
Program Impact Mixed Methods Research Plan (Revised)

Prepared for: CAEP Standard 4: Program Impact

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Academic year: 2016-2017

Supported by: CRUISE – TPP UPRM



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Program Impact Mixed Methods Research Plan (Revised)

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

Justification of the Study Topic

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

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

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

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

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

Methodology

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

Research Questions

The case study will address seven principal research questions:

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

Qualitative approach: Case Study

A case study will provide context-dependent information which can help TPP at UPRM acquire "*a nuanced view of the reality*" (Flyvberg, 2011) that diverse UPRM alumni experience in their classrooms. This qualitative case study methodology will use

multiple means to collect information from a few cases as a way to explore process tracing that links causes and outcomes while allowing data triangulation. It will provide opportunities to formulate hypothesis and provide new questions to study on the alumni's effective application of skills, knowledge and dispositions.

As part of the case study process, instruments like the Classroom Observation Previously the Danielson Framework Teacher Observation Rubric was considered to assess the observed classes, but the Program Impact Study team later rejected it. During a series of training sessions and after careful deliberation by the Program Impact Study team (the faculty who will serve as observers) it was decided that the Danielson Observation would not be used to evaluate observed classes. The reasons the team decided to do this were:

- 1) It is not possible to complete the Danielson rubric based on a single class observation.
- 2) Much more evidence and work is required from the participants than previously anticipated (plans, tasks, project rubrics, exams, multiple observations inside and outside the classroom, and follow up interviews).
- 3) To make fair evaluations with the Danielson Observation Rubric would require observing the teachers for at least a full semester.

The Program Impact Study team decided to adapt the Classroom Observation Instrument for the Improvement of Teaching Practice of the TPP with which all are familiar. The principal reasons were:

- 1) This is an observation tool that permits the observer to score performance based on a single observation supported by one interview.
- 2) Being shorter reduces interpretation biases among observers who are already familiar with it.
- 3) The results of these observations will be directly comparable with the results from teaching candidate practitioners providing a better opportunity to analyze post-graduation progress (4.2.1) and the Alumni and Employer Interview protocols will be tested with the participants.

The Classroom Observation Instrument for In-service Teachers will be piloted and tested for validity and reliability as part of the study.

Other instruments and protocols were selected for their proven validity and reliability on teacher evaluation projects like the MET study¹ and will be adapted for future research. The employer protocol is an adaptation of the Flowers and Hancock's

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

Alumni Interview Protocol. Information on the validity and reliability of the Flowers and Hancock's Alumni Interview protocols can be found in Flowers, C. P. & Hancock, D. R., 2003.

Quantitative approach: Surveys

As a means to complement information collected through case studies, two TPP created surveys (alumni and employer) will be used with a larger population. The alumni and employer surveys will be created using pertinent information collected from previous surveys, but redesigning them to take into account a more rigorous alignment with InTASC and PRDE professional standards, as well as CAEP standards. Both surveys will be presented to the UPRM CAEP Steering Committee to check for content validity and alignment, with professional and CAEP standards.

Recommendations from CAEP's webinars on surveys will be considered for both surveys. After incorporating the recommendations from committee members regarding format and content clarification, pilot tests will be conducted to verify item and open question clarity.

Validated item versions of the elementary or secondary Tripod Student Survey (4.2.2) will be used to gather data from students of the alumni teachers, depending on the grade level taught by the alumnus. At least two groups of the alumni teacher will be asked to complete the Tripod Student Survey. Information on the validity and reliability of the Tripod Student Survey can be found in *Asking Students about Teaching: Student Perception Surveys and Their Implementation*, MET Project Policy and Practice Brief by the Bill & Melinda Gates Foundation, 2012.

Sampling

Case Study Sampling Design

To maximize the utility of information from small samples in case studies Flyvberg, (2011) recommends an "information – oriented selection" approach with a maximum variation of cases in order to augment the possibilities of obtaining information about the significance of various circumstances for process tracing and outcomes. Following this recommendation, we plan to include at least four (4) schools that have at least 2 alumni teachers each. The schools selected will vary in the following aspects 1) **zone**: urban, rural; 2) **type**: public, private; and 3) **level**: elementary school, middle school, high school. If that proves to be unattainable the selection will be for disposition of

alumni teachers to participate. The alumni teachers in the study will be sought to represent a diversity of the UPRM licensure areas: Agricultural Education, Art, Biology, General Science, Business Education, Physical Education, Spanish, Social Studies, Physics, History, English, Mathematics, & Chemistry. A range from 8 to 10 alumni teachers will be the target.

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

Survey Sampling Design

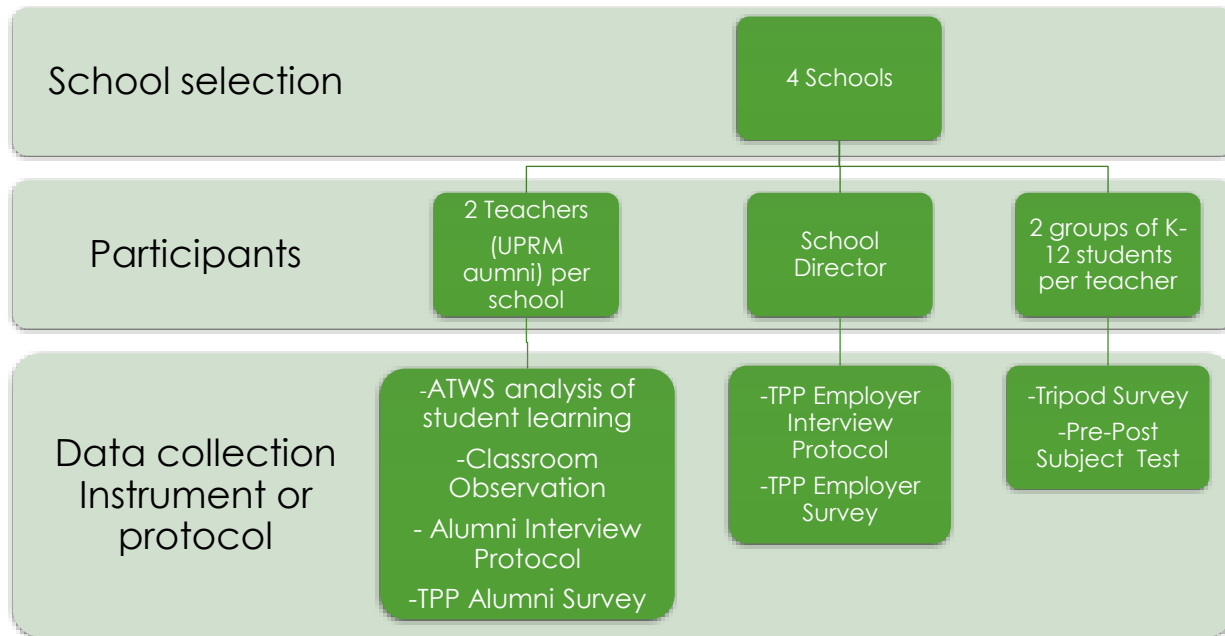
The TPP-created survey for alumni will be e-mailed to all TPP-UPRM alumni graduated in the last five (5) years to seven (7) (from 2010 to 2016). In Puerto Rico, candidates who take and pass the teacher certification exams in early March are certified by the Puerto Rico Department of Education in November, are then allowed to apply for teaching positions in January, and may be hired for the following school year some fourteen months after graduating.

The first round of employer surveys will be e-mailed to school directors at UPRM TPP practicum centers. A second round of employer surveys will be e-mailed to directors at schools identified from the responses from the working alumni. All surveys will use the Qualtrics® online survey system. If survey response rates are less than 20%, copies will then be printed and delivered in person. After the completion of the case study in the schools, a stipend of \$100 will be given to the participant teachers and \$50 to the participant director in appreciation for their efforts and collaboration.

Measurements for Data Collection

UPRM TPP faculty UPRM TPP faculty members serving as observers worked through peer training sessions to conduct interviews using the Employer Interview Protocol and the Teacher Interview Protocol in order to reduce bias and assure inter rater reliability. Observers will meet after conducting interviews to discuss procedures and evaluation of the interviews to further reduce bias and assure inter rater reliability. Classroom observations and interviews will be correlated with self-report measures (surveys) and student achievement with respect to learning objectives (ATWS). Instead of a three-day workshop retreat, periodic meetings will be held during the fall semester 2016 and spring 2017 to train faculty to use the ATWS rubrics, surveys, observation instruments, and interview protocols in a professional manner.

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



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

The Chalk and Wire® online data collection system will be used to record data and to generate reports from the ATWS rubric, the Classroom Observation Instrument for In-Service Teachers, and the Flowers & Hancock's interview rubrics. The Qualtrics® online survey system will be used to collect and organize data gathered from Tripod Student Survey, the employer, and alumni TPP surveys as well as to generate reports from same. The Mixed Method Research Plan outlined above has been initiated with the CPSHI-IRB Office at UPRM (Institutional Committee for the Protection of Human Beings in Research or in Spanish: *Centro para la Protección de Seres Humanos*). The Plan includes participant and parental consent forms for all parties.

Instruments

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

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

Alignment to research question	Instrument	CAEP Standard 4 Elements
UPRM TPP alumni teacher		
1. What is the impact of the UPRM TPP training on alumni's P-12 students learning and development?	<ul style="list-style-type: none"> Abbreviated Teacher Work Sample (ATWS) (4.1.3) 	4.1 Student Learning
2. How does UPRM TPP alumni classroom instruction align with InTASC and PRDE Teacher Professional Standards?	<ul style="list-style-type: none"> Classroom Observation Instrument for In-Service Teachers (4.2.1a) 	4.2 Teacher Effectiveness
3. How satisfied are UPRM TPP alumni with the relevance and effectiveness of their preparation?	<ul style="list-style-type: none"> Completer Interview Protocol for Evaluating Teacher Performance (4.4.1) UPRM TPP Alumni Survey (4.4.2) 	4.4 Completer satisfaction
School Director		
4. How satisfied are the employers with the relevance and effectiveness of UPRM TPP alumni teachers and their preparation?	<ul style="list-style-type: none"> Employer Interview Protocol for Evaluating Teacher Performance (4.3.1) UPRM TPP Employer Survey (4.3.2) 	4.3 Employer Satisfaction
K-12 Students		
5. How satisfied are P-12 students with the classroom instruction they receive from UPRM alumni teachers?	<ul style="list-style-type: none"> Tripod Student Surveys (4.2.2) 	4.2 Teacher Effectiveness
6. What impact are UPRM alumni teachers having on the academic development of their P-12 students?	<ul style="list-style-type: none"> Pre-post subject test analysis for ATWS (4.1.3) 	4.1 Student Learning
7. Do P-12 students perceive their UPRM alumni teachers as fair, ethical, challenging, and helpful?	<ul style="list-style-type: none"> Tripod Student Surveys (4.2.2) 	4.2 Teacher Effectiveness (Disposition)

Description of Instruments

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

- 2) *Classroom Observation Instrument for In-Service Teaching* – This observation instrument is designed to guide teacher classroom performance observations. Each observer completes the form after observing and recording a lesson. This instrument is used to evaluate the practitioner's performance in areas aligned to state professional teaching standards: *Estándares Profesional de los Maestros de Puerto Rico of 2008 (PRDES)*, national teaching standards: Interstate Teacher Assessment and Support Consortium of 2013 (InTASC), the Council for the Accreditation of Educator Preparation standards: CAEP 2013 and the International Society for Technology in Education (ISTE) Standards. The instrument as a whole is aligned with CAEP standards 1.1, 1.2, 1.3, 1.4 and 2.3. It was adapted from an instrument developed in collaboration with cooperating teachers, school directors, and district superintendents using the four InTASC categories: 1) the Learner and Learning, 2) Learning Environment, 3) Instructional Practice, and 4) Professional Responsibility. This instrument is adapted specifically from one used for formative evaluation with progressive feedback and for summative evaluation of teacher candidates. The scoring for the in-service teacher's observational evaluation reflects his or her ability to complete the tasks listed in the evaluation rubric in accordance with UPRM TPP candidate proficiencies. A validation and reliability expert will be working on this matter for this instrument.

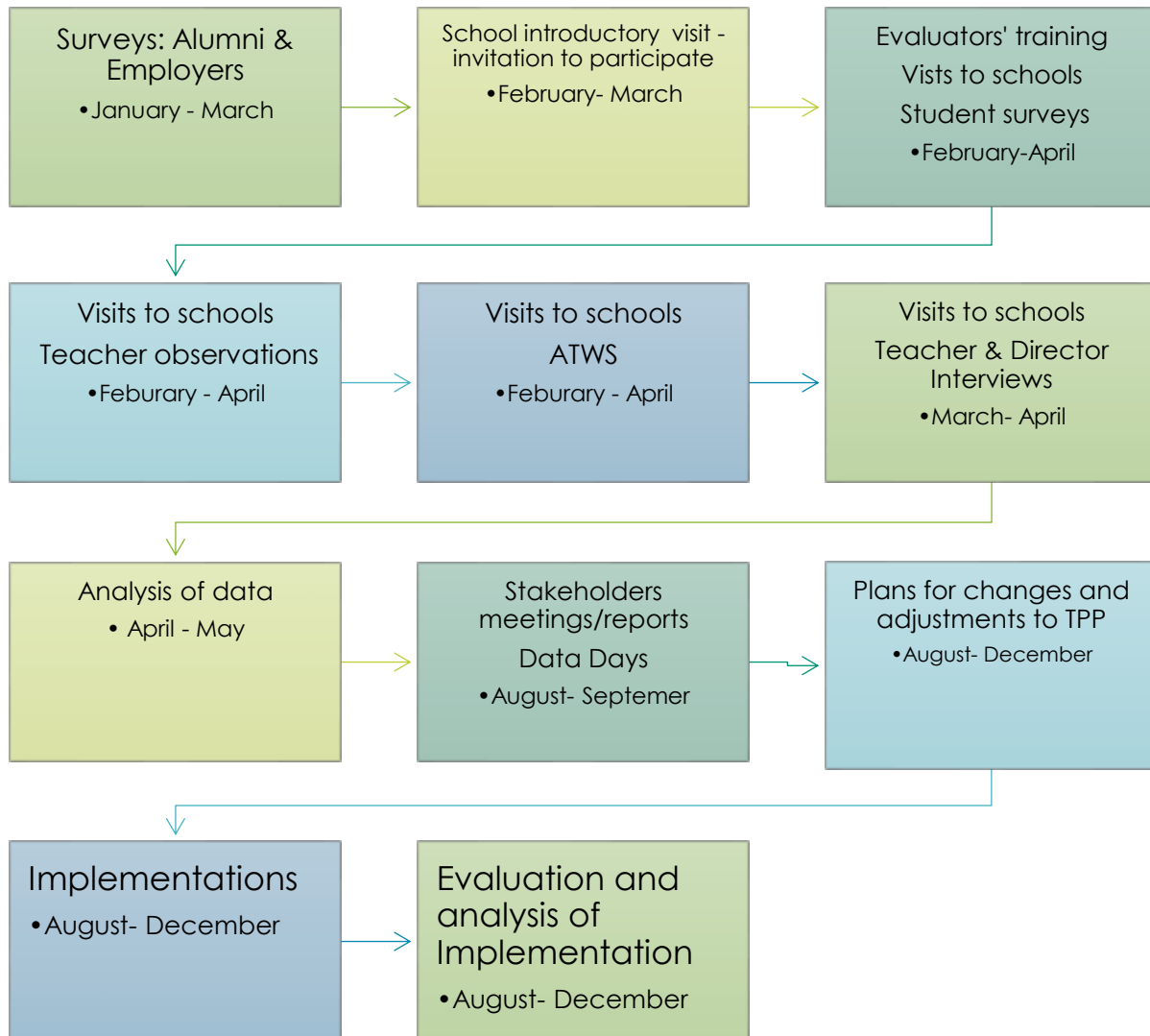
- 3) *Completer Interview Protocol for Evaluating Teacher Performance* – The interview protocol was designed to allow an evaluator to assess a teacher's performance accurately and efficiently. In addition, the protocol optimizes evaluator-teacher dialogue regarding the evaluation process and allows teachers to demonstrate adherence to the teaching standards established by several professional organizations including InTASC. The protocol uses existing data which focus on student learning and does not require the teacher to

produce new materials to be used for the exclusive purpose of conducting the evaluation. The data on student learning produced in the ATWS will be used for this purpose as well. Significant field-testing has demonstrated the validity and reliability of the instruments. For information on the validity and reliability of the instrument, see Flowers, C. P. & Hancock, D. R., 2003. (4.4.1)

- 4) *UPRM TPP Alumni Survey* – UPRM TPP created a survey to evaluate aspects of teacher professional mobility and classroom performance aligned to InTASC and PRDE professional standards as self reported by completers. (4.4.2)
- 5) *Employer Interview Protocol for Evaluating Teacher Performance* – An adaptation of the Completer’s Interview Protocol to be used with employers. The idea is to maintain an alignment of the questions applicable for employer’s observations of alumni teachers that will allow for comparison and triangulation of some aspects of the teacher preparation and performance quality. (4.3.1)
- 6) *UPRM TPP Employer Survey* - UPRM TPP created survey to evaluate aspects of teacher professional mobility and classroom performance aligned to InTASC and PRDE professional standards as reported by employers of alumni teachers. (4.3.2).
- 7) *Tripod Student Survey* - Tripod surveys provide feedback on teaching practices and student engagement. The surveys capture key dimensions of school life and teaching practices from a student’s perspective. For information on the validity and reliability of the instrument see Bill & Melinda Gates Foundation, 2012. (4.2.2)

Timetable

A revised timetable for the 2016-2017 academic year program impact study follows. The assessment will be presented to program faculty. Subsequent proposals for program changes and adjustments will be developed with the faculty. Before implementation, the program faculty must approve program changes and adjustments.



Future Research and Actions for UPRM TPP Improvement

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

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

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

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(4.1.3)

Abbreviated Teacher Work Sample (ATWS) Instructions

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

The products in ATWS will be used to collect information that will help the UPRM PPM maintain and improve the quality of its graduates. We would appreciate your participation in this project which will require the collection of information on a teaching unit of your choice. The rubric used to analyze the work is aligned with a graduate profile based on the InTASC² national professional standards and the Puerto Rico Department of Education (PRDE)³ state professional standards. Your participation will be voluntary and anonymous. If you agree to participate, after the completion of the case study in your school, a stipend of \$100 will be given to you in appreciation for your effort and collaboration and \$50 to the Director. The data collected will be presented in aggregate form and your responses will be kept strictly confidential. The aggregate results of the case study will be posted at <http://uprm.edu/p/eppcaep>. We appreciate you taking of your time to collaborate with this effort.

Section 1: Design for Instruction

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

Task

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

Prompt

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

Design for Instruction Table Model

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

² InTASC 2013– Interstate Teacher Assessment and Support Consortium

[http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

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

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

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

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

Section 2: Analysis of Student Learning

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

Task

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

Prompt

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

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

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

Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion). ^[1]_{SEP}

Section 3: Reflection and Self-Evaluation

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

Task

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

Prompt

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

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

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

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

Task

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

Prompt

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

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

Rubric for Abbreviated TWS

Teacher: _____ Evaluator: _____ Date: _____

Indicator Not Met = 1

Indicator Partially Met = 2

Indicator Met = 3

Section 1: Design for Instruction

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

Section 2: Analysis of Student Learning

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

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

Section 3: Reflection and Self Evaluation

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

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

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

Comments:

Appendix B – Classroom Observation Instrument for In-Service Teaching (4.2.1a)

UPR Mayaguez - Teacher Preparation Program Classroom Observation Instrument for In-Service Teaching

This observation instrument is designed guide teacher classroom performance observations. Each observer completes the form after observing and recording a classroom. This instrument is used to evaluate the practitioner’s performance in areas aligned to state professional teaching standards: Estandares Profesional de los Mestros de Puerto Rico of 2008 (PRDES), national teaching standards: Interstate Teacher Assessment and Support Consortium of 2013 (InTASC), the Council for the Accreditation of Educator Preparation standards: CAEP 2013 and the International Society for Technology in Education (ISTE) Standards. The instrument as a whole is aligned with CAEP standards 1.1, 1.2, 1.3, 1.4 and 2.3. It was adapted from an instrument developed in collaboration with cooperating teachers, school directors, and district superintendents using the four InTASC categories: 1) the Learner and Learning, 2) Learning Environment, 3) Instructional Practice, and 4) Professional Responsibility. This instrument is adapted specifically from one used for formative evaluation with progressive feedback and for summative evaluation of teacher candidates. The scoring for the in-service teacher’s observational evaluation reflects his or her ability to complete the tasks listed in the evaluation rubric in accordance with UPRM TPP candidate proficiencies.

Level 1: Emerging

Score: 1

The teacher relies heavily on ongoing assistance from the supervisor for support and guidance in lesson planning, instruction, and/or classroom management. The teacher may not yet be able to effectively apply what s/he has learned about teaching and may often make inappropriate choices about how and what to teach. The teacher may lack appropriate levels of content area understanding.

Level 2: Developing

Score: 2

Performance: The teacher relies on the supervisor for some support, but is moving toward becoming more self-directed and independent in planning instruction, teaching, and classroom management. The teacher demonstrates some ability to apply what s/he has learned about teaching, even though s/he may still make a few inappropriate choices about how and what to teach. The teacher demonstrates a level of content area knowledge appropriate to the classroom context.

Level 3: Competent

Score: 3

Performance: This is the competency level considered good enough for the teacher to reach. The teacher is usually able to teach with minimal input from the supervisor and easily applies what s/he has learned about teaching. Her/his choices about what to teach and how to teach it reflect a solid understanding of effective teaching strategies. The teacher demonstrates a solid command of content area knowledge, and is able to adjust instruction in response to student needs.

Level 4: Exemplary

Score: 4

Performance: This is the ideal competence level – expected from a highly effective teacher. The teacher is able to plan and implement effective instruction without assistance from the cooperating teacher. S/he manages classroom schedules and student behavior with relative ease. S/he is able to engage students in learning by integrating a variety of instructional models and teaching strategies into her/his classroom practice. The teacher demonstrates a deep and flexible command of content area knowledge, and is quickly able to adjust instruction in response to student needs.

For more detailed theoretical explanation see UPRM TPP Candidate Proficiencies Alignment with Professional Standards in UPRM TPP Assessment System Manual

Teacher: _____

Subject: _____ Grade: _____

Semester: _____ Academic Year: _____

School: _____ Level: _____

School District: _____ Date of the Observation: _____

University Observer _____ School Director _____

Mark the 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 <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
1. Designs instruction to address learners' development, individual strengths, prior knowledge, and experience. 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	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.
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
2. Uses resources effectively, including appropriate technology. InTASC 1j, 4g, 5c, 5i, 7k PRDES 4.13, 7.1, 7.13 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 5	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.
II. Learning Environment				
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)

<p>3. Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation. InTASC 3a, 3f, 3k PRDES 3.20, 4.4 CAEP 1.1, 2.3 ISTE 3b 3c UPRM TPP 6</p>	<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.</p>	<p>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.</p>	<p>Uses verbal and non-verbal interactions that are generally positive, supportive, and respectful. Provides opportunities for active learning, group work, and for students to assume responsibility for their own learning.</p>	<p>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.</p>
<p>Performance Level <i>The teacher:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>
<p>4. Communicates behavioral expectations to learners. 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:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>
<p>5. Employs effective management strategies and maintains consistent standards for behavior in the learning environment. 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>
<p>III. Instructional Practice</p>				
<p>Performance Level <i>The teacher:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>

<p>6. Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 4j, 4n, 4o, 4p, 5m, 5o PRDES 1.11 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 1a, 1b UPRM TPP 1, 4</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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Nivel de desempeño <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>7. Implements instructional plans which incorporate critical/creative thinking, problem solving, and collaboration. InTASC 5a, 5b, 5d, 5f, 8i PRDES 1.11, 3.18, 8.11 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 1a, 1b UPRM TPP 1, 4</p>	<p>Does not implement instructional plans which incorporate critical/creative thinking, problem solving, or collaboration.</p>	<p>Implements instructional plans which include some minimal integration of critical/ creative thinking, problem solving and student collaboration.</p>	<p>Implements instructional plans which integrate critical/creative thinking, problem solving, and student collaboration but implementation in teaching may be limited.</p>	<p>Implements instructional plans which appropriately integrate critical/creative thinking, problem solving and student collaboration as a means to promote and extend student learning.</p>

Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>8. Creates learning experiences which help build accurate conceptual understanding, content knowledge, and academic language. InTASC 4a, 4l, 4k, 4n, 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>Creates learning experiences which do not guide students through a logical learning progression, build on prior knowledge, or make connections.</p>	<p>Creates learning experiences which provide only minimal guidance through a logical learning progression.</p>	<p>Creates 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>Creates 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>

Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
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<i>The teacher:</i>				
<p>9. Implements learning experiences which help build accurate conceptual understanding, content knowledge, and academic language. 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>	Implements learning experiences which do not guide students through a logical learning progression, build on prior knowledge, or make connections.	Implements learning experiences which provide only minimal guidance through a logical learning progression.	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.	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.
Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher:</i>				
<p>10. Aligns instructional procedures and assessments with identified learning objectives. 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>	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.	Designs lesson activities and assessments that closely align with each other and support learning for the identified objectives for the lessons.	Designs and implements lessons that include step-by-step descriptions of procedures that are built around state curriculum goals.	Articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.
Performance Level	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher:</i>				
<p>11. Designs sequential instruction which supports learners in meeting curriculum goals. 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>	Designs sequential instruction in which the procedures do not build towards understanding of state curriculum goals.	Designs disorganized sequential instruction that is only loosely connected to state curriculum goals.	Designs sequential instruction that includes step-by-step descriptions of procedures that are built around state curriculum goals.	Designs sequential instruction that clearly articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.
Nivel de desempeño	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<i>The teacher:</i>				
<p>12. Implements sequential instruction which supports</p>	Implements sequential instruction in which the procedures	Implements disorganized sequential instruction that are only	Implements sequential instruction that include step-by-	Implements sequential instruction that clearly articulates

<i>learners in meeting curriculum goals.</i> 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	do not build towards understanding of state curriculum goals.	loosely connected to state curriculum goals.	step descriptions of procedures that are built around state curriculum goals.	curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
13. Develops and uses learning experiences that support literacy (reading, writing, speaking, listening). InTASC 7l, 8h, 8m, 8q PRDES 8.6, 8.7 CAEP 1.1, 1.3, 2.3 ISTE 2a UPRM TPP 2	Uses few supportive learning experiences to develop disciplinary literacy, with little consideration of the needs of students in this area.	Uses multiple learning experiences to support disciplinary literacy; may attempt to assist students in this content area.	Uses appropriate instructional strategies and resources to support the development of class and individual students' disciplinary vocabulary and literacy skills.	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.
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
14. Uses a variety of appropriate instructional strategies to meet the needs of all learners. InTASC 2g, 2.l, 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	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.	May attempt to use a range of instructional models and strategies, but may fail to address subject matter content essential to student learning.	Uses instructional models, strategies and resources that support student learning and meet subject matter requirements	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.
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)

<p>15. Provides clear, accurate lessons. 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 that 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 that 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>
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Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>16. Provides instruction that makes connections to learners’ prior knowledge and experiences. 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>

Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>17. Engages learners through inquiry methods. 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>

Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
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<p>18. Engages learners in applying content knowledge to real world problems. 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Performance Level <i>The teacher:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>
<p>19. Models critical/creative thinking, problem solving skills, and collaboration. 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>Targets lower order thinking skills only; models an authoritarian approach to problem solving.</p>	<p>Models thinking skills in classroom activities, but at a lower level; recall thinking is generally targeted; problem solving involves Little collaborative activity.</p>	<p>Models critical and creative thinking skills through the use of probing questioning and collaborative problem solving in the classroom.</p>	<p>Models high levels of critical and creative thinking through provocative questioning and collaborative problem solving and negotiation with students and colleagues.</p>
<p>Performance Level <i>The teacher:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>
<p>20. Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways. 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:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>
<p>21. Provides opportunities for students to monitor their own learning. InTASC 6d, 6f, 6m, 6s, 8e, 10d PRDES 6.10</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 guided in how to revise and improve work.</p>	<p>Communicates clear expectations for tasks; models examples of quality work. Gives feedback about how students may revise and improve their work and</p>	<p>Clearly explains and models examples of quality work while communicating expectations for tasks; demonstrates how to monitor and improve learning.</p>

CAEP 1.1, 1.2, 2.3 ISTE 2d UPRM TPP 7			encourages self- evaluation.	Students are required to self-evaluate and to set goals based on assessment results.
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
22. Adapts instruction according to assessment of learning and provides feedback to students. InTASC 1a, 7d, 7i, 7q, 8b, 8s PRDES 4.9, 6.17 CAEP 1.1, 1.2, 1.4, 2.3 ISTE 2d UPRM TPP 7	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.
IV. Professional Responsibility (evaluated by observation and interview)				
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
23. Seeks and offers feedback about student learning to evaluate and improve instructional practice. InTASC 9c, 9i, 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	Does not seek or implement relevant feedback and advice from professional sources or colleagues to improve teaching practice. Colleagues do not seek his or her advice about instructional practice.	Seeks and implements relevant feedback on improving instructional practice when directed to do so. Colleagues rarely seek his or her advice about instructional practice.	Seeks and implements relevant feedback from colleagues and new strategies from professional sources to improve instructional practice. Colleagues occasionally seek his or her advice about instructional practice.	Consistently seeks and implements feedback from colleagues and new strategies from professional sources to improve instructional practice. Colleagues frequently seek his or her advice about instructional practice.
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
24. Self-evaluates the effects of his/her choices and actions on others. 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	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.

Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>25. Advocates, models, and teaches safe, legal, and ethical behavior including the use of information and technology. 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>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>
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>26. Collaborates with others to reflect on, plan, and improve instruction. 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>Does not interact with colleagues, or does not seek out opportunities to share, support, or assist others. Does not use feedback from others to improve instruction.</p>	<p>Works with others only when required 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 in order to create a positive, progressive, and professional learning environment. Demonstrates respect and appreciation for others' contributions, and incorporates suggestions into instructional practices.</p>
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>27. Collects and evaluates evidence to measure student learning. 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>
Performance Level <i>The teacher:</i>	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)

<p>28. Projects a professional, responsible, and ethical image in behavior, dress, and document organization. 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 and document organization.</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 may need help preparing and organizing documents.</p>	<p>Usually projects a professional, responsible, and ethical image in behavior and dress at official activities. Teacher is usually responsible and keeps documents organized.</p>	<p>Always projects a professional, responsible, and ethical image in behavior and dress at official activities. Teacher is always responsible and keeps documents well-prepared and organized.</p>
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(4.4.1) - Completer Interview Protocol for Evaluating Teacher Performance

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

Interview Protocol development, validity and reliability studies in:

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

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

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

EVALUATOR SAYS TO THE TEACHER:

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

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

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

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

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

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

Employment milestone questions:

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

TABLE II. Scoring rubric for evaluating interview protocol

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

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

(4.4.2) - EPP Alumni Survey

UPRM TPP ALUMNI SURVEY

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

This survey is to collect information that will help the UPRM TPP maintain and improve the quality of its graduates. We would appreciate you taking 10 minutes to answer the questionnaire based on your experience. This questionnaire is aligned with a graduate profile based on the InTASC⁴ national professional standards and the Puerto Rico Department of Education (PRDE)⁵ state professional standards. Your participation will be voluntary and anonymous. The data collected will be presented in aggregate form and your responses will be kept strictly confidential. The aggregate results of this survey will be posted at http://uprm.edu/p/eppcaep/alumni_survey.

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

1. Gender: F M

2. E-mail: _____

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

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

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

- | | |
|---|---|
| <input type="checkbox"/> Agricultural Education | <input type="checkbox"/> History |
| <input type="checkbox"/> Art | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Business Education | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> General Sciences | <input type="checkbox"/> Other |

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

Employment Milestones

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

7. Most recently, where were you employed as a teacher? City: _____
School: _____
 Rural Urban Public Private

⁴ InTASC 2013– Interstate Teacher Assessment and Support Consortium

[http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

⁵ Estándares Profesionales de Maestros del Departamento de Educación de Puerto Rico = Puerto Rico Department of Education Teacher Professional Standards 2008 (PRDE-TPS)

Comments / Recommendations to UPRM TPP:

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

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

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

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

- Excellent
- Good
- Regular
- Poor

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

- Excellent
- Good
- Regular
- Poor

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

(4.3.1) Employer Satisfaction Interview Protocol

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

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

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

EVALUATOR SAYS TO EMPLOYER:

- (Welcome.) Thank you for agreeing to take the time to talk with me today. This interview is part of a case study by the Teacher Preparation Program of the University of Puerto Rico at Mayaguez. Your answers will be used to help us understand how well the Teacher Preparation Program is working and help us improved the preparation of future teachers.
- (Goal of interview) The goal of the evaluation is to understand how well the Teacher Preparation Program of the University of Puerto Rico at Mayaguez is working and, if you feel there are any problems with it, please make recommendations to UPRM on how we can improve it.
- (Confirm confidentiality of responses.) Your answers will be kept strictly confidential to the extent permitted by law and no individual responses or your establishment's name will be disclosed to any one, not even on the evaluation team. We will report the interview findings in group summaries. Additionally, we will not give your answers to your supervisor, other co-workers at your school system, UPRM, or anyone else.
- (Time.) We anticipate that it will take about half an hour to complete this interview and we may have to talk to more than one person at your school to obtain the information for some questions. In addition, during the process of our site visit, we may have other questions to clarify with you from time to time. Do you have any questions?

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

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

6. How satisfied are you as employer with the relevance and effectiveness of the preparation of UPRM TPP alumni teachers compared with teacher preparation programs from other institutions?
7. Do they have a permanent contract or could they aspire to one?
8. Have they received a promotion or could they aspire to one (if applicable)?
9. What recommendations do you have for the UPRM Teacher Preparation Programs?

TABLE II. Scoring rubric for evaluating interview protocol

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

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

(4.3.2) EPP Employer Satisfaction Survey

SCHOOL DIRECTOR SURVEY

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

This survey is designed to collect information that will allow the UPRM TPP maintain and improve the quality of its graduates. We would appreciate you take 10 minutes to answer the questionnaire based on your experience with our graduates over the past 5 years. This questionnaire is aligned with a graduate profile based on the InTASC⁶ national professional standards and the Puerto Rico Department of Education (PRDE)⁷ state professional standards, as well as with the UPRM TPP mission and vision⁸. Your participation will be voluntary and anonymous. The data collected will be presented in aggregate form and your responses will be kept strictly confidential. The aggregate results of this survey will be posted at

http://uprm.edu/p/eppcaep/employer_survey.

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

School name: _____

School district: _____

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

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

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

3. What grade levels are included in your school? Elementary _____ Middle _____ High _____

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

⁶ InTASC 2013– Interstate Teacher Assessment and Support Consortium

[http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

⁷Estándares Profesionales de Maestros del Departamento de Educación de Puerto Rico = Puerto Rico Department of Education Teacher Professional Standards 2008 (PRDE-TPS)

⁸ **Vision of the UPRM TPP** - In the context of the vision and mission of the University of Puerto Rico at Mayagüez, the unit aspires to develop subject matter specialists who are active teachers and lifelong learners who are highly capable, effective, dedicated educators in their fields.

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

- | | |
|---|---|
| <input type="checkbox"/> Agricultural Education _____ | <input type="checkbox"/> History _____ |
| <input type="checkbox"/> Art _____ | <input type="checkbox"/> Mathematics _____ |
| <input type="checkbox"/> Biology _____ | <input type="checkbox"/> Physical Education _____ |
| <input type="checkbox"/> Business Education _____ | <input type="checkbox"/> Physics _____ |
| <input type="checkbox"/> Chemistry _____ | <input type="checkbox"/> Social Studies _____ |
| <input type="checkbox"/> English _____ | <input type="checkbox"/> Spanish _____ |
| <input type="checkbox"/> General Science _____ | <input type="checkbox"/> Other _____ |

If you marked other, please specify the subject areas _____

Employment Milestones

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

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

Behaviors aligned with InTASC professional standards

4- Very well prepared

3- Well prepared

2- Prepared

1- Poorly prepared

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

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

Comments / Recommendations to UPRM TPP:

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

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

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

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

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

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

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

- Excellent
- Good
- Regular
- Poor

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

- Excellent
- Good
- Regular
- Poor

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

(4.4.2) Tripod Student Surveys

Tripod 7 c Survey Upper Elementary Level

Dear Student,

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

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

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

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

* Reverse coded item. Agreement represents an unfavorable response.

Tripod 7 c Survey Secondary Level

Dear Student,

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

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

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

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

* Reverse coded item. Agreement represents an unfavorable response.