

EDES 4006 Service Learning Guide

Individual student performances on the EDES 4006 Field Service Learning project for the past three semesters (Fall, 2016-17; Spring, 2015-16; Fall, 2015-16) EDES 4006 was extracted from the NEO Classroom Management system (<https://decepuprm.neolms.com/>) and analyzed by scoring criteria as these align to InTASC standards. The following tables show student performance on InTASC standards #2, #3, #9, and #10 disaggregated by teaching area (program).

The project rubric shows the scoring criteria and their alignment with InTASC, UPRM EPP and PRDE Professional Standards. Criteria 4, 5, 10 correspond to InTASC Standard #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. Criterion 1 corresponds to InTASC Standard #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. Criterion 6 corresponds to InTASC Standard #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. Criteria 2, 3, 7, 8, 9, and 11 correspond to InTASC Standard #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.

Less than a third of the 153 EDES 4006 students from the past three semesters are enrolled in in one of the three readily identifiable education programs: Physical Education, Agriculture Education, and Math Education. Most of the remaining students were assigned a teaching area based on the program in which they were enrolled at the time. For example, a computer science student is classified as a future math teacher while a horticulture student is classified as a future agriculture teacher. Three students were enrolled in some non-degree program.

The EDES 4006 Field Service Learning Project Results table below shows the number and percentage of students meeting or exceeding InTASC Standard Expectations by expected teaching area (program). With respect to InTASC Standard #2, over the three semesters 79% met or exceeded expectations on all three of the corresponding criteria. The potential Agriculture, Physical Education, Math teachers, and one semester of potential Social Studies teachers performed relatively poorly with respect to this standard. The one criterion pertaining to Standard #2 that more students failed to meet or exceed expectations was *Reflective Thought, Critical and Creative Thinking about Appropriate Instruction for Exceptional Students*. For most UPRM teacher candidates, *Reflective Thought and Critical Thinking* are areas that require multiple courses and experiences to develop.

With respect to InTASC Standard #3, over the three semesters 94% met or exceeded expectations on the corresponding criterion. With the exception of the math (64%) and Spanish (75%) teaching areas, over 90% met or exceeded expectations. With only four potential Spanish teachers, the group is not large enough to generate concerns. Four of 11

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potential math teacher candidates did not meet expectations with respect to this criterion. All four from the 2015-16 first semester.

With respect to InTASC Standard #9, over the three semesters 97% met or exceeded expectations on the corresponding criterion. At least 89% of each of the identified teaching areas met or exceeded expectations.

With respect to InTASC Standard #10, over the three semesters 82% met or exceeded expectations on all six corresponding criteria. The lowest percentage meeting or exceeding expectations on all six Standard #10 criteria was 68% during the 2015-16 fall semester. Eighteen of the 27 who failed to meet the standard in one or more of the six criteria took the course during the 2015-16 fall semester. Overall performance with respect to this standard improved significantly in subsequent semesters. The poorest performance (54%) by teaching area (program) came from the 11 potential math teacher candidates. Four of those 11 took the course during the fall 2015-16 semester.

The validity and reliability study of this data will be available by the site visit date.

EDES 4006 Field Service Learning Project Results

Number and Percentage meeting or exceeding InTASC Standard Expectations

Number and Percentage of students meeting or exceeding expectations on all criteria relevant to InTASC Standard #2.

#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.

Program	measure	2016-17 1st sem.	2015-16 2nd sem.	2015-16 1st sem.	Total 3 sem.
Agriculture	N =	10	13	5	28
	Number =	5	8	4	17
	Percent =	50.0%	61.5%	80.0%	60.7%
Art	N =	1	3	2	6
	Number =	1	2	2	5
	Percent =	100.0%	66.7%	100.0%	83.3%
Biology	N =	4	7	4	15
	Number =	4	5	4	13
	Percent =	100.0%	71.4%	100.0%	86.7%
Chemistry	N =	1	1	1	3
	Number =	1	1	1	3
	Percent =	100.0%	100.0%	100.0%	100.0%
English	N =	2	7	5	14
	Number =	2	4	5	11
	Percent =	100.0%	57.1%	100.0%	78.6%
History	N =	2	1	2	5
	Number =	2	1	2	5
	Percent =	100.0%	100.0%	100.0%	100.0%
Math	N =	3	3	5	11
	Number =	2	1	3	6
	Percent =	66.7%	33.3%	60.0%	54.5%
Physical Education	N =	0	1	3	4
	Number =	0	0	2	2
	Percent =	NA	0.0%	66.7%	50.0%
Physics	N =	2	3	3	8
	Number =	2	3	2	7
	Percent =	100.0%	100.0%	66.7%	87.5%
Social Studies	N =	16	15	21	52
	Number =	15	9	21	45
	Percent =	93.8%	60.0%	100.0%	86.5%
Spanish	N =	0	2	2	4
	Number =	0	2	2	4
	Percent =	NA	100.0%	100.0%	100.0%
NA	N =	0	0	3	3
	Number =	0	0	3	3
	Percent =	NA	NA	100.0%	100.0%
ALL	N =	41	56	56	153
	Number =	34	36	51	121
	Percent =	82.9%	64.3%	91.1%	79.1%

EDES 4006 Field Service Learning Project Results

Number and Percentage meeting or exceeding InTASC Standard Expectations

Number and Percentage of students meeting or exceeding expectations on the criteria relevant to InTASC Standard #3.

#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.

Program	measure	2016-17 1st sem.	2015-16 2nd sem.	2015-16 1st sem.	Total 3 sem.
Agriculture	N =	10	13	5	28
	Number =	8	13	5	26
	Percent =	80.0%	100.0%	100.0%	92.9%
Art	N =	1	3	2	6
	Number =	1	3	2	6
	Percent =	100.0%	100.0%	100.0%	100.0%
Biology	N =	4	7	4	15
	Number =	4	7	4	15
	Percent =	100.0%	100.0%	100.0%	100.0%
Chemistry	N =	1	1	1	3
	Number =	1	1	1	3
	Percent =	100.0%	100.0%	100.0%	100.0%
English	N =	2	7	5	14
	Number =	2	7	5	14
	Percent =	100.0%	100.0%	100.0%	100.0%
History	N =	2	1	2	5
	Number =	2	1	2	5
	Percent =	100.0%	100.0%	100.0%	100.0%
Math	N =	3	3	5	11
	Number =	3	3	1	7
	Percent =	100.0%	100.0%	20.0%	63.6%
Physical Education	N =	0	1	3	4
	Number =	0	1	3	4
	Percent =	NA	100.0%	100.0%	100.0%
Physics	N =	2	3	3	8
	Number =	2	3	3	8
	Percent =	100.0%	100.0%	100.0%	100.0%
Social Studies	N =	16	15	21	52
	Number =	16	15	19	50
	Percent =	100.0%	100.0%	90.5%	96.2%
Spanish	N =	0	2	2	4
	Number =	0	2	1	3
	Percent =	NA	100.0%	50.0%	75.0%
NA	N =	0	0	3	3
	Number =	0	0	3	3
	Percent =	NA	NA	100.0%	100.0%
ALL	N =	41	56	56	153
	Number =	39	56	49	144
	Percent =	95.1%	100.0%	87.5%	94.1%

EDES 4006 Field Service Learning Project Results
Number and Percentage meeting or exceeding InTASC Standard Expectations

Number and Percentage of students meeting or exceeding expectations on the criteria relevant to InTASC Standard #9.

#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.

Program	measure	2016-17 1st sem.	2015-16 2nd sem.	2015-16 1st sem.	Total 3 sem.
Agriculture	N =	10	13	5	28
	Number =	7	13	5	25
	Percent =	70.0%	100.0%	100.0%	89.3%
Art	N =	1	3	2	6
	Number =	1	3	2	6
	Percent =	100.0%	100.0%	100.0%	100.0%
Biology	N =	4	7	4	15
	Number =	4	7	4	15
	Percent =	100.0%	100.0%	100.0%	100.0%
Chemistry	N =	1	1	1	3
	Number =	1	1	1	3
	Percent =	100.0%	100.0%	100.0%	100.0%
English	N =	2	7	5	14
	Number =	2	7	5	14
	Percent =	100.0%	100.0%	100.0%	100.0%
History	N =	2	1	2	5
	Number =	2	1	2	5
	Percent =	100.0%	100.0%	100.0%	100.0%
Math	N =	3	3	5	11
	Number =	3	3	4	10
	Percent =	100.0%	100.0%	80.0%	90.9%
Physical Education	N =	0	1	3	4
	Number =	0	1	3	4
	Percent =	NA	100.0%	100.0%	100.0%
Physics	N =	2	3	3	8
	Number =	2	3	3	8
	Percent =	100.0%	100.0%	100.0%	100.0%
Social Studies	N =	16	15	21	52
	Number =	16	15	21	52
	Percent =	100.0%	100.0%	100.0%	100.0%
Spanish	N =	0	2	2	4
	Number =	0	2	2	4
	Percent =	NA	100.0%	100.0%	100.0%
NA	N =	0	0	3	3
	Number =	0	0	3	3
	Percent =	NA	NA	100.0%	100.0%
ALL	N =	41	56	56	153
	Number =	38	56	55	149
	Percent =	92.7%	100.0%	98.2%	97.4%

EDES 4006 Field Service Learning Project Results
Number and Percentage meeting or exceeding InTASC Standard Expectations

Number and Percentage of students meeting or exceeding expectations on 5 of 6 criteria relevant to InTASC Standard #10.

#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.

Program	measure	2016-17 1st sem.	2015-16 2nd sem.	2015-16 1st sem.	Total 3 sem.
Agriculture	N =	10	13	5	28
	Number =	7	12	3	22
	Percent =	70.0%	92.3%	60.0%	78.6%
Art	N =	1	3	2	6
	Number =	1	3	1	5
	Percent =	100.0%	100.0%	50.0%	83.3%
Biology	N =	4	7	4	15
	Number =	4	6	4	14
	Percent =	100.0%	85.7%	100.0%	93.3%
Chemistry	N =	1	1	1	3
	Number =	1	1	1	3
	Percent =	100.0%	100.0%	100.0%	100.0%
English	N =	2	7	5	14
	Number =	2	7	5	14
	Percent =	100.0%	100.0%	100.0%	100.0%
History	N =	2	1	2	5
	Number =	2	1	2	5
	Percent =	100.0%	100.0%	100.0%	100.0%
Math	N =	3	3	5	11
	Number =	2	3	1	6
	Percent =	66.7%	100.0%	20.0%	54.5%
Physical Education	N =	0	1	3	4
	Number =	0	1	1	2
	Percent =	NA	100.0%	33.3%	50.0%
Physics	N =	2	3	3	8
	Number =	2	3	3	8
	Percent =	100.0%	100.0%	100.0%	100.0%
Social Studies	N =	16	15	21	52
	Number =	13	15	15	43
	Percent =	81.3%	100.0%	71.4%	82.7%
Spanish	N =	0	2	2	4
	Number =	0	2	1	3
	Percent =	NA	100.0%	50.0%	75.0%
NA	N =	0	0	3	3
	Number =	0	0	1	1
	Percent =	NA	NA	33.3%	33.3%
ALL	N =	41	56	56	153
	Number =	34	54	38	126
	Percent =	82.9%	96.4%	67.9%	82.4%

EDES 4006 Field Service Learning Project Results
Number and Percentage meeting or exceeding InTASC Standard Expectations

Number and Percentage of students meeting or exceeding expectations on 5 of 6 criteria relevant to InTASC Standard #10.

#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.

Program	measure	2016-17 1st sem.	2015-16 2nd sem.	2015-16 1st sem.	Total 3 sem.
Agriculture	N =	10	13	5	28
	Number =	7	12	5	24
	Percent =	70.0%	92.3%	100.0%	85.7%
Art	N =	1	3	2	6
	Number =	1	3	2	6
	Percent =	100.0%	100.0%	100.0%	100.0%
Biology	N =	4	7	4	15
	Number =	4	7	4	15
	Percent =	100.0%	100.0%	100.0%	100.0%
Chemistry	N =	1	1	1	3
	Number =	1	1	1	3
	Percent =	100.0%	100.0%	100.0%	100.0%
English	N =	2	7	5	14
	Number =	2	7	5	14
	Percent =	100.0%	100.0%	100.0%	100.0%
History	N =	2	1	2	5
	Number =	2	1	2	5
	Percent =	100.0%	100.0%	100.0%	100.0%
Math	N =	3	3	5	11
	Number =	2	3	1	6
	Percent =	66.7%	100.0%	20.0%	54.5%
Physical Education	N =	0	1	3	4
	Number =	0	1	2	3
	Percent =	NA	100.0%	66.7%	75.0%
Physics	N =	2	3	3	8
	Number =	2	3	3	8
	Percent =	100.0%	100.0%	100.0%	100.0%
Social Studies	N =	16	15	21	52
	Number =	16	15	18	49
	Percent =	100.0%	100.0%	85.7%	94.2%
Spanish	N =	0	2	2	4
	Number =	0	2	1	3
	Percent =	NA	100.0%	50.0%	75.0%
NA	N =	0	0	3	3
	Number =	0	0	3	3
	Percent =	NA	NA	100.0%	100.0%
ALL	N =	41	56	56	153
	Number =	37	55	47	139
	Percent =	90.2%	98.2%	83.9%	90.8%

EDES 4006 Field Service Learning Project Rubric

Criterion	1 Inadequate	2 Needs to improve	3 Good: Meets Expectations	4 Exceptional: Exceeds Expectations
Effective introduction (5 points) InTASC 3, UPRM TPP 6, PRDES 5	Do not speak about the school or the educational placement for students with exceptionalities.	Omit the description of the school or the educational placement for students with exceptionalities.	Speaks briefly about the school and the educational placement for students with exceptionalities.	Adequately describes the school and educational placement for students with exceptionalities.
The presentation is neat, coherent and can easily follow. (5 points) InTASC 10, UPRM TPP 5, PRDES 11	It lacks two of the following elements: 1) an introduction, 2) a conclusion, 3) orderly development of his ideas is observed.	It lacks one of the following elements: 1) an introduction, 2) a conclusion, 3) orderly development of his ideas is observed.	The presentation has 1) an introduction and 2) a conclusion. In addition, 3) an orderly development of his ideas is observed.	The presentation has: 1) an effective introduction (establishing the topics to be discussed) and 2) a conclusion (showing deep analysis of the topics presented. In addition, 3) an orderly development of his ideas is observed.
Use of audiovisual resource properly. (15 points) InTASC 10, UPRM TPP 5, PRDES 11	It lacks three of the following: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.	It lacks two of the following: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.	It lacks one of the following: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.	All the elements are present: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.
Clearly shows how the topics discussed in this course are related with field experiences. (10 points) InTASC 2, UPRM TPP 9, PRDES 5	Analyzes and clearly mentions one example of how the topics discussed in this course are related with field experiences.	Analyzes and clearly mentions two examples of how the topics discussed in this course are related with field experiences.	Analyzes and clearly mentions three examples of how the topics discussed in this course are related with field experiences.	Analyzes and clearly mentions four examples of how the topics discussed in this course are related with field experiences.

EDES 4006 Field Service Learning Project Rubric

Criterion	1 Inadequate	2 Needs to improve	3 Good: Meets Expectations	4 Exceptional: Exceeds Expectations
Understand and knows how use effective strategies to meet students with exceptionalities needs. (15 points) InTASC 2, UPRM TPP 9, PRDES 5	Present and explain three effective strategies to meet the needs of students with exceptionalities.	Present and explain four effective strategies to meet the needs of students with exceptionalities.	Present and explain five effective strategies to meet the needs of students with exceptionalities.	Present and clearly explain or demonstrate five effective strategies to meet the needs of students with exceptionalities.
Language, understanding, and knowledge of different exceptionalities to promote learning (use appropriate language when speaking) (10 points)* InTASC 9, PRDES 5 InTASC 2, UPRM TPP	Use inappropriate language on five occasions to talk about exceptionalities and appropriate educational strategies to address student diversity.	Use inappropriate language on four occasions to talk about exceptionalities and appropriate educational strategies to address student diversity.	Use inappropriate language twice to talk about exceptionalities and appropriate educational strategies to address student diversity.	Use of appropriate language to talk about exceptionalities and appropriate educational strategies to address student diversity.
Completed 15 hours of field experience. (10 points) InTASC 10, UPRM TPP 5, PRDES 11	Student did not complete 15 hours of field experience.			Completed 15 hours of field experience.
Evidence of hours of observations. (5 points) InTASC 10, UPRM TPP 5, PRDES 11	Student shows evidence of hours of observations three or more days after the due date.	Student shows evidence of hours of observations two days after the due date.	Student shows evidence of hours of observations a day after the due date.	Student shows evidence of hours of observations on the due date.
Evidence of the teacher interview (questions guides and interview notes or summary of interview). (5 points) InTASC 10, UPRM TPP 5, PRDES 11	Student shows evidence three or more days after the due date.	Student shows evidence of the teacher interview (questions guides and interview notes or summary of interview) two days after the due date.	Student shows evidence of the teacher interview (questions guides and interview notes or summary of interview) a day after the due date.	Student shows evidence of the teacher interview (questions guides and interview notes or summary of interview) on the due date.

EDES 4006 Field Service Learning Project Rubric

Criterion	1 Inadequate	2 Needs to improve	3 Good: Meets Expectations	4 Exceptional: Exceeds Expectations
<p>Reflective thought, critical and creative thinking: Appropriate instruction for exceptional students (10 points) *InTASC 2, UPRM TPP 9, PRDES 5</p>	<p>Clearly shows reflective thoughts and critical thinking about the strategies used by educators and mentions 2 or less additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>	<p>Clearly shows reflective thoughts and critical thinking about the strategies used by educators and mentions at least 3 additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>	<p>Clearly shows reflective thoughts and critical thinking about the strategies used by educators and mentions at least 4 additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>	<p>Clearly shows reflective thoughts and critical thinking about the strategies used by educators and mentions at least 5 additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>
<p>Verbal communication skills and professionalism (10 points) InTASC 10, UPRM TPP 5, PRDES 11</p>	<p>Lacks three or more of the following: appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>	<p>Lacks two of the following: appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>	<p>The following elements are present: appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>	<p>The following elements are present: pauses are purposeful, appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>