teaching of Art in K-12 School
- EDPE 4186 Practicum Teaching of Theatre in K-12 School
- EDPE 4187 Student Teaching of Business Education in Secondary School
- EDPE 4216 Practicum in Teaching Physical Education
- EDPE 4236 Student Teaching of Spanish in Secondary School
- EDPE 4246 Student Teaching of English in Secondary School

History Courses:

- HIST 3111 or HIST 3112 – History of the United States of America
- HIST 3241 or HIST 3242 – History of Puerto Rico

Content Courses:

Candidates must complete a minimum of 21 credit hours in the certification specialization to be certified to teach in secondary or intermediate school by the Puerto Rico Department of Education.

TPP Transition Points

Transition Point #1: Entrance to the Teacher Preparation Program			
Candidate Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
#1 Possess content knowledge of the discipline that the candidate aspires to teach (k)	Transcript	3.0 GPA in major 3.0 GPA overall	Registrar's Office
#2 Possess pedagogical content knowledge (k) #3 Possess knowledge of human development and learning (k)	Complete 6 credits in the following courses: EDFU 3001- Human Growth and Development I EDFU 3002 - Human Growth and Development II EDFU 3007 - Social Foundations of	Approve 6 credits in courses of Foundations of Education with a 3.0 GPA or better	Registrar's Office

Transition Point #1: Entrance to the Teacher Preparation Program			
Candidate Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
	Education EDFU 4019 Philosophical Foundations of Education		
#4 Demonstrate creative critical thinking (s) #5 Exhibit comprehensive formation – communication skills (s) #8 Demonstrate caring dispositions toward professional and personal development (d)	Dispositions entrance Interview	Interview rubrics	TPP Director or Student Affairs Officer
<p>Use of the results: GPA is used to monitor Program enrollment and to provide immediate feedback from the Registrar’s Office regarding admission to the Program. Academic progress in Foundations of Education courses and in content courses is monitored as well. The academic advisor makes program and course recommendations to candidates based on this and other information. Results from the entrance interview are the basis for recommending specific actions to candidates. Those who receive unsatisfactory ratings on the dispositions entrance interview are directed to career counseling.</p>			

Transition Point #2: Enrollment in Theory and Methodology Course			
Candidate Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
#1 Possess content knowledge of the discipline that the candidates aspires to teach (k)	Complete 18 credit hours in the area of specialization (major) Transcript	3.0 GPA in major 3.0 GPA overall	Registrar's Office
#2 Possess pedagogical content knowledge (k) #3 Possess knowledge of human development and learning (k)	Complete all Foundations of Education courses: EDFU 3001- Human Growth and Development I EDFU 3002 - Human Growth and Development II	Approve all Foundations of Education courses with a 3.0 GPA or better 80% or higher on Course Rubric	Registrar's Office
#3 Possess knowledge of human development and learning (k)	EDFU 4019 Philosophical Foundations of Education	80% or more on the Interview rubrics	Professors of EDFU 4019
#4 Demonstrate creative critical thinking (s) #5 Exhibit comprehensive formation – communication skills (s) #8 Demonstrate caring dispositions toward professional and personal development (d)	Progression Interview		TPP Director or Student Affairs Officer
<p>Use of Results: GPA is used to monitor candidate's proficiencies in content and pedagogical knowledge. Academic advisors use GPA and other measures of academic progress to help candidates make informed decisions about their programs of study. Candidates not presenting a satisfactory level of performance are advised to take or repeat the appropriate courses.</p>			

Transition Point #3 : Admission to Student Teaching			
Candidate Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
#1 Possess content knowledge of the discipline that the candidates aspires to teach (k)	Complete 21 credit hours in the specialization (major) Transcript	3.0 GPA in major 3.0 GPA overall	Registrar's Office
#2 Possess pedagogical content knowledge (k)	EDPE 41** or 42** Theory and Methodology in the Teaching of ... (specialization)	Approve the course with a B or better	Registrar's Office
#3 Possess knowledge of human development and learning (k)		80% or higher on the Educational Philosophy Essay Rubric	Educational Philosophy professors and Theory and Methodology course professors
#4 Demonstrate creative critical thinking (s)	Educational Philosophy Essay/ Rubric		
#5 Exhibit comprehensive formation – communication leadership skills (s)	e-Portfolio with candidate work (i.e. lesson plans, integration of assessments for diverse students)	80% or higher on the e-Portfolio Rubric	
#7 Assessment of student learning (s)			TPP Director or Student Affairs Officer
#9 Demonstrate sensitivities to diversity (d)		80% or more on the Interview rubrics	
#10 Demonstrate reflective practice (d)	Progression Interview		
<p>Use of Results: GPA is used to monitor candidate proficiencies in content and pedagogical knowledge. Academic advisors use GPA and other measures of progress to help candidates make informed decisions about their academic program. Candidates not presenting a satisfactory level of performance are advised to take or repeat the appropriate courses. Candidates are required to keep an e-Portfolio with TCWS through the Methodology and Student Teaching course that is part of the formative assessment of the candidate.</p>			

Transition Point #4 : Program Completion			
Candidate Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
#2 Possess pedagogical content knowledge (k)	EDPE 41** or 42** Student Teaching of (specialization)	Approve the course with a B or better	Registrar's Office
#3 Possess knowledge of human development and learning (k)	Classroom Observation Instrument	80% or higher on the Classroom Observation Instrument	Teaching Practice Supervising Professors
#4 Demonstrate creative critical thinking (s)	e-Portfolio with Teacher Candidate Work Sample (i.e. lesson plans, integration of assessments for diverse students, involvement in school activities)	80% or higher on the e-Portfolio with Teacher Candidate Work Sample Rubrics	
#5 Exhibit comprehensive formation – communication leadership skills (s)	Group Interview		TPP Director or Student Affairs Officer
#6 Demonstrate community building skills (s)			
#7 Assessment of student learning (s)			
#8 Demonstrate caring dispositions			
#9 Demonstrate sensitivities to diversity (d)			
#10 Demonstrate			

Transition Point #4 : Program Completion			
Candidate Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
reflective practice (d)			
#2 Possess pedagogical content knowledge (k) #3 Possess knowledge of human development and learning (k) #9 Demonstrate sensitivities to diversity (d) #5 Exhibit comprehensive formation – communication leadership skills (s)	Complete: EDES 4006 –Nature and Needs of Exceptional Learners EDPE3129 -The use of microcomputers in the classroom HIST 3111 or HIST 3112 – History of United States HIST 3241 or HIST 3242 – History of Puerto Rico	Approve the course	EDES 4006 Professor Registrar’s Office
<p>Use of Results: GPA is used to monitor candidate proficiencies in content and pedagogical knowledge. Academic advisors use GPA and other measures of progress to help candidates make informed decisions about their academic program. Candidates not presenting a satisfactory level of performance are advised to take or repeat the appropriate courses. Candidates are required to keep an e-Portfolio with TCWS through the Methodology and Student Teaching course that is part of the formative assessment of the candidate.</p>			

Transition Points in the Agriculture Teacher Preparation Program

Transition Point #1: Admission to the Agriculture Teacher Preparation	Transition Point #2: Complete Organization and Administration in Vocational Agriculture course	Transition point #3: Admission to Teaching Practice Courses	Transition point #4: Program Completion	After Program Completion
Minimum IGS* for Ag Ed program 255; Satisfactory completion of Writing Skills and Teaching Dispositions Test (<i>Prueba de Redacción Escrita y Disposición al Magisterio</i>) Group Interview	12 credits in required Agricultural Education courses, with 2.50 GPA or higher; Pre and post diagnostic in Organization and Administration in Vocational Agriculture (EDAG 4007); Less than 70% on the post diagnostic test must participate in career counseling, a remedial program or a tutoring program.	2.5 GPA in major; 2.5 GPA overall; Satisfactory completion of Interview; Satisfactory completion of portfolio and rubrics.	Approve EDAG 4018-Student Teaching; Student teaching evaluation rubrics; Portfolio including evidence of lesson plans, evaluation tools such as, exams, quizzes, assignments, reflective essays, self-evaluation report, cooperative teacher evaluations, attendance records, and research written papers.	Follow –up surveys of graduates; PCMAS Survey; Teacher Certification Tests (PCMAS-College Board) Program Impact Case Study Plan

Transition Point #1 - Admission to the Agriculture Teacher Preparation

The Department of Agricultural Education offers the Agricultural Education Program to prepare candidates to teach agriculture. Admission to this degree program is based on the current General Admission Index set for the program.

Students from other Agricultural Science Programs can apply for the Agriculture Teacher Preparation Curricular Sequence. To be admitted to this students must have a 2.50 grade point average or higher, both overall and in their major, complete either Methods in Teaching Vocational Agriculture (EDAG 4005), Audiovisual Media in Teaching Vocational Agriculture (EDAG 4016) or Youth Organizations and Programs (EDAG 4015), pass the Writing Skills and Dispositions Test, and receive a favorable recommendation from the Agricultural Education Department Director and coordinator.

Prospective candidates who receive unsatisfactory ratings on the Writing Skills test are advised to take a writing course or use the tutoring services offered by the Centro Bilingüe de Redacción. Those who receive unsatisfactory ratings on the Dispositions test are directed to career counseling.

Transition Point #2: Complete Organization and Administration in Vocational Agriculture course

Agriculture teacher candidates present a portfolio in the Organization and Administration in Vocational Agriculture course (EDAG 4007). The portfolio includes a reflective essay, a curricular guide, a microteaching activity, an area of the state agriculture exam, and audiovisual materials such as video, posters, webpage, and radio programs. In the portfolio candidates provide evidence to demonstrate proficiencies in: applied pedagogical content knowledge, human development and learning knowledge skills, comprehensive formation, communication leadership skills, caring disposition toward professional and personal development, reflective habits, and sensitivity to diversity.

The reflective essay is based on a one-time field observation of an agricultural education class at a school with an agricultural education program.

The curricular guide with instructional materials is designed to be used later during candidate teaching practice, and has at least five units with five lesson plans, prologue, artifacts, and formative and summative evaluations. The prologue includes the results of a needs assessment for the topic and the candidate's educational philosophy.

The microteaching peer activity consists of a video recorded lesson in which two candidates collaborate with each other to auto-evaluate their performances, provide peer feedback, and assess their teaching.

Secondary school students participate in the State Agricultural Competition which includes an agricultural content exam. This exam is developed and coordinated by EDAG 4007 teacher candidates under the direct supervision of the course professor. Each candidate develops test items for one of the 16 agricultural science areas. After the competitions, candidates assess the results and determine the winners for each district.

Candidates in the Organization and Administration in Vocational Agriculture course (EDAG 4007) take a pre and post diagnostic test to evaluate their pedagogical knowledge. Candidates who score less than 70% on the post diagnostic test must participate in career counseling or a tutoring program. Since this course is pivotal for transition point #2, the course uses various instruments to assess candidate proficiencies regarding their pedagogical knowledge to analyze what they need to learn before entering Practice II (EDAG 4019).

Candidates in the Audiovisual Media in Teaching Vocational Agriculture course (EDAG 4016) design instructional materials to be used later during candidate teaching practice or by teachers without the resources to develop them.

Transition Point #3: Admission to Student Teaching Practice Courses

Candidates must have completed 9 credits in education courses before they register in the teaching practice courses. Candidates participate in group orientation and individual interviews prior to course enrollment, which in turn will determine their qualifications and interest for possible placement in different school practice sites.

Agricultural Education Courses Prerequisite to Teaching Practice I

- 1) EDAG 4005 - Methods in Teaching Vocational Agriculture
- 2) EDAG 4006 - Curriculum Development
- 3) EDAG 4007- Organization and Administration in Vocational Agriculture

Agricultural Education Electives Recommended before Teaching Practice I

- 4) EDES 4006 - Nature and Needs of Exceptional Learners
- 5) EDAG 4008 – Supervised Occupational Experience Program
- 6) EDAG 4025 – Evaluation of Student in Vocational Agriculture

Agricultural Education Professional Electives Recommended before Teaching Practice I

- 7) EDAG 4015 - Youth Organizations and Programs
- 8) EDAG 4016 - Audiovisual Media in Teaching Vocational Agriculture

Transition Point #4: Exit from the Second Teaching Practice Course

In this transition point, candidates will exit the teaching experience with 315 hours of field and clinical experiences with students in a classroom under the supervision of a qualified academic supervisor and a certified cooperative teacher. Candidates are recommended for program completion if they have satisfactorily met all program requirements. At this point, candidates complete an End of Program Survey in which they are asked to assess unit operation and the quality of course offerings, among other matters.

Teacher Candidates seeking certification from the Puerto Rico Department of Education (DEPR) in Secondary or Middle School must complete the transition points mentioned above and approve two history courses:

One of HIST 3111 or HIST 3112 – History of the United States of America

One of HIST 3241 or HIST 3242 – History of Puerto Rico

Candidates will have at least 142 credits upon completion of the Agricultural Education Department, which is distributed as follows:

- General education courses (60 credits)
- Faculty requirements (33 credits)
- Departmental requirements (19 credits)
- Professional electives (18 credits)
- Free electives (12 credits)

Transition Points in the Agriculture Teacher Preparation Program

Transition Point #1: Admission to the Agriculture Teacher Preparation			
Candidate Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	In Charge of Data Collection
#1 Possess agricultural content knowledge (k)	*General Admission Index (IGS in Spanish) and College Board Entrance Examination Score Transcript Complete 3 credits in courses of Agricultural Education either: -EDAG 4005 Method in Teaching Vocational Agriculture, Or -EDAG 4016 Audiovisual Media in Teaching Vocational Agriculture, Or -EDAG 401 Youth Organization and Programs Candidates must submit the application form for the Agricultural Education Program. Writing Skills and Candidate Interviews Dispositions Test	2.55 IGS 2.5 GPA in major 2.5 GPA overall	Registrar's Office
#2 Possess pedagogical content knowledge (k)		Approve 3 credits in Agricultural Education courses with a 2.50 GPA or better.	
#3 Possess knowledge of human development and learning (k)		Admission to the program	Program Coordinator Previously done by College Board Currently by Unit
#4 Demonstrate creative critical thinking (s)		Satisfactory completion of Essay (College Board).	
#5 Exhibit comprehensive formation and communication skills (s)		Satisfactory completion of Interview	Program Coordinator
#8 Demonstrate caring dispositions toward professional and personal development (d)			
Use of the results: Direct Admission to the Department of Agricultural Education is based on student's General Admission Index and College Entrance Examination Board scores. GPA is used to monitor Program enrollment and to provide immediate feedback from the Registrar's Office regarding admission to the Program. Academic progress in Education courses and in content courses is monitored as well. The academic advisor makes program and course recommendations to candidates based on this and other information. Results from the essay			

are the basis for recommending specific actions to candidates in a group interview. Candidates who receive unsatisfactory ratings on the Writing Skills test are advised to take a writing course or use the tutoring services offered by the Centro Bilingüe de Redacción. Those who receive unsatisfactory ratings on the Dispositions test are directed to career counseling. Candidates not presenting satisfactory dispositions to teach are directed to career counseling.

Transition Point #2: <i>Complete Organization and Administration in Vocational Agriculture course</i>			
Candidates Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	In Charge of Data Collection
#1 Possess agricultural content knowledge (k)	Complete 12 credits in Agricultural Education courses:	Approve 12 credits in Agricultural Education courses.	Registrar's Office
#2 Possess pedagogical content knowledge (k)	- EDAG 4005- Methods in Teaching Vocational Agriculture.		
#3 Possess knowledge of human development and learning (k)	- EDAG 4006- Curriculum Development.	80% or better on Content Portfolio Rubric	EDAG 4007 Professor
#4 Demonstrate creative critical thinking (s)	- EDAG 4007- Organization and Administration in Vocational Agriculture or EDAG 4015-Youth Organization and Programs.		
#5 Exhibit comprehensive formation and communication skills (s)	- EDAG 4016- Audiovisual Media in Teaching Vocational Agriculture. Transcript		
#6 Demonstrate community building skills (s)	Content Portfolio that includes:		
#7 Assessment of student learning. (s)	- Reflective essay on One time Field Observation	80% or higher on the Agricultural Content State Exams Rubric	EDAG 4007 Professor
#8 Demonstrate caring disposition. (d)	- Curricular guide		
#9 Demonstrate	- Microteaching activity		
	- Development of audiovisual materials (digital video, webpage, posters, interactive		

Transition Point #2: <i>Complete Organization and Administration in Vocational Agriculture course</i>			
Candidates Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	In Charge of Data Collection
sensitivity to diversity. (d) #10 Demonstrate reflective practice. (s)	instructional activities, and radio programs) Agricultural Content State Exam Rubric Pre-Post diagnostic test	80% or higher on the post exam	EDAG 4007 Professor
<p>Use of Results: GPA is used to monitor candidate’s proficiencies in content and pedagogical knowledge. Academic advisors use GPA and other measures of academic progress to help candidates make informed decisions about their study programs. Candidates not reaching a satisfactory performance level are advised to take additional courses or repeat specific courses.</p>			

Transition point #3: <i>Admission to Teaching Practice I</i>			
Candidates Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
#1 Possess agricultural content knowledge (k) #2 Possess pedagogical content knowledge (k) #3 Possess knowledge of human development and	Complete at least 9 credits in Agricultural Education courses: -EDAG 4005 Method in Teaching	Approve at least 9 credits in Agricultural Education courses	Registrar’s Office

Transition point #3: Admission to Teaching Practice I			
Candidates Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	Person in charge
learning (k) #4 Demonstrate creative critical thinking (s) #5 Exhibit comprehensive formation and communication skills (s) #6 Demonstrate community building skills (s) #7 Assessment of student learning. (s) #8 Demonstrate caring disposition. (d) #9 Demonstrate sensitivity to diversity. (d) #10 Demonstrate reflective practice. (s)	Vocational Agriculture. -EDAG 4006 Curriculum Development. -EDAG 4007 Organization and Administration in Vocational Agriculture. Group and individual orientation rubric Coursework Portfolio	Complete orientation satisfactorily 80% or better on Coursework Portfolio Rubric	Program coordinator
<p>Use of the results: GPA is used to monitor candidate proficiencies in content and pedagogical knowledge. Academic advisors use GPA in courses taken to help candidates make informed decisions about their academic program. Candidates not presenting a satisfactory level of performance are advised to take or repeat the appropriate courses. Candidates are required to keep a Portfolio through the Teaching Practice I and II courses, which form part of the candidate’s formative assessment.</p>			

Transition point #4: <i>Exit from the Second Teaching Practice Course</i>			
Candidates Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	In Charge of Data Collection
#1 Possess agricultural content knowledge (k) #2 Possess pedagogical content knowledge (k) #3 Possess knowledge of human development and learning (k) #4 Demonstrate creative critical thinking (s) #5 Exhibit comprehensive formation and communication skills (s) #6 Demonstrate community building skills (s) #7 Assessment of student learning. (s) #8 Demonstrate caring disposition.	UPRM Report Transcript Student teaching evaluation rubrics for EDAG 4018 and EDAG 4019 Teaching Practice Portfolio with candidate work (i.e. lesson plans, integration of assessments for diverse students, reflective essays, self-evaluation report, cooperative teacher evaluations, attendance records and research papers.) Field Observation and Clinical Experiences Complete: EDES 4006 –Nature and Needs of Exceptional Learners EDAG 4016 – Audiovisual Media in Teaching Vocational Agriculture One of HIST 3111 or HIST 3112 – History of the United States of America	2.5 GPA in major 2.5 GPA overall 80% on Student Teaching Evaluation rubric 80% Teaching Practice Portfolio rubric Complete 315 hours Approve Teaching Practice courses Agricultural Education Program Candidates- -General education courses 60 -Agricultural Sciences requirements 33 -Departmental requirements 19 -Professional electives 18	Registrar’s Office Cooperating teacher and University supervisor EDAG 4018 & EDAG 4019 Professors EDAG 4018 & EDAG 4019 Professors Registrar’s Office

Transition point #4: <i>Exit from the Second Teaching Practice Course</i>			
Candidates Proficiencies (k=knowledge, s=skill, d=disposition)	Assessment Tools	Benchmarks	In Charge of Data Collection
(d) #9 Demonstrate sensitivity to diversity. (d) #10 Demonstrate reflective practice. (s)	One of HIST 3241 or HIST 3242 – History of Puerto Rico UPRM- Transcript	-Free electives 12 Total 142 credits	
<p>Use of the results: GPA is collected with the purpose of monitoring candidate’s proficiencies in content knowledge, and to provide feedback to the Registrar’s and Admission’s Offices regarding future admissions to the Program. All data from the assessment instruments and the transcript are reviewed by the academic advisor and the student-teaching coordinator. The data are used to modify or improve program based on need.</p>			

Teacher Preparation Program Mixed Methods Research Plan

The Mixed Methods Research Plan will use qualitative and quantitative methodologies to address a list of central research questions about the quality of UPRM TPP alumni performance quality in terms of national InTASC and state PRDE professional standards. Data will be collected from key school stakeholders that comprise the UPRM alumni teaching environment: the alumnus, the alumnus’ students, and the alumnus’ immediate supervisor.

The case study will address seven principal research questions:

What is the impact of UPRM TPP preparation on alumni’s P-12 students learning and development?

How does UPRM TPP alumni classroom instruction align with professional standards such as InTASC and PRDE Teacher Professional Standards?

How satisfied are UPRM TPP alumni with the relevance and effectiveness of their preparation?

How satisfied are the employers with the relevance and effectiveness UPRM TPP alumni and their preparation?

How satisfied are K-12 students with the classroom instruction they receive from UPRM alumni teachers?

What impact are UPRM alumni teachers having on the academic development of their P-12 students?

Do P-12 students perceive their UPRM alumni teachers as fair, ethical, challenging, and helpful?

The qualitative case study methodology part of the plan will use multiple means to collect information from 8 to 10 alumni cases as a way to explore process tracing that links causes and outcomes while allowing data triangulation. The qualitative data will provide opportunities to formulate hypothesis and generate new questions to study about the classroom effectiveness of alumni with respect to applying the skills, knowledge, and dispositions that the UPRM TPP programs sought to provide.

The Danielson Framework Teacher Observation Rubric (4.2.1) and the Alumni and Employer Interview protocols will be piloted with the participants as part of the case study. These instruments and protocols were selected for their proven validity and reliability in teacher evaluation projects like the MET study¹ and will be adapted for future research. The Flowers and Hancock's Alumni Interview Protocol will be adapted for employer interviews.

UPRM TTP faculty members will be trained to conduct interviews and classroom observations that are as free as possible from bias and assure inter-rater reliability. The classroom observations will be correlated with alumni self-reports and measures of student achievement versus learning goals.

As a means to complement the information gathered through case studies, two TPP created surveys (alumni and employer) will be used both with the case study population and a larger

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

population. The alumni and employer surveys were created using pertinent information collected from previous surveys, but redesigning them to align more closely with InTASC and PRDE professional standards, as well as CAEP standards. Both surveys were presented to the UPRM CAEP Steering Committee to verify content validity and alignment with professional and CAEP standards. Recommendations gleaned from CAEP’s webinars about using surveys were also considered for both. After incorporating the recommendations from committee members regarding format and content accuracy, pilot tests were conducted to verify the clarity of multiple choice items and open questions.

Validated item versions of the elementary and secondary Tripod Student Surveys will be used to gather data from alumni students, depending on the grade level taught by the alumnus. At least two different groups of the alumni teacher’s students will be asked to complete a Tripod Student Survey. The validity and reliability of the Tripod Student Surveys are documented in *Asking Students about Teaching: Student Perception Surveys and Their Implementation*, MET Project Policy and Practice Brief by the Bill & Melinda Gates Foundation, 2012.

To maximize the utility of information from small samples in case studies an “information – oriented selection” approach with a maximum variation of cases is recommended in order to augment the possibilities of obtaining information about the significance of various circumstances for process tracing and outcomes. Following this recommendation, the Plan will include four (4) or more 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, and Chemistry. A range of 8 to 10 teachers will be the target.

At least two different groups of each alumni teacher’s students will be included in the study as well as their school directors to produce a more comprehensive view of the alumni school ecosystem and to make triangulate the data.

The TPP created alumni survey will be e-mailed to all TPP-UPRM alumni completing teaching practice over the four years prior to the last (2012-2015). 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 Teacher Preparation Practice centers. A second round of employer surveys will be e-mailed to directors at schools identified in responses from working alumni. The surveys will be administered with the Qualtrics[®] online survey system. If survey response rates are less than 20%, survey copies will be printed, delivered and collected with the personal touch.

The aforementioned approach will collect direct and indirect measures of teaching effectiveness. The direct measures will include observing the alumni in the classroom and an alumni prepared analysis of student learning using pre-post teacher created tests aligned to content standards. The indirect measures will include alumni interviews and surveys; interviews and surveys of alumni immediate supervisors (school directors); and alumni student surveys. All the instruments and protocols have been prepared in both English and Spanish so that participants may use the version of their preference.

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 the 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 submitted to the UPRM IRB. The Plan includes participant and parental consent forms for all parties.

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 among alumni in diverse licensure areas as well as by school type. With the proposed mixed methods data collection and subsequent analysis the UPRM TPP anticipates ascertaining how its recent alumni are impacting their students learning and growth. The proposed plan will help the UPRM TPP identify the strengths and weaknesses of the teachers it prepares within their school ecosystem. Identifying these strengths and weaknesses will permit the UPRM TPP to direct future efforts at better preparing its candidates to meet student academic development needs in Puerto Rico's classrooms.

The research process itself will undergo periodic formative evaluation to make adjustments that maintain the consistent data and data cycles for continuous program improvement over the next seven years. Subsequent iterations of the study will include alumni at different schools teaching different subjects. 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 peer reviewed journals, presented in professional education conferences, and shared with interested parties on the <http://uprm.edu/eppcaep> webpage.

Unit Operation Assessment

The principal places where the unit operation data is collected and used: the Agricultural Education Program Department (Ag Ed Program), the Secondary Education Teacher Preparation Program (TPP) office, the Division of Extension and Professional Studies (DECEP), the Office of Institutional Research and Planning (OIIP) and the Information Technologies Center (ITC). The Agricultural Education Department and the Secondary Education Teacher Preparation Program Directors collect operational data to plan course offerings, assign teaching duties, and coordinate clinical practice. The directors and their academic advisors use candidate performance data to guide candidates through their teacher preparation program or sequence. The directors also handle faculty evaluations and follow up surveys. The Assessment Board reviews all of the available data relevant to the quality of the teacher preparation program. The Dean of Academic Affairs coordinates the discussion of the Assessment Board’s findings with the pertinent departments and personnel (as in the Arts & Sciences and TPP Permanent Committee and in the Teacher Education Executive Committee).

Unit Operation Assessment		
Assessment Tools	Data collected by: 1) Data aggregated by: 2) Data analyzed & used by: 3)	When
General Admission Index to the Education Program Content and Education Courses and Grades GPA	1) Registrar’s Office 2) OIIP 3) TPP & Ag Ed Program	Enrollment in curricular sequence

(Transcript)		
Program and course demand, offerings, and enrollment	<ol style="list-style-type: none"> 1) TPP, Ag Ed Program Director & Registrar’s Office 2) TPP Director & Ag Ed Program Director 3) TPP Director & Ag Ed Program Director 	Every semester
Faculty evaluations: <ul style="list-style-type: none"> - University faculty - Clinical school faculty 	<ol style="list-style-type: none"> 1) DECEP & Ag Ed Program 2) ITC 3) Faculty & departments 	At the end of every semester
Certification Test Results (PCMAS)	<ol style="list-style-type: none"> 1) College Board 2) College Board, Assessment Board 3) DECEP 	End of Program

Use of the results

The unit regularly and systematically uses data to evaluate program efficacy and to initiate changes, as follows:

1. The TPP office, the Agricultural Education Department, and content departments use candidate transcript data including: content and education courses previously taken, grades obtained, overall GPA, and specialized GPA to plan course offerings. The same data are used to counsel students during enrollment. Candidate transcript data allow education and content departments to identify course offerings needed. UPRM also encourages students to take initial education courses as free or recommended electives as a means of recruiting future teacher candidates. The courses needed for candidates and the demand from non-candidates are taken into account for allocation of teaching resources. In this regards, it is particularly important to identify candidate who will enroll in Methodology and the Student Teaching courses in order to recruit the adjunct university faculty and school faculty.

2. The departments and faculty in the unit regularly use faculty evaluations by candidates. Faculty use student teaching evaluations to monitor and improve their classroom performance. Student evaluations are taken into account at UPRM for teaching assignments, tenure, and promotion. The departments use aggregated evaluation data to plan faculty (university and clinical) professional development every semester. Candidate evaluations of cooperating teachers are a major factor in subsequent school placements.

3. The TPP Office and the Agricultural Education Department use annual Teacher Certification Test results (PCMAS) to evaluate how well their respective programs are preparing candidates to meet UPRM and Puerto Rico Department of Education (DEPR) teacher requirements, particularly the requirements regarding content and pedagogical knowledge. The Teacher Certification Test results are submitted to the Puerto Rico Title II reports on teacher preparation programs. The results are used by UPRM and the DEPR to evaluate the quality of

teacher preparation programs. The UPRM assessment board uses PCMAS results to identify strengths and weaknesses in the existing curricula and make data driven decisions regarding course content and program requirements. The specific content courses required for each of the methodology and student teaching courses were revised in response to an analysis of PCMAS content test results. An example of data driven program change came about after a detailed examination of UPRM candidates who did not pass history and social studies teacher certification tests revealed that many had not taken highly relevant, and expected, content courses. A total of six core content courses were identified which provide critical content knowledge for history and social science candidates to perform well on the certification test and in clinical practice. Since that time, UPRM history and social studies candidate are required to complete those six core content courses prior to their methodology courses. Under existing rules, candidate must pass their methodology course with a grade of B or better in order to apply to take the teaching licensure exam.

4. The TPP Office and the Agricultural Education Department also use the Teacher Certification Survey (PCMAS Survey) to assess candidate perception of their respective preparation: programs, courses, faculty, and clinical experience. The Teacher Certification Survey is included in the annual institutional report (Informe Institucional de College Board). The report provides aggregated responses for UPRM Teacher Certification Test takers and for all Teacher Certification Test takers in Puerto Rico. The survey has confirmed candidate satisfaction with their preparation, especially with regard to content knowledge and pedagogical content knowledge.

5. In addition to the PCMAS Survey conducted by College Boards, the unit conducts various surveys which have proven to be informative and helpful for designing initiatives to improve the quality of the UPRM Teacher Preparation Programs and unit operations. The surveys include: the End of Program Survey, the Cooperating Teacher Survey, and the Practice Center Principal Survey. One example of changes made in response to findings from these surveys is remodeling the physical facilities. Candidates made specific recommendations for improving the available technology resources in the End of Program Survey. The subsequent remodeling included an additional computer center and the addition of “smart boards” and data displays to several classrooms. The unit created the Resource Center for Investigation and Educational Services (in Spanish CRUISE) to address candidate concerns regarding resources for planning and preparing for their teaching practice classes. CRUISE received substantial external funding from conducting professional development for PRDE teachers in 2013 that has served to sponsor TPP educational research. CRUISE continues to submit research and professional development proposals. The classroom observation instruments were revised to align with

InTASC (2013), CAEP, and PRDE professional standards because these standards changed. Cooperating teachers and university supervisors were involved in this revision and alignment.

6. The TPP Office and the Agricultural Education Departments use field and clinical experience supervisory data such as Teaching Practice Center (school site) attendance hours and UPRM teacher preparation seminar and workshop attendance to assure both candidate and clinical faculty meet their responsibilities. Grades in student teaching practice take into consideration school, seminar, and workshop attendance.

7. Candidate statistics and demographics such as content programs, year of curricular sequence enrollment, status, etc. are used to complete annual institutional reports that affect funding allocation. In the spring semester of the 2015-2016 academic year, there were 117 teacher candidates and potential teacher candidates with 18 credits or more in Education courses from 39 UPRM undergraduate programs, 10 graduate programs, and 2 non-degree programs.

Program Quality Assessment

UPRM Teacher Preparation Programs use a number of assessments and evaluations that provide feedback and gather suggestions that allow the unit to improve operations and its programs. Through the university-wide Student Opinion Survey (*Cuestionario de Opinión Estudiantil* – COE) candidates offer feedback each semester on instructor performance in these areas: general academia, teaching, service, research, and creative work that facilitates student learning.

Program Quality Assessment		
Assessment Tools	Data collected by: 1) Data aggregated by: 2) Data analyzed & used by: 3)	When
Faculty evaluations: - University faculty - Clinical school faculty	1) TPP & Dept. Ag Ed 2) ITC 3) Faculty, TPP & Dept. Ag Ed	End of semester
Candidate statistics and demographics	1) Registrar's Office 2) OIIP & ITC 3) TPP	During semester
Field and Clinical Experiences – Supervisory data (Hours, attendance to Teaching Center, seminars and workshops)	1), 2), 3) TPP & Dept. Ag Ed	Monthly
Faculty demographic and evaluation data : -University Faculty -Clinical School Faculty	1) Registrar's Office 2) OIIP (for university faculty), TPP & Dept. Ag Ed (for clinical school faculty) 3) TPP	During semester
End of Program Surveys	1), 2) TPP 3) TPP & Dept. Ag Ed	End of Program (semester)
Alumni surveys Employer surveys	1), 2), 3) TPP & Dept. Ag Ed	Annually
Teacher Certification Test results (PCMAS)	1) College Board 2) College Board 3) TPP & Dept. Ag Ed	Institutional Report (end of academic year)
PCMAS Survey results	1) College Board 2) College Board 3) TPP & Dept. Ag Ed	

Use of the results

Both the TPP and the Department of Agricultural Education directors receive and review evaluation results from COE each semester. The director's review and discuss each faculty member's evaluation in a personal goal setting conference with the faculty member. This receives special attention if the results denote a significant need for improvement. When a director spots areas for improvement repeated over time, they arrange special themed professional development activities with the UPRM Professional Development Center (CEP).

Each teacher candidate fills out an end-of-program evaluation after completing the teaching practice course. The form asks candidates about the quality of the program, the advising, the field experiences, and the connection with the conceptual framework. The form includes open-ended questions about the teacher preparation program and requests suggestions for improvements. Results of these evaluations are aggregated by the program and discussed in faculty meetings to identify needs and means to improve courses, faculty performance, administrative processes and physical facilities.

Alumni surveys, admission and retention data, and the Teacher Certification Test scores (PCMAS) as well as PCMAS survey results are used across the UPRM Teacher Preparation Programs to assess effectiveness and evaluate operations in order to improve both.

Accreditation Related Committees

Teacher Education Executive Committee	
Office	Official
1) Chancellor	Dr. John Fernandez Van Cleve
2) Academic Affairs Dean	Dra. Betsy Morales
3) Arts and Sciences Dean	Dr. Fernando Gilbes
4) Agricultural Sciences Dean	Dr. Raúl Machiavelli
5) Business Administration Dean	Dra. Ana Martín
6) Engineering Dean	Dr. Agustin Rullán
7) UPRM CAEP Coordinator	Dra. Carmen Bellido
8) EDAG CAEP Coordinator	Dr. David Padilla
9) TPP Director	Dra. Rebeca Orama

Teacher Education Executive Committee	
Office	Official
10) EDAG Director	Dr. David Padilla
11) OIIP Director	Dr. Mercedes Ferrer
12) DEPR Teacher Liaison	Prof. Miriam Rivera
13) Mathematical Sciences Chair	Dra. Olgamary Rivera
14) Physics Chair	Dr. Rafael Ramos
15) Content knowledge representatives	TBN

Teacher Education Assessment Board	
Office	Office
Assessment Board Director	Dra. Canny Bellido Rodríguez
TPP Director	Dra. Rebeca Orama Meléndez
Students Affairs Officer TPP	Prof. José Pérez Colón
AgEd Director	Dr. David Padilla
Content Liaison Professor	Dr. Keith Wayland
Physical Education Program Liaison	Dra. Iris Figueroa
Office of Institutional Research and Planning (OIIP)	Dra. Mercedes Ferrer
TPP Liaison Professor	Dra. Grisel Rivera
Math Education Program Liaison	Dra. Olgamary Rivera

UPRM CAEP Institutional Steering Committee	
Task	Personnel
1) Standard # 1	Dr. Keith Wayland / Dra. Carmen Bellido
2) Standard # 2	Dra. Rebeca Orama
3) Standard # 3	Dra. Rebeca Orama/ Prof. José Pérez

UPRM CAEP Institutional Steering Committee	
Task	Personnel
4) Standard # 4	Dra. Carmen Bellido/Prof. José Figueroa
5) Standard # 5	Dra. Carmen Bellido/ Dr. José Ferrer
6) Assessment Liaisons	Dr. Keith Wayland/Dra. Rebeca Orama/ Dr. David Padilla/ Dra. Camen Bellido
7) Standards # 1-5 (EDAG)	Dr. David Padilla
8) Cross Cutting Team Technology	Dr. José Ferrer
9) Cross Cutting Team Diversity	Dra. Rosa Román

Teacher Education Advisory Board		
Role	Office	Official
Advisory Board Chair	Academic Affairs Dean	Dra. Betsy Morales
Advisory Board Director	TPP Director	Dra. Rebeca Orama
Accreditation Coordinator	UPRM Academic Affairs	Dra. Carmen Bellido
EDAG Representative	EDAG Director	Dr. David Padilla
PRDE Administration Representative	Practice Center Director	Sra. Linette González
Cooperating Teacher Representative	Practice Center Teacher	Sra. Carmen Pérez
Alumni Representative	UPRM Alumni Teacher	Sr. José N. Caride
Teaching Practice Representative	Teaching Practice Supervisor	Dra. Grisel Rivera
Teaching Technology Representative	UPRM CREAD Director	Dr. José Ferrer
Teacher Candidate Representative	Methodology Student	TBN

Candidate Proficiencies - Conceptual Framework UPRM (5.1)

UPRM's conceptual framework is consistent with UPRM Student Learning Outcomes, Puerto Rico Department of Education professional standards, CAEP standards, and with Interstate Teacher Assessment and Support Consortium (INTASC 2013) performance standards. UPRM has identified a set of ten core outcomes which represent expectations for all UPRM candidates in professional education programs. The profile of UPRM teacher proficiencies is based on current teaching/learning theory, validated neuroscience learning research, and wisdom of practice to assure that its candidates develop the knowledge, the skills, and the dispositions to be effective teachers in the Puerto Rico school systems. The knowledge, skills, and dispositions that UPRM teacher candidates are guided to develop are the ten proficiencies described below.

Knowledge

1. **Content knowledge** - Prepare teachers who understand the central concepts, fundamental structure, and principal inquiry tools of their discipline in a way that enables them to design and present learning experiences that make these aspects of the subject matter evident and meaningful to students. Encourage teachers to pursue deeper disciplinary knowledge, be it in natural sciences, social sciences, mathematics, physical education, Spanish, English, health, humanities, business, agriculture, technology or other area.
2. **Pedagogical content knowledge** - Develop teachers with solid pedagogical content knowledge and an understanding of a broad variety of active teaching-learning methodologies in order to design, modify, and deliver instruction that leads learners to meet curricular goals and reflects professional teaching standards.
3. **Human development and learning** - Prepare teachers who understand how children learn and develop so they can provide opportunities to support their intellectual, social, and personal development promoting the integration of knowledge in all its manifestations. Prepare teachers to be savvy consumers of evidence-based research in order to be able to identify and adopt effective strategies for developing academic proficiency.
4. **Reflexive, creative, critical thinking** - Prepare teachers who practice reflexive, creative, critical thinking and are able to make these processes visible to students and thereby contribute to the formation of reflexive, creative, critical thinking individuals who value, practice, and develop these processes throughout their own professional, social, and personal lives.

5. **Exhibit comprehensive formation** - communication leadership skills – Prepare teachers who will contribute to the comprehensive formation of individuals by developing his or her intellectual, emotional, and psychological abilities and her or his communication and leadership skills, as well as esthetical and ethical values. Prepare teachers to use effective verbal and nonverbal communication and technology to foster active inquiry, collaboration, and supportive interaction among students.
6. **Demonstrate community building skills** - Prepare candidates to foster effective professional relationships with colleagues, parents, and educational stakeholders in the surrounding community in order to support learning and well-being in a manner that encourages students to develop ethical, civic, moral and esthetic values in harmony with their individual and collective needs in a manner that will contribute to a peaceful and just culture.
7. **Assessment** - Prepare teachers to monitor student learning progress through formal and informal assessment strategies in order to design, modify, and deliver learning experiences that contribute to the continuous intellectual, social and physical development of each learner. Further, prepare teachers to evaluate the assessment results to improve their own teaching effectiveness.
8. **Caring dispositions** - Prepare teachers to confront new challenges, social as well as educational, in a way that contributes to improving the quality of life in Puerto Rico and the world. Further, prepare teachers who can establish and sustain a positive, safe learning environment in which interpersonal relationships furnish the stability, trust, and caring that support learners' sense of belonging, self-respect and self-acceptance as well as the security to make mistakes and learn from them.
9. **Sensitivity to diversity** - Prepare teachers to recognize, understand, and value a diversity of learning styles, intelligences, and talents as well as the diversity of social, economic, and cultural experiences. Enable teachers to create a learning environment in which all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin or geographical area feel secure. Furthermore, prepare teachers to recognize and respond to the diversity of learners with varied learning opportunities that promote the development of critical thinking, problem solving, and performance skills of each individual learner.

10. **Demonstrate reflective practice** - Prepare teachers who reflect on the effectiveness of their classroom practices in order to identify areas for improvement. Develop commitment to shared professional learning that improves classroom practice in order to provide students the skills to meet the technological, educational, scientific, social, and cultural demands of the working world.

UPRM TPP Candidate Proficiencies Alignment with Applicable Professional Standards

Candidate Proficiencies UPRM TPP	Alignment with Applicable Professional Standards InTASC Principles 2013	ISTE Teacher Standards	CAEP Standard	State Standards Puerto Rico Department of Education Professional Standards (PRDES)	Institutional Students Learning Outcomes (ISLO) By the time of graduation UPRM students will:
<p>UPRM TPP 1. Possess content knowledge. Prepare teachers that understand the central concepts, tools of inquiry, and structure of their discipline in a way that they can provide learning experiences that make these aspects of the subject matter meaningful to students. Encourage teachers to seek to deepen their knowledge in their discipline, be it natural sciences, social sciences, mathematics, physical education, Spanish, English, health, humanities, business, agriculture, technology or other.</p>	<p>InTASC 4: Content Knowledge. The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>ISTE 1. Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>1a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>CAEP 1: Content and Pedagogical Knowledge 1.1 Deep understanding of: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates</p> <p>CAEP 4: Program Impact 4.1 Completer impact on student growth and learning</p>	<p>PRDES 1: Content Knowledge</p> <p>PRDES 8: Communication & Language</p>	<p>UPRM ISLO Demonstrate creative and critical thinking. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology. Apply interpretative and integrative skills</p>

			4.2 Teacher effectiveness		
UPRM TPP 2. Possess pedagogical content knowledge. Develop pedagogical content knowledge and an understanding of a broad variety of active methodologies of teaching learning that allows planning instruction that reflects professional standards and curriculum goals.	InTASC 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	ISTE 2. Design and develop digital age learning experiences and assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards. 2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	CAEP 2 Clinical Partnership and Practice 2.2 Effective partnership 2.3 High quality clinical practice CAEP 5 Provider Quality Assurance and Continuous Improvement 5.5 Stakeholder / partner involvement	PRDES 3: Instructional Strategies	UPRM ISLO Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Show moral autonomy a develop a sense of wellbeing. They identify, evaluate, and review social norms and other regulatory standards with critical thought.
UPRM TPP 3. Possess knowledge of human development and	InTASC 1: Learner Development. The teacher understands	ISTE 2. Design and develop digital age learning experiences and	CAEP 1: Content and Pedagogical Knowledge 1.1 Deep	PRDES 2: Pedagogical Knowledge	UPRM ISLO Become an intentional learner.

<p>learning. Prepare teachers that understand how children learn and develop so that they can provide opportunities that support their intellectual, social, and personal development promoting the integration of knowledge in all its manifestations. Prepare teachers to be consumers of sound research with the purpose of identifying fundamental strategies to encourage academic proficiency.</p>	<p>how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>assessments.</p> <p>2c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.</p>	<p>understanding of: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates 3.5 Employing high exit criteria 3.6 Developing understanding of professional/ethical aspects of teaching</p> <p>CAEP 4: Program</p>		<p>Demonstrate creative and critical thinking Communicate effectively Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Apply mathematical, scientific, and technology skills. Apply interpretative and integrative skills</p>
--	--	---	--	--	---

			<p>Impact</p> <p>4.1 Completer impact on student growth and learning</p> <p>4.2 Teacher effectiveness</p>		
<p>UPRM TPP 4. Demonstrate creative critical thinking. Contribute to the formation of free human beings who are reflexive, creative, critical thinking individuals to whom these attributes are important in their professional, social, and personal lives.</p>	<p>InTASC 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>ISTE 1. Facilitate and inspire student learning and creativity</p> <p>1a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>1c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</p>	<p>CAEP 1: Content and Pedagogical Knowledge</p> <p>CAEP 2: Clinical Partnership and Practice</p> <p>2.3 High quality clinical practice</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity</p> <p>3.4 Monitoring progression of all candidates</p> <p>3.5 Employing high exit criteria</p> <p>3.6 Developing understanding of professional aspects of teaching</p> <p>CAEP 4: Program</p>	<p>PRDES 2: Pedagogical Knowledge</p> <p>PRDES 7: Technology Integration</p> <p>PRDES 8: Communication & Language</p>	<p>UPRM ISLO</p> <p>Communicate effectively</p> <p>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.</p> <p>Apply mathematical, scientific, and technology skills.</p> <p>Apply interpretative and integrative skills.</p> <p>Show moral autonomy and develop a sense of wellbeing.</p> <p>Practice civic virtue.</p>

			Impact 4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness		Value diversity
UPRM TPP 5. Exhibit comprehensive formation. Communication leadership skills - Contribute to the comprehensive formation of a human being by developing his or her intellectual, emotional, and psychological abilities and his or her communication and leadership skills, as well as esthetical and ethical values. Prepare teachers to use effective verbal, nonverbal, and the use of technology to foster active inquiry, collaborations, and	InTASC 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	ISTE 5. Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. ISTE 2a Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	CAEP 4: Program Impact 4.3 Employer satisfaction 4.4 Completer satisfaction	PRDES 9: Community & Family PRDES 11: Professional Development	UPRM ISLO Became an intentional learner.

<p>supportive interaction.</p>		<p>2b Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</p>			
<p>UPRM TPP 6. Demonstrate community-building skills. Prepare teachers to foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being thereby encouraging the development of ethical, civic, moral and esthetic values in harmony with individual and collective necessities for achieving a culture of peace and</p>	<p>InTASC 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>ISTE 3. Model digital age work and learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</p> <p>3c Communicate relevant</p>	<p>CAEP 1: Content and Pedagogical Knowledge</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity</p> <p>3.4 Monitoring progression of all candidates</p> <p>3.5 Employing high exit criteria</p> <p>3.6 Developing understanding of professional aspects of teaching</p> <p>CAEP 4: Program Impact</p>	<p>PRDES 4: Learning Environments</p> <p>PRDES 7: Technology Integration</p> <p>PRDES 8: Communication & Language</p>	<p>UPRM ISLO</p> <p>Demonstrate creative and critical thinking.</p> <p>Communicate effectively.</p> <p>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.</p> <p>Apply interpretative and integrative skills.</p> <p>Relate global contexts and issues</p>

<p>justice.</p>		<p>information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p>	<p>4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness</p>		<p>of importance to Puerto Rico</p>
<p>UPRM TPP 7. Assessment of student learning. Prepare teachers to use formal and informal assessment strategies to provide experiences that contribute to the continuous intellectual, social and physical development of each learner. Use the evaluation process to improve the quality and effectiveness of the teaching-learning process.</p>	<p>InTASC 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>ISTE 2. Design and develop digital age learning experiences and assessments 2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>CAEP 2: Clinical Partnership and Practice 2.1 Effective Partnership 2.3 Develop KSD and positive impact on all students CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.5 Employing high exit criteria 3.6 Developing understanding of professional aspects of teaching CAEP 4: Program Impact 4.1 Completer impact</p>	<p>PRDES 6: Evaluation & Assessment</p>	<p>UPRM ISLO Communicate effectively. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Show moral autonomy and develop a sense of wellbeing. Practice civic virtue.</p>

			<p>on student growth and learning</p> <p>4.4 Satisfaction of completer</p> <p>4.3 Satisfaction of employer</p>		
<p>UPRM TPP 8. Demonstrate caring dispositions. Prepare teachers to confront new challenges, social as well as educational, and to contribute to the improvement of Puerto Rico and the world. Further, prepare teachers that can promote worthwhile personal relationships that provide stability, trust, and caring in order to increase learners' sense of belonging, self-respect and self-acceptance, and generate a positive climate for learning.</p>	<p>InTASC 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>ISTE 1. Facilitate and inspire student learning and creativity</p> <p>1a. Model collaborative knowledge construction engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>	<p>CAEP 2: Clinical Partnership and Practice</p> <p>2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment and Selectivity</p> <p>3.6 Developing understanding of professional/ethical aspects of teaching</p>	<p>PRDES 3: Instructional Strategies</p> <p>PRDES 7: Technology Integration</p>	<p>UPRM ISLO Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.</p> <p>Relate global contexts and issues of importance to Puerto Rico.</p> <p>Show moral autonomy and develop a sense of wellbeing.</p> <p>Practice civic virtue.</p>
<p>UPRM TPP 9. Demonstrate sensitivity</p>	<p>InTASC 2: Learning Differences. The</p>	<p>ISTE 4. Promote and model digital citizenship</p>	<p>CAEP 1: Content and Pedagogical Knowledge</p>	<p>PRDES 5: Diversity &</p>	<p>UPRM ISLO Communicate</p>

<p>to diversity. Prepare teachers to recognize and value a diversity of learning styles, social and talents as well as diversity related to social, economic, and cultural experiences, intelligences and talents. Furthermore, prepare teachers to value all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin or geographical area and to respond to this diversity of learners with the variety of instructional opportunities which promote the development of critical thinking, problem solving, and performance skills of each individual.</p>	<p>teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>and responsibility</p> <p>4a Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources</p> <p>4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p>	<p>1.1 Deep understanding of: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates 3.5 Employing high exit criteria 3.6 Developing understanding of professional aspects of teaching</p>	<p>Special Needs</p>	<p>effectively.</p> <p>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.</p>
---	---	---	--	----------------------	---

			<p>CAEP 4: Program Impact</p> <p>4.1 Completer impact on student growth and learning</p> <p>4.2 Teacher effectiveness</p>		
--	--	--	---	--	--

<p>UPRM TPP 10. Demonstrate reflective practice. Empower teachers to keep abreast of educational innovations and promote the commitment to continual learning in order to meet the technological, educational, scientific, social, and cultural demands of the working world. Develop the reflective habits of continual evaluation of the effectiveness of classroom practices that lead to continuous professional development.</p>	<p>InTASC 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>ISTE 4. Promote and model digital citizenship and responsibility 4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources 4b. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <p>ISTE 5 Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</p>	<p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment and Selectivity 3.6 Developing understanding of professional/ethical aspects of teaching</p>	<p>PRDES 11: Professional Development</p> <p>PRDES 10: Information Management</p>	<p>UPRM ISLO Communicate effectively.</p> <p>Show moral autonomy and develop a sense of wellbeing.</p> <p>Practice civic virtue.</p> <p>Value diversity.</p>
---	--	---	---	---	--

Alignment of InTASC 2013 with UPRM TPP Candidate Proficiencies and Applicable Professional Standards

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

			4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness		and integrative skills
LEARNER AND LEARNING InTASC 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	UPRM TPP 9. Demonstrate sensitivity to diversity. Prepare teachers to recognize and value a diversity of learning styles, social and talents as well as diversity related to social, economic, and cultural experiences, intelligences and talents. Furthermore, prepare teachers to value all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin or geographical area and to respond to this diversity of learners with the variety of instructional opportunities which promote the development of critical thinking, problem solving,	ISTE 4. Promote and model digital citizenship and responsibility 4a Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources 4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources	CAEP 1: Content and Pedagogical Knowledge 1.1 Deep understanding of: the learner and learning; content; instructional practice; and professional responsibility. CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates 3.5 Employing high exit criteria 3.6 Developing understanding of professional aspects of teaching CAEP 4: Program Impact	PRDES 5: Diversity & Special Needs	UPRM ISLO Communicate effectively. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.

	and performance skills of each individual.		4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness		
LEARNER AND LEARNING InTASC 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	UPRM TPP 6. Demonstrate community-building skills. Prepare teachers to foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being thereby encouraging the development of ethical, civic, moral and esthetic values in harmony with individual and collective necessities for achieving a culture of peace and justice.	ISTE 3. Model digital age work and learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. 3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. 3c Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats	CAEP 1: Content and Pedagogical Knowledge CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates 3.5 Employing high exit criteria 3.6 Developing understanding of professional aspects of teaching CAEP 4: Program Impact 4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness	PRDES 4: Learning Environments PRDES 7: Technology Integration PRDES 8: Communication & Language	UPRM ISLO Demonstrate creative and critical thinking. Communicate effectively. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Apply interpretative and integrative skills. Relate global contexts and issues of importance to Puerto Rico
CONTENT InTASC 4: Content Knowledge. The teacher	UPRM TPP 1. Possess content knowledge. Prepare teachers that	ISTE 1. Facilitate and inspire student learning and creativity	CAEP 1: Content and Pedagogical Knowledge 1.1 Deep understanding of:	PRDES 1: Content Knowledge	UPRM ISLO Demonstrate creative and

<p>understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>understand the central concepts, tools of inquiry, and structure of their discipline in a way that they can provide learning experiences that make these aspects of the subject matter meaningful to students. Encourage teachers to seek to deepen their knowledge in their discipline, be it natural sciences, social sciences, mathematics, physical education, Spanish, English, health, humanities, business, agriculture, technology or other.</p>	<p>Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>1a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>the learner and learning; content; instructional practice; and professional responsibility.</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates</p> <p>CAEP 4: Program Impact 4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness</p>	<p>PRDES 8: Communication & Language</p>	<p>critical thinking. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology. Apply interpretative and integrative skills</p>
<p>CONTENT InTASC 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical</p>	<p>UPRM TPP 4. Demonstrate creative critical thinking. Contribute to the formation of free human beings who are reflexive, creative, critical thinking</p>	<p>ISTE 1. Facilitate and inspire student learning and creativity 1a. Promote, support, and model creative and innovative thinking and inventiveness</p>	<p>CAEP 1: Content and Pedagogical Knowledge</p> <p>CAEP 2: Clinical Partnership and Practice 2.3 High quality clinical practice</p>	<p>PRDES 2: Pedagogical Knowledge</p> <p>PRDES 7: Technology Integration</p>	<p>UPRM ISLO Communicate effectively Identify and solve problems, think critically, and synthesize</p>

<p>thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>individuals to whom these attributes are important in their professional, social, and personal lives.</p>	<p>1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>1c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</p>	<p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4 Monitoring progression of all candidates 3.5 Employing high exit criteria 3.6 Developing understanding of professional aspects of teaching</p> <p>CAEP 4: Program Impact 4.1 Completer impact on student growth and learning 4.2 Teacher effectiveness</p>	<p>PRDES 8: Communication & Language</p>	<p>knowledge appropriate to their discipline. Apply mathematical, scientific, and technology skills. Apply interpretative and integrative skills. Show moral autonomy and develop a sense of wellbeing. Practice civic virtue. Value diversity</p>
<p>INSTRUCTIONAL PRACTICE InTASC 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>UPRM TPP 7. Assessment of student learning. Prepare teachers to use formal and informal assessment strategies to provide experiences that contribute to the continuous intellectual, social and physical development of each learner. Use the</p>	<p>ISTE 2. Design and develop digital age learning experiences and assessments 2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform</p>	<p>CAEP 2: Clinical Partnership and Practice 2.1 Effective Partnership 2.3 Develop KSD and positive impact on all students</p> <p>CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.5 Employing high exit criteria 3.6 Developing</p>	<p>PRDES 6: Evaluation & Assessment</p>	<p>UPRM ISLO Communicate effectively. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Show moral</p>

	evaluation process to improve the quality and effectiveness of the teaching-learning process.	learning and teaching	understanding of professional aspects of teaching CAEP 4: Program Impact 4.1 Completer impact on student growth and learning 4.4 Satisfaction of completer 4.3 Satisfaction of employer		autonomy and develop a sense of wellbeing. Practice civic virtue.
INSTRUCTIONAL PRACTICE InTASC 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	UPRM TPP 2. Possess pedagogical content knowledge. Develop pedagogical content knowledge and an understanding of a broad variety of active methodologies of teaching learning that allows planning instruction that reflects professional standards and curriculum goals.	ISTE 2. Design and develop digital age learning experiences and assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards. 2a. Design or adapt relevant learning	CAEP 2 Clinical Partnership and Practice 2.2 Effective partnership 2.3 High quality clinical practice CAEP 5 Provider Quality Assurance and Continuous Improvement 5.5 Stakeholder / partner involvement	PRDES 3: Instructional Strategies	UPRM ISLO Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Show moral autonomy a develop a sense of wellbeing. They identify, evaluate, and review social norms and other regulatory standards with critical thought.

		experiences that incorporate digital tools and resources to promote student learning and creativity.			
INSTRUCTIONAL PRACTICE InTASC 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	UPRM TPP 8. Demonstrate caring dispositions. Prepare teachers to confront new challenges, social as well as educational, and to contribute to the improvement of Puerto Rico and the world. Further, prepare teachers that can promote worthwhile personal relationships that provide stability, trust, and caring in order to increase learners' sense of belonging, self-respect and self-acceptance, and generate a positive climate for learning.	ISTE 1. Facilitate and inspire student learning and creativity 1a. Model collaborative knowledge construction engaging in learning with students, colleagues, and others in face-to-face and virtual environments	CAEP 2: Clinical Partnership and Practice 2.3 Develop KSD and positive impact on all students CAEP 3: Candidate Quality, Recruitment and Selectivity 3.6 Developing understanding of professional/ethical aspects of teaching	PRDES 3: Instructional Strategies PRDES 7: Technology Integration	UPRM ISLO Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline. Relate global contexts and issues of importance to Puerto Rico. Show moral autonomy and develop a sense of wellbeing. Practice civic virtue.
PROFESSIONAL RESPONSIBILITY	UPRM TPP 10. Demonstrate reflective	ISTE 4. Promote and model digital citizenship	CAEP 2: Clinical Partnership and Practice	PRDES 11: Professional	UPRM ISLO Communicate

<p>InTASC 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>practice. Empower teachers to keep abreast of educational innovations and promote the commitment to continual learning in order to meet the technological, educational, scientific, social, and cultural demands of the working world. Develop the reflective habits of continual evaluation of the effectiveness of classroom practices that lead to continuous professional development.</p>	<p>and responsibility 4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources 4b. Promote and model digital etiquette and responsible social interactions related to the use of technology and information ISTE 5 Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and</p>	<p>2.3 Develop KSD and positive impact on all students CAEP 3: Candidate Quality, Recruitment and Selectivity 3.6 Developing understanding of professional/ethical aspects of teaching</p>	<p>Development PRDES 10: Information Management</p>	<p>effectively. Show moral autonomy and develop a sense of wellbeing. Practice civic virtue. Value diversity.</p>
--	---	--	---	---	---

		demonstrating the effective use of digital tools and resources.			
<p>PROFESSIONAL RESPONSIBILITY</p> <p>InTASC 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>UPRM TPP 5. Exhibit comprehensive formation. Communication leadership skills - Contribute to the comprehensive formation of a human being by developing his or her intellectual, emotional, and psychological abilities and his or her communication and leadership skills, as well as esthetical and ethical values. Prepare teachers to use effective verbal, nonverbal, and the use of technology to foster active inquiry, collaborations, and supportive interaction.</p>	<p>ISTE 5. Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</p> <p>ISTE 2a Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p> <p>2b Develop technology-enriched learning environments that enable all students to pursue</p>	<p>CAEP 4: Program Impact</p> <p>4.3 Employer satisfaction</p> <p>4.4 Completer satisfaction</p>	<p>PRDES 9: Community & Family</p> <p>PRDES 11: Professional Development</p>	<p>UPRM ISLO</p> <p>Became an intentional learner.</p>

		<p>their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</p>			
--	--	---	--	--	--

Resources:

- UPRM TPP – UPRM TPP Conceptual Framework Candidate Proficiencies 2009
- InTASC – Interstate Teacher Assessment and Support Consortium 2013
- ISTE – International Society for Technology in Education Teacher Standards 2008
- CAEP – Council of Accreditation of Educators Preparation Standards 2013
- PRDES – Puerto Rico Department of Education Teacher’s Professional Standards 2008

ⁱ Denner, P. R., Norman, A. D., Salzman, S. A., Pankratz, R. S., & Evans, C. S. (2004). The Renaissance Partnership teacher work sample: Evidence supporting score generalizability, validity, and quality of student learning assessment. In E. M. Guyton & J. R. Dangel (Eds.), *Teacher education yearbook XII: Research linking teacher preparation and student performance* (pp. 23-56). Dubuque, IA: Kendall/ Hunt

ii

Wilkerson, J. R., & Lang, W. S. (2007). *Assesing Teacher Competency: Five Standards-Base Steps to Valid Measurement Unist the CAATS Model*. Thousand Oaks, California: Corwin Press.