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## TPP Teaching Practice Instrument Evaluation

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*Are the scoring explanations clear? Level 1: Emerging, Level 2: Developing ...*

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Are the scoring explanations clear? (Level 1: Emerging, Level 2: Developing, Level 3: Competent, Level 4: Exemplary)

Value		Percent	Count	Percent
1	Yes	91.67%	11	91.67%
2	No	8.33%	1	8.33%
	<b>Total</b>	100.00%	12	100.00%

*What would you change about the scoring explanations? Please explain: (Level1: Emerging, Level 2:...*

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What would you change about the scoring explanations? Please explain: (Level 1: Emerging, Level 2: Developing, Level 3: Competent, Level 4: Exemplary)

*Evaluate your experience using or evaluating this observation instrument moving the bar...*

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Slide the emoticon bar to represent your experience using or evaluating this observation

Value		Percent	Response nts	Percent
1	<b>1</b>	0.00%		0.00%
2	<b>2</b>	0.00%		0.00%
3	<b>3</b>	0.00%		0.00%
4	<b>4</b>	40.00%	4	40.00%
5	<b>5</b>	60.00%	6	60.00%

*Evaluate your experience using or evaluating this observation instrument moving the bar...*

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Slide the emoticon bar to represent your experience using or evaluating this observation

Value		Percent	Response nts	Percent
1	<b>1</b>	0.00%		0.00%
2	<b>2</b>	0.00%		0.00%
3	<b>3</b>	0.00%		0.00%
4	<b>4</b>	40.00%	4	40.00%
5	<b>5</b>	60.00%	6	60.00%

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## TPP Teaching Practice Instrument Evaluation

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After reading each criterion and corresponding levels in the rubric, indicate whether you believe that the criterion clearly explains what it is supposed to measure. Please mark *Yes* if you accept the criterion and the rubric levels as presented; *Yes, but with modifications* if you accept the criterion with some changes, or *No* if you do not accept the criterion. Please write comments or suggestions if you mark *Yes, but with modifications* and explain your reasons if you mark *No*.

Evaluate all the criteria.

Your feedback is very important for improving the formation of future teachers.

			Count
1. Designs instruction to address learners' development, individual strengths, prior knowledge, and experience. InTASC 1, 2, 4	Do you recommend?	Yes	7
1. Designs instruction to address learners' development, individual strengths, prior knowledge, and experience. InTASC 1, 2, 4	Do you recommend?	Yes, but with modifications	3
1. Designs instruction to address learners' development, individual strengths, prior knowledge, and experience. InTASC 1, 2, 4	Do you recommend?	No	0
2. Uses resources effectively, including appropriate technology. InTASC 3, 4, 5, 6, 8	Do you recommend?	Yes	7
2. Uses resources effectively, including appropriate technology. InTASC 3, 4, 5, 6, 8	Do you recommend?	Yes, but with modifications	3

2. Uses resources effectively, including appropriate technology. InTASC 3, 4, 5, 6, 8	Do you recommend?	No	0
3. Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation. InTASC 3,6	Do you recommend?	Yes	7
3. Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation. InTASC 3,6	Do you recommend?	Yes, but with modifications	3
3. Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation. InTASC 3,6	Do you recommend?	No	0
4. Communicates behavioral expectations to students. InTASC 3	Do you recommend?	Yes	8
4. Communicates behavioral expectations to students. InTASC 3	Do you recommend?	Yes, but with modifications	2
4. Communicates behavioral expectations to students. InTASC 3	Do you recommend?	No	0
5. Employs effective management strategies and maintains consistent standards for behavior in the learning environment. InTASC 3	Do you recommend?	Yes	5
5. Employs effective management strategies and maintains consistent standards for behavior in the learning environment. InTASC 3	Do you recommend?	Yes, but with modifications	5
5. Employs effective management strategies and maintains consistent standards for behavior in the learning environment. InTASC 3	Do you recommend?	No	0

6. Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 7,8	Do you recommend?	Yes	7
6. Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 7,8	Do you recommend?	Yes, but with modifications	3
6. Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 7,8	Do you recommend?	No	0
7. Creates and utilizes instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 7,8	Do you recommend?	Yes	4
7. Creates and utilizes instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 7,8	Do you recommend?	Yes, but with modifications	6
7. Creates and utilizes instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 7,8	Do you recommend?	No	0
8. Creates learning experiences which help construct accurate conceptual understanding, content knowledge, and academic language in the content area. InTASC 4,7,8	Do you recommend?	Yes	7
8. Creates learning experiences which help construct accurate conceptual understanding, content knowledge, and academic language in the content area. InTASC 4,7,8	Do you recommend?	Yes, but with modifications	3

<p>8. Creates learning experiences which help construct accurate conceptual understanding, content knowledge, and academic language in the content area. InTASC 4,7,8</p>	Do you recommend?	No	0
<p>9. Implements learning experiences which help construct accurate conceptual understanding, content knowledge, and academic language. InTASC 4,7,8</p>	Do you recommend?	Yes	6
<p>9. Implements learning experiences which help construct accurate conceptual understanding, content knowledge, and academic language. InTASC 4,7,8</p>	Do you recommend?	Yes, but with modifications	4
<p>9. Implements learning experiences which help construct accurate conceptual understanding, content knowledge, and academic language. InTASC 4,7,8</p>	Do you recommend?	No	0
<p>10. Aligns instructional procedures and assessments with identified learning objectives. InTASC 4, 6,7,8</p>	Do you recommend?	Yes	7
<p>10. Aligns instructional procedures and assessments with identified learning objectives. InTASC 4, 6,7,8</p>	Do you recommend?	Yes, but with modifications	3
<p>10. Aligns instructional procedures and assessments with identified learning objectives. InTASC 4, 6,7,8</p>	Do you recommend?	No	0
<p>11. Designs lesson plans with sequential instruction which supports learners in meeting curriculum goals, the standards and grade level expectations. InTASC 4,5,7</p>	Do you recommend?	Yes	6
<p>11. Designs lesson plans with sequential instruction which supports learners in meeting curriculum goals, the standards and grade level expectations. InTASC 4,5,7</p>	Do you recommend?	Yes, but with modifications	4



<p>11. Designs lesson plans with sequential instruction which supports learners in meeting curriculum goals, the standards and grade level expectations. InTASC 4,5,7</p>	Do you recommend?	No	0
<p>12. Implements lesson plans with sequential instruction which supports learners in meeting curriculum goals, the standards and grade level expectations. InTASC 4,5,7</p>	Do you recommend?	Yes	6
<p>12. Implements lesson plans with sequential instruction which supports learners in meeting curriculum goals, the standards and grade level expectations. InTASC 4,5,7</p>	Do you recommend?	Yes, but with modifications	4
<p>12. Implements lesson plans with sequential instruction which supports learners in meeting curriculum goals, the standards and grade level expectations. InTASC 4,5,7</p>	Do you recommend?	No	0
<p>13. Develops and uses learning experiences that support literacy (reading, writing, speaking, listening). InTASC 5,7,8</p>	Do you recommend?	Yes	6
<p>13. Develops and uses learning experiences that support literacy (reading, writing, speaking, listening). InTASC 5,7,8</p>	Do you recommend?	Yes, but with modifications	4
<p>13. Develops and uses learning experiences that support literacy (reading, writing, speaking, listening). InTASC 5,7,8</p>	Do you recommend?	No	0
<p>14. Uses a variety of instructional strategies appropriate for meeting the needs of all students. InTASC 4,5,7</p>	Do you recommend?	Yes	6
<p>14. Uses a variety of instructional strategies appropriate for meeting the needs of all students. InTASC 4,5,7</p>	Do you recommend?	Yes, but with modifications	4
<p>14. Uses a variety of instructional strategies appropriate for meeting the needs of all students. InTASC 4,5,7</p>	Do you recommend?	No	0

15. Provides clear, accurate lessons. InTASC 4,5,8	Do you recommend?	Yes	5
15. Provides clear, accurate lessons. InTASC 4,5,8	Do you recommend?	Yes, but with modifications	5
15. Provides clear, accurate lessons. InTASC 4,5,8	Do you recommend?	No	0
16. Provides lessons that make connections to learners' prior knowledge and experiences. InTASC 2,4,5,6	Do you recommend?	Yes	6
16. Provides lessons that make connections to learners' prior knowledge and experiences. InTASC 2,4,5,6	Do you recommend?	Yes, but with modifications	4
16. Provides lessons that make connections to learners' prior knowledge and experiences. InTASC 2,4,5,6	Do you recommend?	No	0
17. Engages learners by means of inquiry methods. InTASC 4,5,7,8	Do you recommend?	Yes	6
17. Engages learners by means of inquiry methods. InTASC 4,5,7,8	Do you recommend?	Yes, but with modifications	3
17. Engages learners by means of inquiry methods. InTASC 4,5,7,8	Do you recommend?	No	0
18. Engages learners by means of applying their content knowledge to real world problems. InTASC 4,5,7,8	Do you recommend?	Yes	5
18. Engages learners by means of applying their content knowledge to real world problems. InTASC 4,5,7,8	Do you recommend?	Yes, but with modifications	4
18. Engages learners by means of applying their content knowledge to real world problems. InTASC 4,5,7,8	Do you recommend?	No	0
19. Models critical/creative thinking, problem solving abilities, and collaboration. InTASC 3,5,6,8	Do you recommend?	Yes	6

19. Models critical/creative thinking, problem solving abilities, and collaboration. InTASC 3,5,6,8	Do you recommend?	Yes, but with modifications	3
19. Models critical/creative thinking, problem solving abilities, and collaboration. InTASC 3,5,6,8	Do you recommend?	No	0
20. Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways. InTASC 5,6,8	Do you recommend?	Yes	6
20. Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways. InTASC 5,6,8	Do you recommend?	Yes, but with modifications	3
20. Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways. InTASC 5,6,8	Do you recommend?	No	0
21. Communicates clear expectations for tasks and offers opportunities for students to monitor their own learning. InTASC 6,7,8	Do you recommend?	Yes	6
21. Communicates clear expectations for tasks and offers opportunities for students to monitor their own learning. InTASC 6,7,8	Do you recommend?	Yes, but with modifications	3
21. Communicates clear expectations for tasks and offers opportunities for students to monitor their own learning. InTASC 6,7,8	Do you recommend?	No	0
22. Adapts the lesson according to assessment of learning and provides feedback to students. InTASC 1,6,7,8	Do you recommend?	Yes	6
22. Adapts the lesson according to assessment of learning and provides feedback to students. InTASC 1,6,7,8	Do you recommend?	Yes, but with modifications	3

<p><b>22. Adapts the lesson according to assessment of learning and provides feedback to students.</b>  <b>InTASC 1,6,7,8</b></p>	Do you recommend?	No	0
<p><b>23. Uses comments from professionals and assessments of student learning to evaluate and improve his/her teaching practice.</b>  <b>InTASC 9,10</b></p>	Do you recommend?	Yes	6
<p><b>23. Uses comments from professionals and assessments of student learning to evaluate and improve his/her teaching practice.</b>  <b>InTASC 9,10</b></p>	Do you recommend?	Yes, but with modifications	3
<p><b>23. Uses comments from professionals and assessments of student learning to evaluate and improve his/her teaching practice.</b>  <b>InTASC 9,10</b></p>	Do you recommend?	No	0
<p><b>24. Self-evaluates the effects of his/her choices and actions on others.</b>  <b>InTASC 9,10</b></p>	Do you recommend?	Yes	6
<p><b>24. Self-evaluates the effects of his/her choices and actions on others.</b>  <b>InTASC 9,10</b></p>	Do you recommend?	Yes, but with modifications	3
<p><b>24. Self-evaluates the effects of his/her choices and actions on others.</b>  <b>InTASC 9,10</b></p>	Do you recommend?	No	0
<p><b>25. Recommends, models, and teaches safe, legal, and ethical conduct that includes using information and technology.</b>  <b>InTASC 9</b></p>	Do you recommend?	Yes	6
<p><b>25. Recommends, models, and teaches safe, legal, and ethical conduct that includes using information and technology.</b>  <b>InTASC 9</b></p>	Do you recommend?	Yes, but with modifications	3

25. Recommends, models, and teaches safe, legal, and ethical conduct that includes using information and technology. InTASC 9	Do you recommend?	No	0
26. Collaborates with others to reflect on lesson planning and improving lessons. InTASC 9,10	Do you recommend?	Yes	6
26. Collaborates with others to reflect on lesson planning and improving lessons. InTASC 9,10	Do you recommend?	Yes, but with modifications	3
26. Collaborates with others to reflect on lesson planning and improving lessons. InTASC 9,10	Do you recommend?	No	0
27. Collects and evaluates evidence to measure student learning. InTASC 6,7,9	Do you recommend?	Yes	6
27. Collects and evaluates evidence to measure student learning. InTASC 6,7,9	Do you recommend?	Yes, but with modifications	3
27. Collects and evaluates evidence to measure student learning. InTASC 6,7,9	Do you recommend?	No	0
28. Projects a professional, responsible, and ethical image in conduct, dress, document preparation, and participation in PPM and practice center professional activities. InTASC 6,7,9	Do you recommend?	Yes	5
28. Projects a professional, responsible, and ethical image in conduct, dress, document preparation, and participation in PPM and practice center professional activities. InTASC 6,7,9	Do you recommend?	Yes, but with modifications	4
28. Projects a professional, responsible, and ethical image in conduct, dress, document preparation, and participation in PPM and practice center professional activities. InTASC 6,7,9	Do you recommend?	No	0

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**Additional Comments**

This is better than previous one that was very long. This instrument shorter and more manageable.

Aligns better with InTASC.

There are some that appear repetitive for example to work on "creating" and "implementing" plans



## Observation Instrument for Teaching Practice Improvement



Candidate: _____	Grade: _____
Subject: _____	Academic Year: _____
Semester: _____	Level: _____
Practice Center: _____	Date: _____
School District: _____	Cooperating Teacher: _____
University Supervisor: _____	
<input type="checkbox"/> University Supervisor	<input type="checkbox"/> Cooperating Teacher

Choose One

Mark a performance level for each criterion (put an X under the corresponding performance level: 1, 2, 3 or 4)

I. The Learner and Learning: Learner Development				
Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				
<b>1. Designs instruction to address learners' development, individual strengths, prior knowledge, and experience.</b>	Creates written lesson plans that may be minimal or plans may fail to address the readiness or background of students.	Creates written lesson plans that may not clearly address the readiness and background of individual students or the class as a whole.	Creates written lesson plans that address the cognitive, linguistic, and affective readiness of student groups.	Creates written lesson plans that differentiate for the cognitive, linguistic, and affective readiness of individual students.
InTASC 1b, 1i, 2c, 7n PRDES 1.13, 1.14, 3.12 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2c UPRM TPP 3				
Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				



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<p><b>2. Uses resources effectively, including appropriate technology.</b></p> <p>InTASC 1j, 4g, 5c, 5l, 7k            PRDES 4.13, 7.1, 7.13            CAEP 1.1, 1.3, 1.4, 2.3            ISTE 2a            UPRM TPP 5</p>	Plans instruction that fails to utilize available classroom resources; use of available technology is missing from instruction; student independence in the access and use of resources is not encouraged.	Plans instruction to utilize available classroom texts; uses technology with support; occasionally encourages student independence in the access and use of discipline appropriate resources.	Plans instruction to utilize an array of available resources appropriate for the level and the discipline; regularly encourages student independence in the access and use of resources, including peer tutoring.	Plans instruction to utilize a wide array of available, appropriate resources beyond district-provided materials; encourages student independence in the access and use of resources, including peer tutoring.
<b>II. Learning Environment</b>				
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				
<p><b>3. Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation.</b></p>	Uses verbal and non-verbal interactions that are not positive, respectful, supportive, or motivating. Provides no opportunities for active learning experiences or for students to work in groups. Students are not required to assume responsibility for their own learning.	Uses verbal and non-verbal interactions that may not be positive, respectful and supportive. Provides few opportunities for active learning; provides limited opportunities for students to work together. Uses instructional strategies that rely heavily on external student motivation.	Uses verbal and non-verbal interactions that are generally positive, supportive, and respectful. Provides opportunities active learning group work, and for students to assume responsibility for their own learning.	Uses verbal and non-verbal interactions that are all positive, supportive, and respectful. Provides multiple opportunities for active learning; creates opportunities for students to work in groups and assume responsibility for their own learning. Employs approaches that rely heavily on internal student motivation.





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<p>InTASC 3a, 3f, 3k          PRDES 3.20, 4.4          CAEP 1.1, 2.3          ISTE 3b 3c          UPRM TPP 6</p>				
<p>Performance Level  <i>The teacher candidate:</i></p>	<p><b>1 (Emerging)</b></p>	<p><b>2 (Developing)</b></p>	<p><b>3 (Competent)</b></p>	<p><b>4 (Exemplary)</b></p>
<p><b>4. Communicates behavioral expectations to learners.</b></p> <p>InTASC 3k          PRDES 4.8, 4.10          CAEP 1.1, 1.3, 1.4, 2.3          ISTE 4a 4b          UPRM TPP 9</p>	<p>Provides little or no explanation of behavior expectations to students, or establishes no positive relationship. May express frustration or negatively influence student behavior. Uses little or no eye contact during instruction.</p>	<p>Provides shallow, incomplete, or unclear explanations of acceptable behaviors. Reinforcement of appropriate behavior is inconsistent. Uses some eye contact to engage students.</p>	<p>Clearly communicates behavioral expectations; models and reinforces appropriate behaviors. Uses consistent eye contact to engage students and check for student understanding.</p>	<p>Clearly communicates precise behavioral expectations developed in collaboration with students; consistently models and reinforces appropriate behaviors. Uses eye contact to engage student learning, communicate understanding, and monitor learning.</p>
<p>Performance Level  <i>The teacher candidate:</i></p>	<p><b>1 (Emerging)</b></p>	<p><b>2 (Developing)</b></p>	<p><b>3 (Competent)</b></p>	<p><b>4 (Exemplary)</b></p>



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<p><b>5. Employs effective management strategies and maintains consistent standards for behavior in the learning environment.</b></p>       <p>InTASC 3.d, 3h, 3k, 3n PRDES 4.2, 4.3, 4.7 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 4a 4b UPRM TPP 9</p>	<p>Demonstrates little understanding of management strategies, whether with individuals, small groups, or the entire class. Behavioral standards are not apparent.</p>	<p>Demonstrates inconsistent use of classroom management strategies; behavioral expectations may not be clearly stated or consistently reinforced.</p>	<p>Demonstrates an appropriate use of multiple management strategies to maintain consistent standards of behavior. Establishes positive rapport with students, using clarity and patience to guide students toward independence and self-control.</p>	<p>Demonstrates a keen awareness of the classroom environment and employs a range of effective behavioral strategies to maintain a high standard of behavior and student self-regulation. Engages in positive interactions with the students, and integrates behavioral strategies with the learning environment.</p>
<b>III. Instructional Practice</b>				
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>	<p><b>6. Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration.</b></p> <p>Does not create instructional plans which incorporate critical/creative thinking, problem solving, or collaboration.</p>	<p>Creates instructional plans which include some minimal integration of critical/creative thinking, problem solving and student collaboration.</p>	<p>Creates instructional plans which integrate critical/creative thinking, problem solving, and student collaboration but implementation in teaching may be limited.</p>	<p>Creates instructional plans which appropriately integrate critical/creative thinking, problem solving and student collaboration as a means to promote and extend student learning.</p>



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<b>InTASC 4j, 4n, 4o, 4p, 5m, 5o</b> <b>PRDES 1.11</b> <b>CAEP 1.1, 1.3, 1.4, 2.3</b> <b>ISTE 1a, 1b</b> <b>UPRM TPP 1, 4</b>				
<b>Nivel de desempeño</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				
<b>7. Implements instructional plans which incorporate critical/creative thinking, problem solving, and collaboration.</b>  <b>InTASC 5a, 5b, 5d, 5f, 8i</b> <b>PRDES 1.11, 3.18, 8.11</b> <b>CAEP 1.1, 1.3, 1.4, 2.3</b> <b>ISTE 1a, 1b</b> <b>UPRM TPP 1, 4</b>	Does not implement instructional plans which incorporate critical/creative thinking, problem solving, or collaboration.	Implements instructional plans which include some minimal integration of critical/ creative thinking, problem solving and student collaboration.	Implements instructional plans which integrate critical/creative thinking, problem solving, and student collaboration but implementation in teaching may be limited.	Implements instructional plans which appropriately integrate critical/creative thinking, problem solving and student collaboration as a means to promote and extend student learning.
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				





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<p><b>9. Implements learning experiences which help build accurate conceptual understanding, content knowledge, and academic language.</b></p> <p>          </p> <p>InTASC 4a, 4b, 4c, 4d, 4h, 8e PRDES 1.14, 3.17, 3.21 8.7 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 1a, 1b, 1c UPRM TPP 1, 4</p>	<p>Implements learning experiences which do not guide students through a logical learning progression, build on prior knowledge, or make connections.</p>	<p>Implements learning experiences which provide only minimal guidance through a logical learning progression.</p>	<p>Implements learning experiences which guide students through logical learning progressions, causes them to reflect on prior knowledge, and helps students make connections between prior experience and content.</p>	<p>Implements learning experiences which provide students with multiple representations, guidance through learning progression, and recognition of common misconceptions. Lesson implementation stimulates reflection of prior knowledge, builds connections between prior experiences and content and helps students master the academic language of the content area.</p>
<p>Performance Level</p> <p><i>The teacher candidate:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>



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<p><b>10. Aligns instructional procedures and assessments with identified learning objectives.</b></p>          <p>InTASC 1a, 6b, 6r, 7a PRDES 3.1, 3.19 CAEP 1.1, 1.2, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	<p>Designs lesson activities and assessments that do not align in a meaningful way either with each other or with the identified learning objectives for the lessons.</p>	<p>Designs lesson activities and assessments that closely align with each other and support learning for the identified objectives for the lessons.</p>	<p>Designs and implements lessons that include step-by-step descriptions of procedures that are built around state curriculum goals.</p>	<p>Articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.</p>
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				
<p><b>11. Designs sequential instruction which supports learners in meeting curriculum goals.</b></p>	<p>Designs sequential instruction in which the procedures do not build towards understanding of state curriculum goals.</p>	<p>Designs disorganized sequential instruction that is only loosely connected to state curriculum goals.</p>	<p>Designs sequential instruction that includes step-by-step descriptions of procedures that are built around state curriculum goals.</p>	<p>Designs sequential instruction which articulate curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.</p>



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<p>InTASC 1b, 4n, 6b, 7c, 7g          PRDES 1.3, 1.15          CAEP 1.1, 1.2, 1.3, 1.4          2.3          ISTE 2a          UPRM TPP 2</p>				
<b>Nivel de desempeño</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				
<p><b>12. Implements sequential instruction which supports learners in meeting curriculum goals.</b></p> <p>InTASC 4a, 7c, 7g          PRDES 1.3, 1.15          CAEP 1.1, 1.2, 1.3, 1.4          2.3          ISTE 2a          UPRM TPP 2</p>	<p>Implements sequential instruction in which the procedures do not build towards understanding of state curriculum goals.</p>	<p>Implements disorganized sequential instruction that are only loosely connected to state curriculum goals.</p>	<p>Implements sequential instruction that include step-by-step descriptions of procedures that are built around state curriculum goals.</p>	<p>Implements sequential instruction that articulates curriculum goals clearly to students; involves students in creating scaffolded learning plans to address these goals.</p>
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				



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<p><b>13. Develops and uses learning experiences that support literacy (reading, writing, speaking, listening).</b></p> <p><b>InTASC 7l, 8h, 8m, 8q PRDES 8.6, 8.7 CAEP 1.1, 1.3, 2.3 ISTE 2a UPRM TPP 2</b></p>	<p>Uses few supportive learning experiences to develop disciplinary literacy, with little consideration of the needs of students in this area.</p>	<p>Uses multiple learning experiences to support disciplinary literacy; may attempt to assist students in this content area.</p>	<p>Uses appropriate instructional strategies and resources to support the development of class and individual students' disciplinary vocabulary and literacy skills.</p>	<p>Uses instructional strategies and resources to appropriately sequence, present, model, monitor and adjust learning experiences that provide multiple opportunities for students to build and demonstrate the range of their skills and disciplinary reasoning.</p>
<p><b>Performance Level</b></p> <p><i>The teacher candidate:</i></p>	<p><b>1 (Emerging)</b></p>	<p><b>2 (Developing)</b></p>	<p><b>3 (Competent)</b></p>	<p><b>4 (Exemplary)</b></p>
<p><b>14. Uses a variety of appropriate instructional strategies to meet the needs of all learners.</b></p>	<p>Uses a limited range of instructional models and strategies with little attention to whether these are appropriate or helpful in conveying content or addressing student needs.</p>	<p>May attempt to use a range of instructional models and strategies, but may fail to address subject matter content essential to student learning.</p>	<p>Uses instructional models, strategies and resources that support student learning and meet subject matter requirements</p>	<p>Uses multiple instructional models, strategies and resources to support and expand student learning. Appropriate and resourceful adaptations are made to communicate content requirements and address the diverse learning needs of students.</p>





# Observation Instrument for Teaching Practice Improvement



<p>InTASC 2g, 2.i, 7b, 8a, 8k, 8l          PRDES 2.12, 3.3, 3.7, 5.15, 5.17, 5.18          CAEP 1.1, 1.2, 1.3, 1.4 2.3          ISTE 2a          UPRM TPP 2</p>				
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Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				
<p><b>15. Provides clear, accurate lessons.</b></p> <p>InTASC 8i          PRDES 3.14, 3.17, 3.18, 8.11, 8.13          CAEP 1.1, 1.3, 2.3          ISTE 2a          UPRM TPP 2</p>	<p>Implements instruction that is difficult to understand or lacks clear and/or accurate information. Provides few or no demonstrations, modeling, prompts, questions, retelling, and/or “think aloud” strategies.</p>	<p>Implements instruction that is clear but not always accurate, or instruction is accurate but not always clear. Age-appropriate words are inconsistently used; demonstrations are not always complete and/or lack appropriate sequencing. Prompts, questions, retelling and/or “think aloud” are minimal.</p>	<p>Implements instruction that is described in clear words everyone can understand, is accurate, and is well organized. Instruction may or may not use appropriate demonstrations, prompts, questions, retelling, and/or “think aloud” to support and scaffold learning outcomes appropriate for the age and discipline.</p>	<p>Implements instruction that is described in clear words everyone can understand, is accurate, and is well organized. Instruction uses appropriate demonstrations, prompts, questions, retelling, and/or “think aloud” to support and scaffold learning outcomes for individual disciplinary progress. Request for clarification is routinely embedded.</p>

Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				



Observation Instrument for Teaching Practice Improvement



<p><b>16. Provides instruction that makes connections to learners' prior knowledge and experiences.</b></p> <p>InTASC 1f, 2c, 2j, 3.f, 4d, 4e, 4k, 4m          PRDES 3.4, 3.15, 5.14          CAEP 1.1, 1.3, 2.3          ISTE 2a          UPRM TPP 2</p>	<p>Does not help students make connections to their prior knowledge or experience.</p>	<p>Attempts to use content knowledge to activate students' prior knowledge or help them make connections to their previous experience, but not effectively.</p>	<p>Uses background knowledge in the content to help students make connections to their prior knowledge or experience.</p>	<p>Uses understanding of content to evaluate students' background knowledge and/or misconceptions; considers curriculum goals and the students' needs in selecting appropriate tasks; scaffolds instruction according to students' needs, and links content knowledge to students' background knowledge and experience.</p>
<p><b>Performance Level</b></p> <p><i>The teacher candidate:</i></p>	<p><b>1 (Emerging)</b></p>	<p><b>2 (Developing)</b></p>	<p><b>3 (Competent)</b></p>	<p><b>4 (Exemplary)</b></p>
<p><b>17. Engages learners through inquiry methods.</b></p> <p>InTASC 4c, 4j, 5m, 8i, 8j          PRDES 1.10, 8.13          CAEP 1.1, 1.3, 2.3          ISTE 2a          UPRM TPP 2</p>	<p>Relies heavily on direct instruction strategies only; does not attempt to engage students in inquiry processes</p>	<p>Attempts to use inquiry methods and strategies, but fails to fully engage students in the inquiry process.</p>	<p>Plans and models inquiry methods and strategies that engage students in the inquiry process.</p>	<p>Plans for and uses multiple inquiry strategies to engage, support, and expand student learning with the inquiry process.</p>



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Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				
<b>18. Engages learners in applying content knowledge to real world problems.</b>  InTASC 5a, 5b, 5d, 5q, 7h 8l PRDES 1.9, 1.16, 3.18 CAEP 1.1, 1.2, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2	Designs learning activities with no attempt to connect instructional content to relevant real world problems or student needs, and makes no attempt to engage students in applying skills to real world contexts.	Pays little attention to whether instructional content is applicable to real world problems and student needs, or fails to engage students in making those applications.	Makes a conscious effort to incorporate instructional content that is applicable to real world problems and addresses student needs, and helps students make connections to these problems.	Incorporates instructional content that is relevant and applicable to real world problems, and ensures students have opportunities to suggest and attempt real world applications as well as apply skills in real world contexts.
Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				
<b>19. Models critical/creative thinking, problem solving skills, and collaboration.</b>	Targets lower order thinking skills only; models an authoritarian approach to problem solving.	Models thinking skills in classroom activities, but at a lower level; recall thinking is generally targeted; problem solving involves Little collaborative activity.	Models critical and creative thinking skills through the use of probing questioning and collaborative problem solving in the classroom.	Models high levels of critical and creative thinking through provocative questioning and collaborative problem solving and negotiation with students and colleagues.



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<p>InTASC 3a, 3o, 3q, 4b, 5f, 5m, 5o, 8f          PRDES 1.11, 2.12, 3.17          CAEP 1.1, 1.2, 1.4, 2.3          ISTE 2a          UPRM TPP 2</p>				
<p>Performance Level  <i>The teacher candidate:</i></p>	<p><b>1 (Emerging)</b></p>	<p><b>2 (Developing)</b></p>	<p><b>3 (Competent)</b></p>	<p><b>4 (Exemplary)</b></p>
<p><b>20. Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways.</b></p> <p>InTASC 1a, 6a, 6b, 6g, 6k, 6l, 7d, 7l          PRDES 6.7, 6.8, 6.15, 6.17          CAEP 1.1, 1.2, 2.3          ISTE 2d          UPRM TPP 7</p>	<p>Fails to monitor student progress toward learning objectives; does not provide opportunities for students to demonstrate understanding in diverse ways.</p>	<p>Provides diagnostic, formative, and summative assessments that are not always aligned with learning objectives; offers some diversity in assessment opportunities.</p>	<p>Uses constant, but repetitive, diagnostic, formative, and summative assessments to monitor progress toward learning objectives and adapt instruction; uses a variety of assessment tools.</p>	<p>Uses constant and varied diagnostic, formative, and summative assessments to monitor student progress toward learning objectives and to guide instruction; differentiates assessment opportunities to address students' needs and strengths.</p>
<p>Performance Level  <i>The teacher candidate:</i></p>	<p><b>1 (Emerging)</b></p>	<p><b>2 (Developing)</b></p>	<p><b>3 (Competent)</b></p>	<p><b>4 (Exemplary)</b></p>
<p><b>21. Provides opportunities for students to monitor their own learning.</b></p>	<p>Is ambiguous about expectations for tasks. Student assignments allow little room for revision and improvement.</p>	<p>States expectations for tasks. Students are given projects that allow for revision and improvement, but are not</p>	<p>Communicates clear expectations for tasks; models examples of quality work. Gives feedback about how students</p>	<p>Clearly explains and models examples of quality work while communicating expectations for tasks; demonstrates how to</p>



## Observation Instrument for Teaching Practice Improvement



<b>InTASC 6d, 6f, 6m, 6s, 8e, 10d</b> <b>PRDES 6.10</b> <b>CAEP 1.1, 1.2, 2.3</b> <b>ISTE 2d</b> <b>UPRM TPP 7</b>		guided in how to revise and improve work.	may revise and improve their work and encourages self-evaluation.	monitor and improve learning. Students are required to self-evaluate and to set goals based on assessment results.
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Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				

<b>22. Adapts instruction according to assessment of learning and provides feedback to students</b>	Does not attempt to use assessment data to inform instruction; provides little or no feedback to students.	Collects assessment data but makes minimal effort to use such data in future planning; provides feedback that is ineffective in leading students toward quality work.	Uses assessment data to guide planning, but may not consider individual students' needs; provides specific and timely feedback.	Effectively uses assessment data to guide planning by identifying each student's learning needs and developing differentiated learning experiences; provides timely, effective, and descriptive feedback to guide students towards quality work.
<b>InTASC 1a, 7d, 7l, 7q, 8b, 8s</b> <b>PRDES 4.9, 6.17</b> <b>CAEP 1.1, 1.2, 1.4, 2.3</b> <b>ISTE 2d</b> <b>UPRM TPP 7</b>				

IV. Professional Responsibility (evaluated by observation and interview)				
Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				



## Observation Instrument for Teaching Practice Improvement



<p><b>23. Uses feedback from professionals and assessments of student learning to evaluate and improve his/her teaching practice.</b></p> <p>InTASC 9c, 9l, 10b PRDES 4.9, 6.14, 10.1, 11.1, 11.8, 11.19 CAEP 1.1, 1.2, 2.3 ISTE 5a, 5b, 5c, 5d UPRM TPP 10</p>	Does not seek, discuss, or implement relevant feedback and advice from professional sources (cooperating teacher, content area colleagues, university professors and supervisors) to improve practice.	Does not seek, discuss, or implement relevant professional feedback on improving instructional practice unless directed to do so.	Seeks, discusses, and implements relevant feedback and advice from a variety of professional sources to improve instructional practice.	Demonstrates self-direction in consistently seeking, discussing, and implementing relevant feedback and advice from a variety of professional sources to improve instructional practice.
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				
<p><b>24. Self-evaluates the effects of his/her choices and actions on others.</b></p> <p>InTASC 9a, 9g, 9k PRDES 11.6, 11.7, 11.8, 11.9 CAEP 1.1, 1.2, 2.3 ISTE 5a, 5b, 5c, 5d UPRM TPP 10</p>	Provides no evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides little evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides substantial evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.



Observation Instrument for Teaching Practice Improvement



Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher candidate:</i>				
<p><b>25. Advocates, models, and teaches safe, legal, and ethical behavior including the use of information and technology</b></p> <p>InTASC 3g, 3m, 3n, 9f, 9j, 9o            PRDES 10.4, 10.8, 10.13            CAEP 1.1, 1.5            ISTE 4a, 4b, 5a, 5b, 5c, 5d            UPRM TPP 10</p>	<p>Demonstrates inappropriate legal and ethical behavior; struggles to understand, advocate, teach or model appropriate behaviors. Demonstrates little recognition of the legal use of technological resources; may make illegal copies of software or fails to reference materials correctly.</p>	<p>Does not clearly model legal and ethical behavior in the classroom; does not consistently understand, advocate, or teach appropriate behaviors. Does not correctly implement the legal use of technological resources.</p>	<p>Addresses safe, legal and ethical behavior and advocates, teaches, and models such behaviors in the classroom. Is knowledgeable about technology resources and the legal use of these resources.</p>	<p>Models behavior that is above reproach in safe, legal, and ethical aspects; understands, advocates, and teaches such behaviors in the classroom. Emphasizes the appropriate use of technology resources according to law.</p>
<i>The teacher candidate:</i>				
<p><b>26. Collaborates with others to reflect on, plan, and improve instruction</b></p>	<p>Does not interact with colleagues, or does not seek out opportunities to share, support and assist others. Does not use feedback from others to improve instruction.</p>	<p>Works with others only when directed to do so, and is supportive of others on a minimal level. May accept ideas and feedback from colleagues to improve practice.</p>	<p>Collaborates with colleagues and peers is willing to work to create a positive learning atmosphere. Accepts and uses input from others to improve instruction.</p>	<p>Actively and regularly collaborates with colleagues (cooperative teacher in practice) and peers (in the seminar), helping to create a positive, progressive, and professional learning environment. Demonstrates respect and appreciation for others' contributions, and incorporates</p>



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<p>InTASC 7a, 7e, 7m, 7o, 9c, 9d, 10b PRDES 3.10, 3.11, 6.18, 9.16 CAEP 1.1, 1.2, 2.3 ISTE 4a, 4b, 5a, 5b, 5c, 5d UPRM TPP 10</p>				<p>suggestions into instructional practices</p>
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				
<p><b>27. Collects and evaluates evidence to measure student learning.</b></p> <p>InTASC 1a, 6a, 6c, 6o, 6t PRDES 6.13, 6.14, 6.15 CAEP 1.1, 1.2, 2.3 ISTE 4a, 4b, 5a, 5b, 5c, 5d UPRM TPP 10</p>	<p>Does not collect evidence of learning or uses only minimal measures of student recall to evaluate student learning.</p>	<p>Uses inconsistent procedures to collect and interpret evidence of student learning; relies chiefly on measures of simple recall to assess learning.</p>	<p>Establishes a procedure for collecting evidence of student learning; uses multiple measures to evaluate student understanding.</p>	<p>Establishes a procedure for consistent evaluation of multiple and varied measures of student learning; reflects on evidence collected as measures of student understanding.</p>
<b>Performance Level</b>	<b>1 (Emerging)</b>	<b>2 (Developing)</b>	<b>3 (Competent)</b>	<b>4 (Exemplary)</b>
<i>The teacher candidate:</i>				





## Observation Instrument for Teaching Practice Improvement



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<p><b>28. Projects a professional, responsible, and ethical image in behavior, dress, document preparation, and participation in PPM and practice center professional activities.</b></p> <p>InTASC 9o, 10f, 10s PRDES 3.8, 9.9, 11.14 CAEP 1.1, 2.3 ISTE 4a, 4b, 5a, 5b, 5c, 5d UPRM TPP 10</p>	<p>Needs to make significant adjustments to achieve a professional, responsible and ethical image in various aspects of behavior, dress, document preparation, and/or participation in PPM and practice center professional activities.</p>	<p>Needs to make minor adjustments to achieve a professional, responsible, ethical image at all official activities with respect to his or her behavior and mode of dress at official activities. Teacher candidate may need help preparing and organizing documents, or participation in PPM and practice center professional activities.</p>	<p>Usually projects a professional, responsible, and ethical image in behavior and dress at official activities. Teacher candidate is usually responsible, has documents prepared and organized, and participates regularly in PPM and practice center professional activities.</p>	<p>Always projects a professional, responsible, and ethical image in behavior and dress at official activities. Teacher is always responsible, has documents well-prepared and organized, and participates in PPM and practice center professional activities.</p>
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