
Research Report of the Program Impact Mixed Methods Study; Preliminary Findings

Prepared for: CAEP Standard 4: Program Impact

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Research Report of the Program Impact Mixed Methods Study; Preliminary Findings

The Teacher Preparation Program (TPP) at the University of Puerto Rico at Mayagüez (UPRM) conducted a mixed methods research to explore the impact of completer's preparation on P-12 student learning and development growth. The mixed methods included 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.

Research Questions

The proposed study methodology used mixed methods to explore the impact of UPRM TPP completer preparation on P-12 student learning and development growth. The mixed methods included 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 was collected from all the school stakeholders which compose the UPRM alumni environment: the alumni, their students and their supervisor or employer.

The case study addressed 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?

Sampling

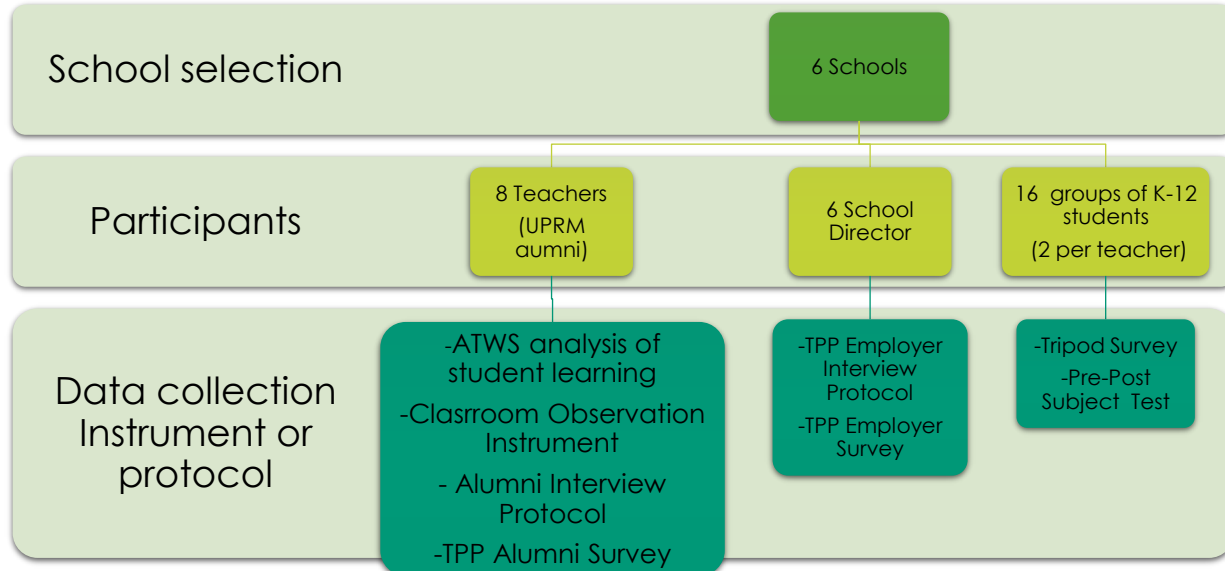
Case Study Sampling Design

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 included 6 schools with 8 alumni teachers in total. The schools selected vary in the following aspects 1) **zone**: 3 urban, 3 rural; 2) **type**: 2 public, 4 private; and 3) **level**: 4 elementary to high school, 2 secondary (7-12) school. The alumni teachers in the study represent the following UPRM licensure areas: 1 - Agricultural Education, 2 - Biology, 1- Spanish, 1- Social Studies, 1-History, 2-English. A total of 8 UPRM alumni teachers participated.

Two groups of each alumni teacher’s students, a total of 16 groups, as well as their school directors, were 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 was e-mailed to a total of 305 TPP-UPRM alumni graduated in the last five (5) years (from 2012 to 2016) and 55 responded for an 18% response rate. The TPP-created survey for employers was e-mailed to a total of 32 school directors that included directors from UPRM TPP practicum centers and the directors identified from the responses from the working alumni. The total of 10 directors responded for a 31% response rate.



Data Findings by Instrument

The instruments were used to address specific research questions aligned with a specific element of CAEP Standard 4, Program Impact and the participant 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) (Appendix A) 	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 (Appendix B) 	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 (Appendix C) UPRM TPP Alumni Survey (Appendix D) 	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 (Appendix E) UPRM TPP Employer Survey (Appendix F) 	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 (Appendix G) 	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 (Appendix A) 	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 (Appendix G) 	4.2 Teacher Effectiveness (Disposition)

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)

Each of the 8 alumni teachers filled out the Excel given template of the ATWS and the observers rated their work with a rubric (Appendix A)

# of Participant Alumni Teacher	Name of Observer (Professor)	# of Director	# of School	Class Observation Date 2017	Grade and Group Number	Subject	Class Time	Class Duration
1	1	1	1	April 19	10-1	PR History	2:10 - 3:00 pm	50 minutes
2	2	2	2	April 19	9-B	English	2:10-3:00	50 minutes
3	3	3	3	April 26	12-1	Spanish	1:00 pm	50 minutes
4	2	1	1	April 19	10-A	Social Studies	11:40 - 12:30	50 minutes
5	4	4	4	March 29	8	Impact on global warming and how to minimize it	10:00-10:50 am	50 minutes
6	5	5	5	March 23	10	English	10:30-11:30am	1 hour
7	6	6	6	March 21	10	BIOLOGY: Introduction to Genetics	11:30-12:30m	1 hour
8	6	6	6	March 28	9	HISTORY: The Twenties and the Effects of the Great Depression	9:00am - 10:30am	1 hour 30 minutes

ATWS Qualtrics Data Report

ATWS 4 Rubric Sections and items Summary	Met	Partially Met
Section 1: Design for instruction		
Alignment with learning goals	75%, 6	25%, 2
Accurate representation of content	88%, 7	13%, 1
Lesson and unit structures	100%, 8	-
Use of a variety of instruction, reliability, assignment and resources.	88%, 7	13%, 1
Use of contextual information and data to select appropriate and relevant activities, assignments and resources	88%, 7	13%, 1
Use of technology	100%, 8	-
Section 2: Analysis of Student Learning		
Clarity and accuracy of presentation	100%, 8	-
Alignment with learning goals and instruction	100%, 8	-
Interpretation of data	100%, 8	-
Evidence of impact on student learning	63%, 5	38%, 3
Section 3: Reflection and Self Evaluation		
Interpretation of Student-Learning	88%, 7	13%, 1
Insights about effective instructions and assessment	100%, 8	
Alignment between goals, instruction and assessment	88%, 7	13%, 1

Section 4: Reflection on your preparation as a teacher by UPRM.	Specific Comments	General Comments	No comments
Reflection on specific strengths of UPRM TPP preparation	88%, 7	13%, 1	-
Reflection on specific weaknesses of UPRM TPP preparation	75%, 6	13%, 1	13%, 1

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

Reflection on specific strengths of UPRM TPP preparation:

Specific Comments - Makes comments or suggestions that the TPP program can be used to reinforce existing practices.

TPP gives great preparation on content and pedagogy. Very committed excellent

professors in content and pedagogy.

The PPM should provide continuing education for teachers

Mentions how the TPP is excellent in terms of preparation on content, pedagogy, specifically of assessment and planning.

AgEd TPP must continue to train teachers to not use the classroom so much and carry the message that the students really learn agricultural sciences outside the classroom. Students must be engaged in their own learning and discover by themselves.

Notes two outstanding professors that inspire teachers.

General Comments - Provides generic comments or suggestions that are not readily identifiable to the TPP program.

Good technology and methodological classes. Content courses are rigorous.

Section 4: Reflection on your preparation as a teacher by UPRM. Reflection on specific weakness of UPRM TPP preparation

Specific Comments -Makes comments or suggestions that the TPP program can take action to improve. (5)

Future teachers could benefit from more training on classroom management strategies and more on how to implement differentiation according to students' special needs.

More practice in schools, earlier exposure to the realities of the puertorrican schools.

The PPM should offer classes where more technological applications applied to the subject are used.

Specifies that TPP should include more visits to classroom and more practice dealing with students from the beginning of the program.

General Comments - Provides generic comments or suggestions that are not readily actionable for the TPP program. (2)

Future teachers could benefit from more training on classroom management strategies and more on how to implement differentiation according to students' special needs.

Comments that the program is excellent and deserves full support. Very positive, but not actionable by TPP.

No Comments – (1)

Summary

1. What is the impact of the UPRM TPP training on alumni's P-12 students learning and development?

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.

COI for In Service Teaching Data

The UPRM TPP Project Impact Group evaluated the classroom performance of eight recent program completers as one component of its research concerning the impact of UPRM teacher preparation on P-12 student learning and development growth. The eight program completers performances were rated on a 28-item instrument much like that used with future teachers during their teaching practice (see appendix 1 for the instrument items, instructions, and rubric). The classroom instrument primarily addresses the second question of the seven principal research questions:

1. How does UPRM TPP alumni classroom instruction align with InTASC (2013) and PRDE Teacher Professional Standards?

It also provides some insight regarding the six of the seven principal research questions:

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

The average ratings of eight participating UPRM Teacher Preparation Program completers in seven different schools by the six UPRM teaching practice supervisors on the four main InTASC groups of items are shown in the following table.

Average UPRM TPP Alumni Ratings by InTASC Group								
Material:	Science	Spanish	Social Studies	English	History	English	History	Agriculture
Teacher:	#1	#2	#3	#4	#5	#6	#7	#8
Grade:	10	12	9	10	9	9	7	8
<i>The Learner and Learning (2)</i>	3.50	3.00	4.00	3.50	3.50	3.50	3.50	4.00
<i>Learning Environment (3)</i>	4.00	3.67	3.33	3.67	4.00	4.00	3.67	4.00
<i>Instructional Practice (17)</i>	3.53	3.47	3.47	3.35	3.76	3.76	3.59	3.88
<i>Professional Responsibility (6)</i>	4.00	3.33	4.00	3.17	3.83	3.83	4.00	4.00

The item by item ratings can be found in appendix 2. Notice the four 4.00 averages on the six items under Professional Responsibility. This means that half of the eight participants were rated Exemplary (4) on all six items regarding Professional Responsibility. A competent (3) rating is the goal for future teachers during their teaching practice. An Exemplary (4) rating is the goal for a teacher with ten years of experience. The Agriculture teacher was rated Exemplary on 26 of the 28 items and her observer added effusive praise to those ratings. Two more university supervisors commented how heartened they were to see alumni being model teachers less than five years after completing the UPRM Teacher Preparation Program. A more detailed analysis follows.

Important Findings on COI for In Service Teaching

All observed graduates were rated Competent (3) or better on ALL items for an average 100 total score. Since neither future teachers nor teachers with less than 10 years' experience are expected to perform at an Exemplary level with respect to any one item, ratings of Competent (3) and Exemplary (4) are scored equally. In short, all eight UPRM alumni teachers were rated as Competent or Exemplary in all aspects covered by the Observation Instrument and received maximum scores of 100. The

eight were rated exemplary on 10 to 26 of the 28 items. This indicates strong progress towards becoming highly competent teaching professionals for graduates with two to five years of classroom experience. Note: One graduate had four years teaching experience prior to completing the UPRM TPP program and being certified as an English teacher in Puerto Rico.

On the two items under **The Learner and Learning**, the average rating for the alumni teachers was 3.56 - roughly half at the Competent level and half at the Exemplary level. Overall a good performance by the group. Six of the eight were rated Exemplary at using resources effectively while three of eight were rated Exemplary at planning instruction addressing diverse backgrounds and needs.

On the three items under **Learning Environment**, the average rating was 3.79. Overall a very strong performance with seven of eight alumni rated Exemplary at creating a safe learning environment. Overall an excellent performance by the group indicating that preparing teachers to create safe learning environments is a strength of the UPRM TPP.

On the seventeen items under **Instructional Practice**, the average rating was 3.60. Seven of the eight alumni were rated Exemplary at creating and implementing learning experiences to build conceptual understanding, building instruction on prior knowledge, and engaging learners through inquiry. Only two of the eight were rated Exemplary at adapting instruction to assessment and providing feedback.

On the six items under **Professional Responsibility**, the average rating was 3.77. Two of the alumni were rated Exemplary on all six criteria. Four of the eight were rated Exemplary on five of six criteria. Overall an excellent performance by the group indicating that the UPRM TPP merits its reputation for preparing responsible professionals.

Strengths

All eight of the alumni were rated Exemplary on item 28: Projects a professional, responsible, and ethical image in behavior, dress, and document organization. This is evidently a common strength of the alumni group and teacher preparation at UPRM. Seven of the eight alumni were rated Exemplary on five items: 3, 8, 9, 16 and 17. Three of the seven were rated Exemplary on all five items. Thus, these represent common strengths among the alumni group and arguably common strengths of teacher preparation at UPRM.

3. Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation.

8. *Creates learning experiences which help build accurate conceptual understanding, content knowledge, and academic language.*

9. *Implements learning experiences which help build accurate conceptual understanding, content knowledge, and academic language.*

15. *Provides clear, accurate lessons.*

16. *Provides instruction that makes connections to learners' prior knowledge and experiences.*

17. *Engages learners through inquiry methods.*

Six of the alumni were rated Exemplary on eleven items: 2, 4, 5, 6, 7, 13, 15, 23, 24, 26, and 27.

2. *Uses resources effectively, including appropriate technology.*

4. *Communicates behavioral expectations to learners.*

5. *Employs effective management strategies and maintains consistent standards for behavior in the learning environment.*

6. *Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration.*

7. *Implements instructional plans which incorporate critical/creative thinking, problem solving, and collaboration.*

13. *Develops and uses learning experiences that support literacy (reading, writing, speaking, listening).*

23. *Seeks and offers feedback about student learning to evaluate and improve instructional practice.*

24. *Self-evaluates the effects of his/her choices and actions on others.*

26. *Collaborates with others to reflect on, plan, and improve instruction.*

27. *Collects and evaluates evidence to measure student learning.*

Five alumni were rated exemplary on items 18 and 25. Given the extensive, prescriptive curricular requirements of the Puerto Rico Department of Education and most U.S. school systems for that matter, five of eight teachers providing students time to address real world problems reflects well on teacher preparation at UPRM. As for advocating safe, legal, and ethical behavior; there is a fine line between advocating and nagging that limit the opportunities to observe Exemplary performance during a single class in the latter part of the academic year.

18. *Engages learners in applying content knowledge to real world problems.*

25. *Advocates, models, and teaches safe, legal, and ethical behavior including the use of information and technology.*

Areas for Improvement

Half of the eight alumni were rated Exemplary on items 19 and 20 and half were rated Competent. Item 19, modeling critical/creative thinking, has been a challenge for the UPRM TPP as well as for many programs. While critical/creative thinking is espoused as a 21st century skill by many organizations and declared as a learning outcome goal by most university programs, getting grade conscious university students to think critically or creatively is a complex matter. To be rated Exemplary on the Classroom Observation Instrument, a teacher must model high levels of critical and creative thinking through provocative questioning and collaborative problem solving and negotiation with students and colleagues. The underlying message, of course, is for the teacher to get students and colleagues to think critically and creatively. All UPRM faculty are challenged to question students and colleagues in a way that makes them think. As for item 20, use multiple methods of assessment, the UPRM TPP Evaluation course has already begun to address issue.

19. Models critical/creative thinking, problem solving skills, and collaboration.

20. Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways.

Five of the eight alumni were rated Competent and three were rated Exemplary on items 1, 10, 11, 12, 14, and 21. Six of the eight were rated Competent and two were rated Exemplary on item 22. For the most part, these represent needs for improvement in matters related to Differentiating Instruction.

1. Designs instruction to address learners' development, individual strengths, prior knowledge, and experience.

10. Aligns instructional procedures and assessments with identified learning objectives.

11. Designs sequential instruction which supports learners in meeting curriculum goals.

12. Implements sequential instruction which supports learners in meeting curriculum goals.

14. Uses a variety of appropriate instructional strategies to meet the needs of all learners.

21. Provides opportunities for students to monitor their own learning.

22. Adapts instruction according to assessment of learning and provides feedback to students.

Summary of COI Findings

All eight alumni were rated Competent or better on all 28 Classroom Observation Instrument items. At least for these eight, the UPRM TPP provided adequate preparation for them to be effective in their classrooms. Five or more of the eight alumni were rated Exemplary on 19 of the 28 Classroom Observation Instrument items. On average, the eight alumni were rated Exemplary on 18.4 items. Given the short time spent in the classroom, 2 to 5 years, this speaks very well for their preparation and the UPM TPP.

Perhaps the eight alumni are an exceptional group of teachers. Regardless, among these eight the UPRM TPP has excellent models for future teachers. One of these eight is already a cooperating teacher, receiving practice teachers from the UPRM TPP. The areas for improvement revealed by the Classroom Observation Instrument: developing student critical/creative thinking skills in grades 7 through 12 and differentiating instruction in response to student needs as revealed by well-chosen assessments are areas that need improvement across school and education systems in the U. S. and Puerto Rico. To make significant improvements in these areas, teacher preparation at UPRM will need to work with the entire UPRM faculty, the content courses as well as the education courses, and the disciplinary programs from which future teachers arise. Fortunately, there is a tradition of UPRM disciplinary faculty working with undergraduate and pre-college education. Teacher preparation will also have to work with cooperating teachers and teaching practice center directors. Among the eight alumni teachers that participated in the Project Impact Study, the UPRM TPP has an excellent cadre of teacher models.

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.

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)

The learner and learning

Teachers have an understanding of students' strengths and weaknesses. They can mention specifically how students are performing in their class. For example, an English teacher mentioned that:

"Many students have weak English grammar skills. Their writing and speech often include run-on sentences and sentence fragments. Finally got around to dealing with this at the end of the semester. This has been a good opportunity to add this to the regular curriculum that offers little grammar instruction or attention to run-on sentences and sentence fragments. Thanks to the subunit constructed and carried out for the UPRM PPM Impact Project, students improved remarkably. The students' scrap books, prepared after the unit, showed a lot of improvement in their writing. Scrap books were relatively free of fragments and run-on sentences. The teacher congratulated the students for the improvement in their writing."

According to some teachers, students have problems analyzing readings and historical events. A teacher said *"the analysis is important, to see when they make connections...This is improving more in some students than in others, but here we go."*

On the other hand, teachers do notice other needs beyond the development of certain skills required in the class, such as *"summarize and synthesize"*. One teacher commented that one student weakness is that they lack empathy.

"They are not empathetic - they seem to care about nothing. This apathy is reflected in lack of motivation to learn... I can tell you as an example, one of the activities I did: to make them feel like slaves crowded in a slave ship and to have more empathy for the material; I packed them all tight, unable to move in the middle of the room, and for a while gave them the class like that. At first, they laughed but then they became aware of the subhuman conditions that the kidnapped Africans found on a boat of human life traffickers. After finishing I asked them how they felt, what they thought of being torn from their family and

their properties and customs. They no longer laughed; they were very serious and even sad. For me it is extremely important to bring out empathy more than anything because that will make them remember and understand the material better."

Most of the teachers noticed student progress through the semester and were pleased with their performance. Teachers made the following comments.

"Very pleased with their progress... students are the cream of the crop. They are largely self-motivated. They are really outstanding as expected."

"A great improvement has been seen in how they are learning and applying that knowledge. There has been a significant change in them. "

"They have improved from earth to heaven (roughly equivalent to "the difference between night and day"); particularly for reading comprehension and analysis ... They have improved a lot."

However, one teacher said that *"I have all kinds of cases, some have improved (18), others stay the same..."* Certainly, student performance on the pre-assessment varies. For example, one teacher said that *"only 4 scored above 70% and one of those came from the States. English grammar receives little attention in Puerto Rico's schools, so that is not the students' strong point. They performed poorly as expected."* Another teacher noticed that *"some had great mastery while others dominated the basics. It was more or less the level in the general and basic topics. Some came out guessing regularly, but others knew the subject."* On the other hand, a History teacher mentioned that *"More than 80% of students had prior knowledge of what was to be discussed."*

All teachers recognized that student performance improved on post assessments. Teachers stated the following: *"Already when we compare the pretest and post test you see that they learned; you see the change in scores and that . . ."* *"Favorable, I understand that students succeeded in capturing the lesson to acquire the knowledge. And that is consonant with the results obtained."* *"In the post test they performed very well, the change from pre to post was from heaven to earth."* *"On the post-assessment on the run-on sentences and sentence fragments, only two scored below 70% and one of these left school before taking the post-assessment."*

In general, teachers are pleased with student work. They believe students perform average or below average. Teachers said:

"They are doing incredibly well. They have been writing in their scrapbooks constantly for the past month, producing seven sections with a major narrative piece based on interviewing a grandparent. Part of the interview conditions required them to dress as if for conducting a professional interview. Many of the grandparents expressed thanks. The students did well with the interviews and took pride in writing their scrapbooks. In terms of writing and grammar, they

have progressed to where I want to be."

"I feel more than happy ... I feel and I believe that the expectations were achieved."

"Surpassed expectations - the fairy tales and the document scanner were so successful that next time I will start with that."

However, a teacher was concerned with the special educational needs students. She told us: *"I have excellent students, college level students and others who are going to pass the class but are not at that level to get to college... others do not have the skills to even be in high school. They worry me. They need much more time to understand. Special education students, who ask for reasonable accommodations, will only pass the grade, but do not acquire the skills and are not challenged"*.

Teachers believe students are appropriately progressing. Some believe *"we have done more than what the standard PRDE curriculum calls for."* Another teacher said that she is *"taking students beyond what appears in the curriculum and applying more to everyday life."* Moreover, an English teacher said *"We are above expectations now. They are going to take the SAT next week so I still do not know. In June we will know."*

On the other hand, a weakness perceived by some teachers and principals was classroom management strategies. A teacher commented:

"Perhaps preparing the student [future teacher] for what would be the students of today that are totally different than our times. [In what sense?] Today students are very challenging. As one says: they want to do what they want. Sometimes there are situations when we are not prepared to handle them, for example when a student challenges a teacher too much... Attitudes they bring mostly from the home cannot be controlled here in the class."

A principal, as well, said that we should *"give them <teachers> greater skills in group control [classroom management] and discipline"*.

Instructional Practice: Assessment, Planning for Instruction, and Instructional Strategies

Teachers use different types of assessments, some of which show how they address learning styles and higher order thinking skills. *"For example, in the written pre- and post- tests on imperialism, I have a variety of levels from understanding to analysis and evaluation such as: What is the contradiction in democratic empires? Which historical events encourage the expansion of empires?"* A teacher said that she:

"Asked them to think outside the box, to work in context to develop empathy for others (people and animals), to be less self-centered in their writing and thinking. Creativity is just one criteria – express their world in words, use interviews,

compare old times with now. Mental issues – emotional issues, interview grandparents (had to dress up and wear make up for the interview and reports indicate this made grandparents feel special – pictures formed part of the evidence). They also wrote about their friends and an introspective piece on self-definition – Who am I? Novel and sometimes revelatory experience for many of the students.”

Another teacher used “Socratic seminar or Socratic circles – based on group question discussion in which the students have to create the questions”. A teacher showed a science test and explained some parts “here you can see how students can develop the whole process of mitosis, they should be able to draw it, to show that they really understood the concept... I prefer that they draw and explain them [the processes] to see if they really understood the material. If not, re-teach and then return to the subject.” Also teachers used “open ended questions” and traditional tests:

“A test which contains four parts: fill in the blanks (where students can show some knowledge about key concepts). Within this examination there is also a comparison and contrast part. We also have a multiple-choice part where the student has the opportunity to choose from certain alternatives for each concept studied. We also have a part where we ask the student to show understanding of the material studied.”

Other teachers have a different approach. For example, this teacher uses a Socratic Seminar.

“... as the type of discussion that happened in The Giver. When I use the Socratic Seminar, there are two discussion circles (an internal one that discusses the questions and an external circle that listens to the discussion, writes the answers to questions and evaluates what the inner circle discusses, then the circles are interchanged and roles are rotated) they have to read, discuss, listen, write, and evaluate. That is why this type of evaluation is much more useful for me than a written test to demonstrate a high level of thinking while letting me address all kinds of learning styles. Everyone is doing something, even if it's something different, everyone is engaged.”

Teachers believe that one strengths of UPRM TPP preparation is lesson planning. A teacher mentioned: “It has prepared me in several facets. One of them is planning. And believe me one of my strengths is that I have been able to develop planning aligned to the standards of history, with clear and specific goals.” Another teacher said that the program helped her to “to be able to develop all the planning, that is to develop all the plans with all its objectives, the alignments with the class curriculum...To be able to address the needs of all the students, their learning styles”. Some teachers believe that methodology and practice was one of the TPP strengths. A teacher said that “The methodology and practice courses helped me a lot, mindset helped me.”

Content Knowledge

Other strengths mentioned by a History teacher were the use of technology and the integration of students with disabilities. The teacher said:

"I can talk about the integration of technology, because the program emphasizes how we can use technology ... Another strength is the preparation to work with students with special needs. I think it's something that has strengthened me, and has enabled me to deal with these needs within the classroom."

Furthermore, teachers believe that the strengths of the TPP are content knowledge. Teachers believe that because "students must have a bachelor's degree in the content area..." that gave them an advantage compared to other programs. A principal said that: "The difference between UPR (UPRM or CORA) and other private institutions is very remarkable because they are much superior both in content knowledge and in the variety of educational skills and assessment techniques."

On the other hand, teachers did not mention many weaknesses. For example, a teacher expressed that: "I really do not find any weaknesses because the truth so far... Maybe prepare the students for what would be the students of today that are totally different than our times. Today's students are very challenging." A teacher from the same school said that he "would not say weakness, but I understand that in the face of the challenges we have today, the program should find a way to train us in working with situations that arise in the classroom with students who are truly challenging".

Professional Responsibility: Leadership and Collaboration

None of the participating private school teachers had a permanent contract. One public school teacher received a permanent contract in August 2016. Participating teachers had not received promotions or salary increases. However, some had been recognized for their work. For example, a teacher said: "Monetary no, but they dedicated the graduation to me. The first time a first-year teacher receives this and it was a tremendous honor." Another teacher talked about how frustrating it can be when there are no promotions for their hard work.

"I can aspire now; they may give you the employee of the month. But here it is a bit frustrating because we have made elaborate activities like dances and events and we have presented them in several places, but that has not received much appreciation. We do activities or interviews ... and I have not gotten feedback, it is not appreciated. There is a difference between those who go to church at school and those who do not (I do not go). But that does not stop me from continuing to invent and doing everything I can do for them."

Principals also have confidence in the UPRM TPP prepared teachers' professional abilities and responsibility. All the principals mentioned that teachers collaborate actively in their schools. A principal expressed that "____ collaborates frequently with all his co-workers, especially with the use of technology." Another principal mentioned that:

"They collaborate a lot. For example, _____ gives workshops to other teachers: she gave a demonstration class recording it with Swivl. We use them in the extracurricular activities; she has presented shows in extracurricular activities, in the cultural week, and the language week. They are integrated in the extracurricular activities ... _____ has taken students to beautiful activities."

A principal who has many teachers from the UPRM TPP said:

"They are well-disposed in everything ... _____ organizes the scientific fair with the seventh-grade teacher. They do exhibitions, look for the staff in charge to evaluate the projects, and get awards. _____ worked on the Puerto Rican Day and integrated many things ... he works hand in hand with the rest of the faculty, and with me as well... He collaborates monthly, here we have monthly activities."

Teachers displayed great disposition, collaboration, and ethical behaviors. One principal stated: *"I have seen their ethics and values"* in their work and disposition.

Final Thoughts

Interviews allow us to gather perceptions. Teachers' and principals' perceptions show some strengths and weaknesses of the TPP, previously noted, like classroom management strategies. However, some areas were perceived both as strength and as weakness; for example, the use of technology and the integration of students with disabilities. One teacher said that the *"program needed to work on how to assess and differentiate students with disabilities in the classroom."* As well, she mentioned that *"the technology course should focus on educational software and applications like Zip Grade and Kahoot."* However, another teacher said that this was one of the program's strengths. Actually, most of the principals said that teachers are technology-literate *"You see that always in their classes they present some site that they use in a class. They use videos, music, movies. They seek to enrich their class to capture the attention [of students using] technology: Zip Grade, Kahoots, and so on."*

After reflecting on this data, we must conclude that we need to keep working on these areas, so every student-teacher acquires and feels confident using various classroom management strategies, differentiating instruction, and including every student (with and without special education needs) in their classroom. Based on teachers and principals interviews and classroom observations is clear that teachers use effectively technology in their classroom. The teacher that recommended focusing on tools like Kahoot constantly uses technology in her classroom. However, maybe she feels the need to keep learning about the newest classroom technologies. Teachers offered many recommendations that will be considered:

1. Training on *"what methods or techniques I can use with those students [students with special educational needs] according to their condition... on ways to use more practical and faster assessment techniques under different conditions."*
2. Teach more classroom management strategies.

3. *"Do a better job training them to make lesson plans, documentation details, know what the PRDE expects in those tasks."*
4. Offer "more workshops on technology".
5. Work on lesson planning.
6. Training regarding administrative work.
7. Training about classroom emergency management.
8. Teach self-care and emotional management strategies for the teacher.

Summary of Comments in the Interviews by InTASC Standard

InTASC Standards/Progressions #1: Learner Development

Strengths

Principal: *"The classroom performance of these teachers, even with students who don't make A's, the improvement is great. They are working on the skills of all the students. These teachers are some of the best we have in school."*

InTASC Standards/Progressions #2: Learning Differences

Strengths

Teacher: *"To be able to address the needs of all the students, the learning styles."*

Teacher: *"Another strength is the preparation to work with students with special needs. I think it's something that has strengthened me, which has enabled me to deal with needs within the classroom."*

Principal: *"We have students who receive reasonable accommodations. Shorter exams are prepared for them. There are others who need teachers to read certain parts..."*

Principal: *"They know how to handle differentiated instruction. I was impressed from the beginning with the good classroom management, the order, the diversity, using many varied but organized strategies."*

Weaknesses

Teacher: *"the integration of students with disabilities. The program needed to work on how to assess and differentiate students with disabilities in the classroom."*

Recommendations

Teacher: [Train] *"what methods or techniques I can use with those students [students with special educational needs] according to their condition... on ways to use more practical and faster assessment techniques under different conditions."*

InTASC Standard/Progression #3: Learning Environments

Strengths

Principal: "Good control of discipline. Of the six that we have at the school, four handle the classroom well including these two teachers."

Principal: "Classroom management is excellent and the variety of techniques is excellent, and they develop critical thinking and metacognition as they work ..."

Weaknesses

Teacher: "Perhaps preparing the student [future teacher] for what would be the students of today that are totally different than our times. [In what sense?] Today students are very challenging. As one says: they want to do what they want. Sometimes there are situations when we are not prepared to handle them, for example when a student challenges a teacher too much... Attitudes they bring mostly from the home cannot be controlled here in the classroom."

Teacher: "The program should find ways to train us to work with situations that arise in the classroom with students who truly challenge the process of teaching, in the educational process. We need to be trained in how to protect ourselves from students who want to challenge the teacher, students who want to go for that above the rules."

Principal: You have to "give them greater group control [classroom management] and discipline skills."

Recommendations

Teacher: "Work more with group [classroom] management - I have colleagues who left education because they could not handle group management. The First Day of School book should be a requirement because it gives structure in the beginning. It should be given in all methodology courses. It is very important to understand that you are not going to be your [students'] friends, you have to have structure. The teacher must make that difference. I must ask for more, although I am good at group management [and I know] ... how to achieve balance. At first it is better to be more serious and then let go. That gives more structure than trying to do it backwards. "

InTASC Standard/Progression #4: Content Knowledge

Strengths

Teacher: "I can talk about the integrating technology, because the program emphasizes how we can use technology ... "

Teacher: *"Few teachers believe that the strengths of the TPP are content and teaching skills since students [future teachers] must have a bachelor's degree in the content..."*

Recommendations

Teacher: *Offer "more workshops on technology because we know that today most of what students like is technology... They dominate technology more than we do..."*

InTASC Standard/Progression #5: Application of Content

Strengths

Teacher: *Few teachers believe that the strengths of the TPP are "content and teaching skills since students must have a bachelor's degree in content to apply for the TPP."*

Principal: *"They are both fully technological teachers. You see that always in their classes they present some site that they use in a class. They use videos, music, movies. They seek to enrich their class to capture the attention [of students using] technology: Zip Grade, Kahoots, and so on."*

Principal: *"At least Mr. _____ has a printer in his classroom, he owns a laptop, and he has a digital projector. We placed a small table in his classroom. He prepares his PowerPoint presentations and uses technology all the time. He can also take students to the computer lab so that they actively integrate technology. One of the projects was about the protected areas in Puerto Rico (natural areas) and the students looked for information on the Internet and found a new map locating the different protected areas in Puerto Rico. In the case of Ms. _____, she uses a lot of oral reports from the students and they make their presentations using technology. They also move to the computer lab. They spent a week ... in the computer center debugging the content for science fair projects. Their planning and exams are done on the computer too."*

Recommendation

Teacher: *"the technology course should focus on educational software and applications like Zip Grade and Kahoot."*

InTASC Standard/Progression #6: Assessment

Strengths

Some teachers believe that the methodology and practice courses are one of the TPP strengths.

Teacher: *"The methodology and practice courses helped me a lot, mindset helped me."*

Principal- *"We pay attention if they complete their exams and assessment... and they work a lot with innovative assessment strategies to see how students are learning. All the time they do high level [thinking], they promote critical thinking. Even in the test they go further. By varying strategies, [being attentive to] the different learning styles... both use music in their class, dramatization... and provide for the kinesthetics."*

Principal: *"Use more assessments, interviews, and visits to different places in Puerto Rico integrated into the subject. In the case of Science class... she integrates laboratory activities and different experiments. Both in the institution and outside. Two weeks ago, they were in Playita Rosada (Beach) with the Sea Grant Program... and she leads our science club."*

InTASC Standard/Progression #7: Planning for Instruction

Strengths

Teachers believe that lesson planning is a UPRM TPP preparation strength.

Teacher: *"It has prepared me in several facets. One of them is planning. And believe me one of my strengths is that I have been able to develop planning aligned to the standards of history, with clear and specific goals."*

Teacher: [The program helped] *"to be able to develop all the planning, that is to develop all the plans with all the objectives, the alignments with the class curriculum..."*

Weaknesses

Principal: *"In the case of these teachers, I had to meet with them particularly because Ms. _____ came from the teaching practice. She started her work here at the school. And I had to sit with her to specifically plan for the time the class takes. We have a block organization where Monday, Wednesday and Friday classes are an hour and a half, and Tuesdays and Thursdays are two hours. She was accustomed to planning for 50 minutes..."*

Principal: *"But I see the need [to learn] how to write observable behavior goals in the lesson plans. It is not the same to see the plan as to see the class; the class is better than the written lesson plan."*

Principal: *"You can work a little bit more in terms of planning because the content they master 100%. Where they have a bit of difficulty... is on the planning but in the rest... they work very well."*

Recommendations

Teacher: *"Do a better job training them to make lesson plans, documentation details, know what the PRDE expects in those tasks. Most UPRM teacher candidates struggle with that."*

Teacher: Train them in *"techniques that facilitate the practitioner giving the class in 50 minutes."*

InTASC Standard/Progression #8: Instructional Strategies

Strengths

Some teachers believe that the methodology and practice courses were one of the TPP's strengths.

Teacher: *"The methodology and practice courses helped me a lot, mindset helped me."*

Principal: *"Integrates many strategies and activities to enrich classes."*

Principal: *"The difference between UPR (UPRM or CORA) and other private institutions is very remarkable because they are much superior both in content knowledge and in the variety of educational skills and assessment techniques. Also, that they have better classroom management skills. It so happens that the best teachers we have are from the UPR . . . the difference from private university graduates is very noticeable."*

InTASC Standard/Progression #9: Professional Learning and Ethical Practice

Principal: *"These teachers from the UPRM work with a lot of professionalism and are very well prepared to help students improve and grow stronger."*

Principal: *"We are very satisfied with the work of the teacher. He is a responsible, ethical, professional, and very cooperative person."*

Principal: *"They are continually seeking to enrich their professional knowledge and share pedagogical information they find with their peers."*

Principal: *"I have seen their ethics and values integrated in the classroom. They ask you [students] to cite [sources] and emphasize this very much, and insist that there be no plagiarism in their writing."*

Principal: *"The school has a security system for technology use that applies ethics of access to information. They always emphasize copyright [and] to be very careful when using material that is authored by another person ... and that they give the corresponding credit [to the author]."*

Principal: *They are very dynamic, well-disposed and receptive teachers. The preparation that they [UPRM TPP] are carrying out is very useful for them and for us, who receive so that they impart the bread of knowledge to our students... so I congratulate [UPRM TPP] for their preparation and disposition towards the preparation of the teachers."*

Recommendations

Teacher: *"Training regarding the administrative work that a teacher must do in the classroom, beyond techniques and beyond strategies you can use. These administrative jobs such as electronic records, electronic cumulative cards had to be*

done and took time to learn.”

Teacher: “Training in classroom emergency management where we can have tools, and we can use them, to deal with emergencies in the classroom.”

Teacher: “Strategies for teacher self-care and emotional management under different circumstances that we see in the classroom in the face of student challenges ... we know that in recent years we have had teachers in Puerto Rico who have not effectively used these areas of self-care and emotional management. I understand there should be a course that will teach us about it.”

InTASC Standard/Progression #10: Leadership and Collaboration

Strengths

Principal: “They collaborate a lot. For example, _____ gives workshops to other teachers: she gave a demonstration class recording it with Swivl. We use them in the extracurricular activities; she has presented shows in extracurricular activities, in the cultural week, and the language week. They are integrated in the extracurricular activities ... _____ has taken students to beautiful activities.”

Principal: “_____ collaborates frequently with all his co-workers, especially with the use of technology.”

Principal: “They are well-disposed in everything ... _____ organizes the scientific fair with the seventh-grade teacher. They do exhibitions, look for the staff in charge to evaluate the projects, and get awards. _____ worked on the Puerto Rican Day and integrated many things ... he works hand in hand with the rest of the faculty, and with me as well... He collaborates monthly, here we have monthly activities.”

Tripod Student Survey Data

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)

The Tripod 7c (copy as administered included in the appendix) was given to two groups of students of each of the 8 UPRM alumni teacher Program Impact Study participants. The following table shows their average scores on each item. The items were scored on a 1 to 5 scale. Responses for 29 of the 34 items were scored as follows:

Totally True = 5, Mostly True = 4, Somewhat = 3, Mostly Untrue = 2, and Totally Untrue = 1. The give reverse coded items (duly noted) were scored in reverse: Totally True = 1, etc.

The total number of students responding for each teacher varied from 11 to 36. All values shown correspond to teacher averages on the item. **Min** represents the minimum average score among the 8 teachers. **Max** represents the maximum average score among the teachers. **Average** represents the average score of the 8 teacher averages on the item.

7C Category	Item	Min	Max	Average
Care 1	<i>My teacher in this class makes me feel s/he really cares about me.</i>	4.26	4.96	4.58
Care 2	<i>My teacher seems to know if something is bothering me.</i>	3.68	4.27	3.94
Care 3	<i>My teacher really tries to understand how students feel about things.</i>	4.00	4.74	4.39
Control 1	<i>Student behavior in this class is under control.</i>	3.39	4.93	3.99
Control 2	<i>I hate the way that students behave in this class.¹</i>	3.09	4.81	3.95
Control 3	<i>Student behavior in this class makes the teacher angry.¹</i>	2.70	4.53	3.66
Control 4	<i>Student behavior in this class is a problem.¹</i>	3.30	4.96	4.15
Control 5	<i>My classmates behave the way my teacher wants them to.</i>	3.04	4.57	3.84
Control 6	<i>Students in this class treat the teacher with respect.</i>	3.57	4.93	4.30
Control 7	<i>Our class stays busy and doesn't waste time.</i>	4.00	4.82	4.39
Clarify 1	<i>If you don't understand something, my teacher explains it another way.</i>	4.44	5.00	4.70
Clarify 2	<i>My teacher knows when the class understands, and when we do not.</i>	4.06	4.55	4.25
Clarify 3	<i>When s/he is teaching us, my teacher thinks we understand when we don't.¹</i>	3.37	4.36	3.94

¹ Reverse Coded Item

7C Category	Item	Min	Max	Average
Clarify 4	<i>My teacher has several good ways to explain each topic that we cover in class.</i>	4.09	5.00	4.51
Clarify 5	<i>My teacher explains difficult things clearly.</i>	4.00	4.75	4.41
Challenge 1	<i>My teacher asks questions to be sure we are following along when s/he is teaching.</i>	4.39	4.79	4.61
Challenge 2	<i>My teacher asks students to explain more about the answers they give.</i>	3.97	4.74	4.40
Challenge 3	<i>In this class, my teacher accepts nothing less than our full effort.</i>	4.26	4.83	4.52
Challenge 4	<i>My teacher doesn't let people give up when the work gets hard.</i>	3.91	4.89	4.45
Challenge 5	<i>My teacher wants me to explain my answers—why I think what I think.</i>	3.91	4.78	4.48
Challenge 6	<i>In this class, we learn a lot almost every day.</i>	4.04	4.58	4.34
Challenge 7	<i>In this class, we learn to correct our mistakes.</i>	3.96	4.73	4.41
Captivate 1	<i>This class does not keep my attention—I get bored.¹</i>	3.53	4.73	4.09
Captivate 2	<i>My teacher makes learning enjoyable.</i>	3.13	4.75	4.12
Captivate 3	<i>My teacher makes lessons interesting.</i>	3.39	4.79	4.19
Captivate 4	<i>I like the way we learn in this class.</i>	3.83	4.82	4.32
Confer 1	<i>My teacher wants us to share our thoughts.</i>	3.35	4.75	4.26
Confer 2	<i>Students get to decide how activities are done in this class.</i>	2.43	3.11	2.82
Confer 3	<i>My teacher gives us time to explain our ideas.</i>	4.00	4.91	4.44
Confer 4	<i>Students speak up and share their ideas about class work.</i>	3.48	4.36	4.15

7C Category	Item	Min	Max	Average
Consolidate 1	<i>My teacher takes the time to summarize what we learn each day.</i>	3.88	4.91	4.26
Consolidate 2	<i>My teacher checks to make sure we understand what s/he is teaching us.</i>	4.22	4.79	4.49
Consolidate 3	<i>We get helpful comments to let us know what we did wrong on assignments.</i>	3.80	4.64	4.12
Consolidate 4	<i>The comments that I get on my work in this class help me understand how to improve.</i>	4.13	4.79	4.53

Highest Item Scores: The average teacher score was over 4.5 on a 5-point scale for five of 34 items.

Care 1 - *My teacher in this class makes me feel s/he really cares about me.*
(range 4.26 to 4.96, average 4.58).

Takeaway: UPRM alumni teachers in the Program Impact Study sustain positive learning environments for their students. Seven of the eight participating teachers received their highest rating on item 1 of the three Care items.

Clarify 1 - *If you don't understand something, my teacher explains it another way.*
(range 4.44 to 5.00, average 4.70)

Clarify 4 - *My teacher has several good ways to explain each topic that we cover in class.* (range 4.09 to 5.00, average 4.51)

Takeaway: UPRM alumni teachers can and do work effectively with individual student prior knowledge. Seven of the eight participating teachers received their highest rating on item 1 of the five Clarify items.

Challenge 1 - *My teacher asks questions to be sure we are following along when s/he is teaching.* (range 4.39 to 4.79, average 4.61)

Challenge 3 - *In this class, my teacher accepts nothing less than our full effort.*
(range 4.26 to 4.83, average 4.52)

Takeaway: UPRM alumni teachers can and do use the Socratic method to challenge student thinking. They are sufficiently aware of students' abilities and level of effort to keep each learning at high levels.

Consolidate 4 - *The comments that I get on my work in this class help me understand how to improve.* (range 4.13 to 4.79, average 4.53)

Takeaway: UPRM alumni teachers can and do provide actionable feedback.

Lowest Item Scores: The average teacher score was under 4.0 on a 5-point scale for seven of the 34 items. Of these six only two were under 3.9. More notable four of the six were in the Control Category.

Care 2 - *My teacher seems to know if something is bothering me.*
(range 3.68 to 4.27, average 3.94).

Takeaway: The UPRM TPP should consider assigning more time and importance to techniques to detect and deal with student emotional states. Seven of the eight participating teachers received their lowest rating on item 2 of the three Care items.

Control 1 - *Student behavior in this class is under control.*
(range 3.39 to 4.93, average 3.99).

Control 2 - *I hate the way that students behave in this class.*
(range 3.09 to 4.81, average 3.95).

Control 3 - *Student behavior in this class is a problem.*
(range 2.70 to 4.53, average 3.66).

Control 5 - *My classmates behave the way my teacher wants them to.*
(range 3.04 to 4.57, average 3.84).

Takeaway: The UPRM TPP needs to dedicate more time to classroom management techniques. Several methodology professors already include discussion of Doug Lemov's *Teach Like a Champion* techniques.ⁱ The TPP may need to provide future teachers more classroom experience. Schools and districts could provide more classroom management development to new teachers as part of a professional induction or internship. Six of the eight participating teachers received their lowest rating on item 3 of the three Control items. The majority of the student groups surveyed were grades 8 and 9.

Clarify 3 - *When s/he is teaching us, my teacher thinks we understand when we don't.*
(range 3.37 to 4.36, average 3.94).

Takeaway: The results on the other Clarify Category items were notably better. The scores on the previous item: *My teacher knows when the class understands, and when we do not* (range 4.06 to 4.55, average 4.25) suggest that more research is needed to determine just where the real difficulty lies. In the meantime, the UPRM TPP could consider more time on integrating formative assessment into topic development.

Confer 2 - *Students get to decide how activities are done in this class.*
(range 2.43 to 3.11, average 2.82).

Takeaway: This is the single lowest score for each of the eight participating teachers. This item also had the single lowest rate of agreement at the classroom level (including negatively scored items) among all Secondary Tripod Survey items.ⁱⁱ The UPRM TPP has undertaken efforts to include more Project Based Learning in its courses following the principles outlined by the Buck Instituteⁱⁱⁱ as well as preparing future teachers to conduct Project Based Learning. The current Puerto Rico Department of Education Secretary has publicly endorsed Project Based Learning.

Components: The following table shows teacher scores and average scores over the items in each of the seven Tripod 7c components.

7c Category	Min	Max	Average
Care: Show concern and commitment	4.04	4.56	4.30
Control: Sustain order, respect, and focus	3.32	4.74	4.04
Clarify: Cultivate understanding and overcome confusion	4.07	4.60	4.36
Challenge: Press for rigor and persistence	4.07	4.69	4.46
Captivate: Inspire curiosity and interest	3.51	4.73	4.18
Confer: Invite ideas and promote discussion	3.33	4.20	3.92
Consolidate: Integrate ideas and check for understanding	4.13	4.62	4.35

By design, the Tripod 7c items are grouped in the seven components Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. The items were developed by Dr. R. F. Ferguson, Harvard University. Several studies^{iv} claim that better survey results on the 7c components predict higher student achievement, engagement and motivation, as well as success skills and mindsets. In terms of the Program Impact Study, the Tripod 7c results could help the UPRM TPP identify areas for improvement. The following chart shows the teacher averages and range of averages

over each of the seven components. Overall the component averages are in the range correlating to high expectation for student achievement, engagement, motivation, success skills, and positive mindset.

Component Concerns: The relatively low average among the Confer item components is likely due in good part to the highly prescriptive curriculums required in Puerto Rico (and U. S.) schools. As mentioned earlier, the UPRM TPP is seeking to integrate more Project Based Learning in its courses as well as to prepare future teachers to utilize Project Based Learning based on principles that encourage a high level of student voice and choice

The relatively low minimum and average among the Control item components corresponds to developing classroom management skills that has been receiving attention and will be noted for additional efforts by the UPRM TPP.

Summary:

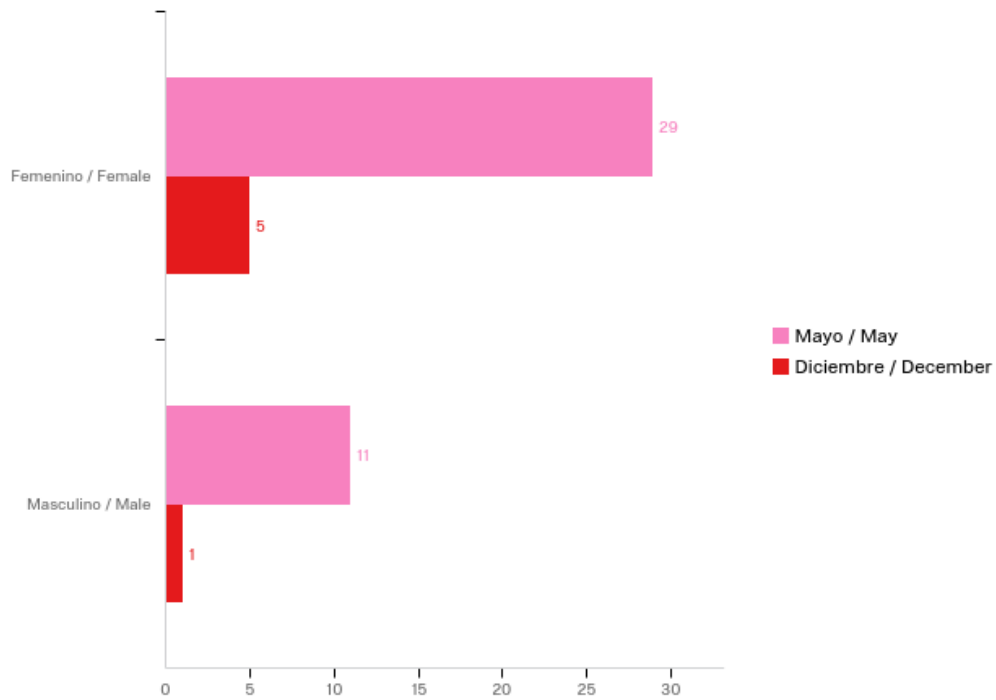
In general, student responses to the Tripod 7c items and components correlate well to student learning success and preparation for college and career. The responses also correlate well with the classroom observations reported by experienced university teacher supervisors.

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. (Appendix D)

Alumni Survey 2017 Qualtrics Data

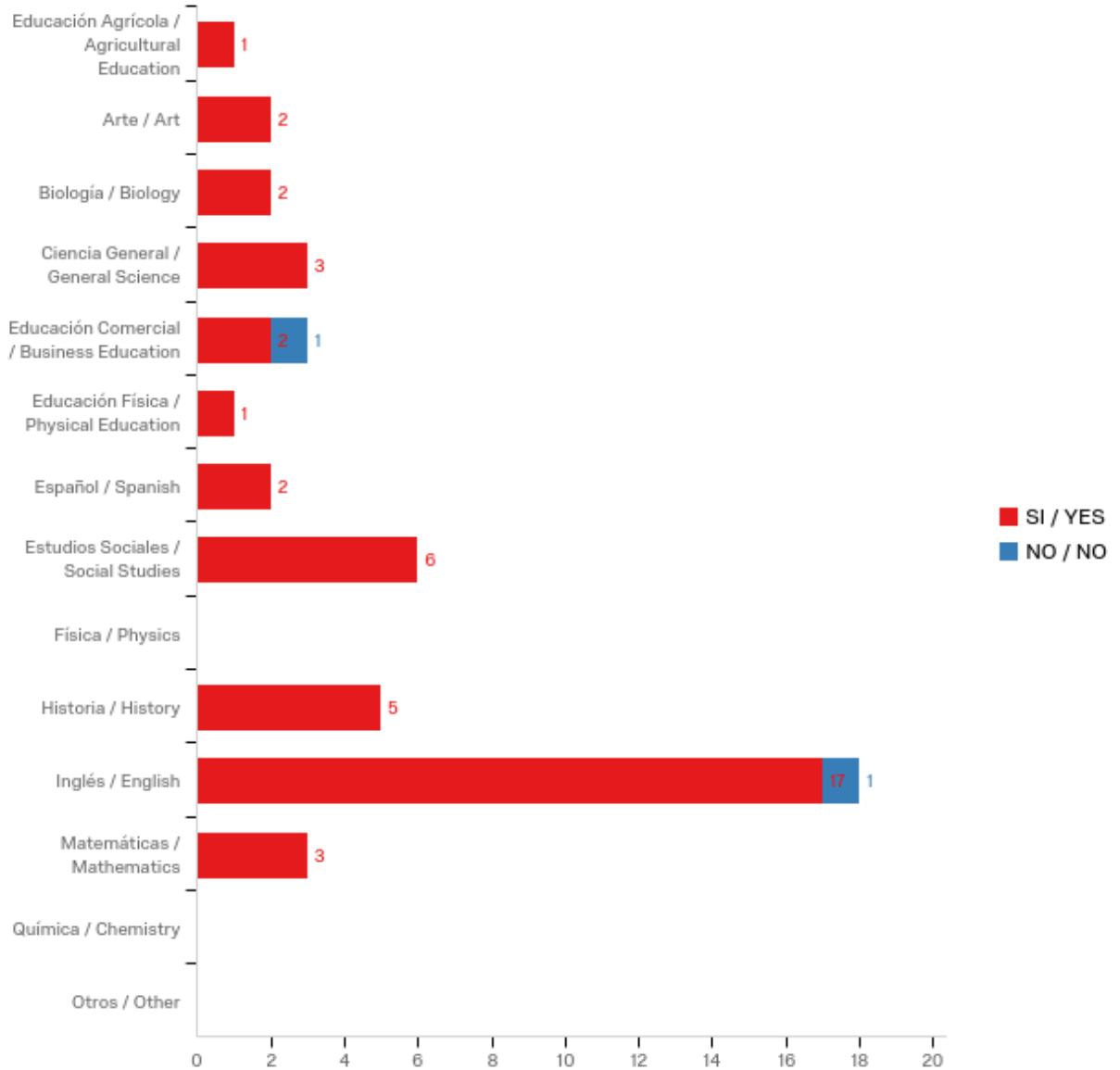
Q4 - Teaching Program Completion Month



	Answer	%	Count
	Mayo / May	86.96%	40
	Diciembre / December	13.04%	6
	Total	100%	46

Q5 - Estas certificado(a) para enseñar en Puerto Rico? / Are you certified to teach in Puerto Rico?

Are you certified to teach in Puerto Rico? In what area?



#	Answer	%	Count
1	SI / YES	95.65%	44
2	NO / NO	4.35%	2
	Total	100%	46

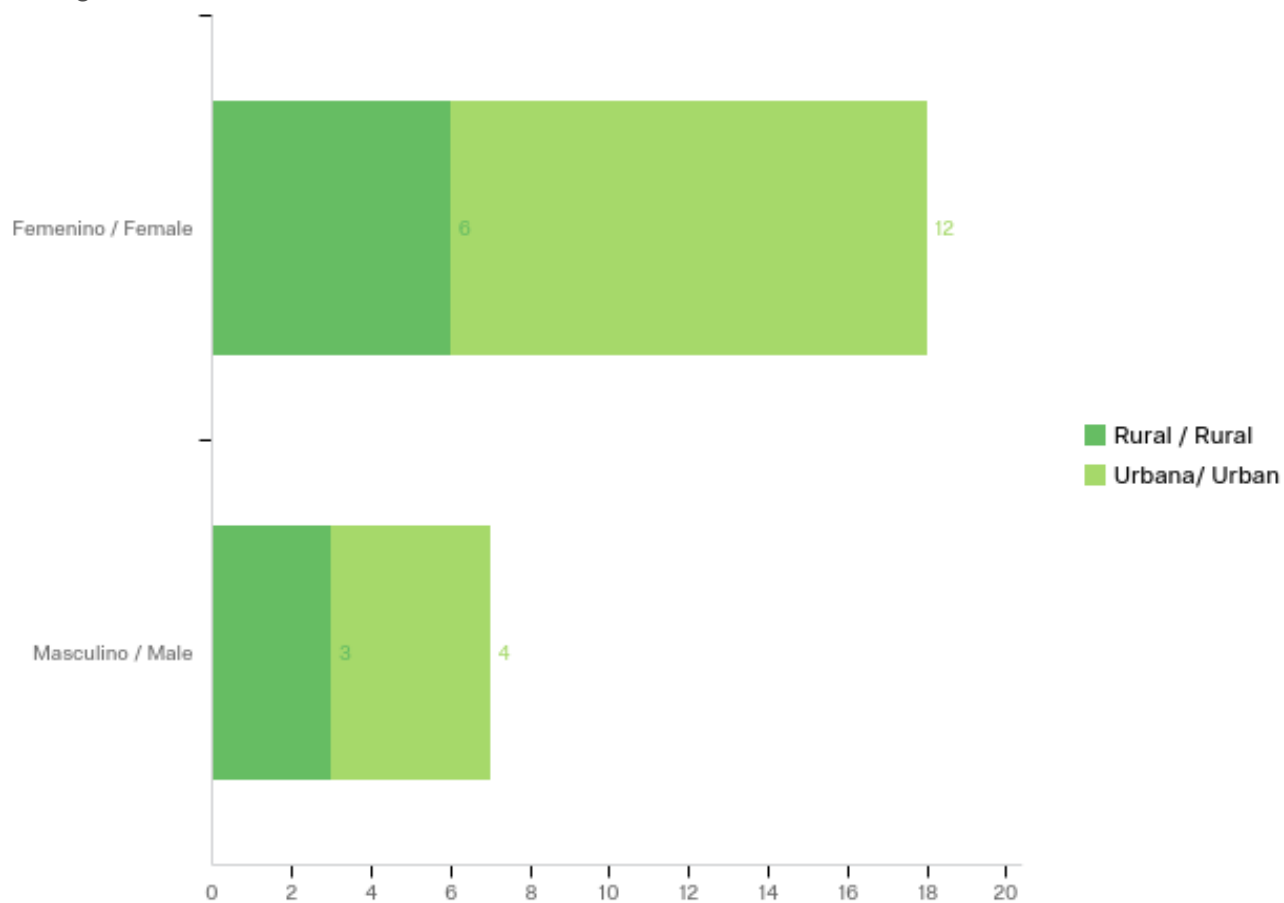
Q9 - ¿En qué lugar fuiste empleado como maestro más recientemente? Pueblo:
/ Where were you most recently employed as a teacher? City:



Q10 - Escuela: / School:

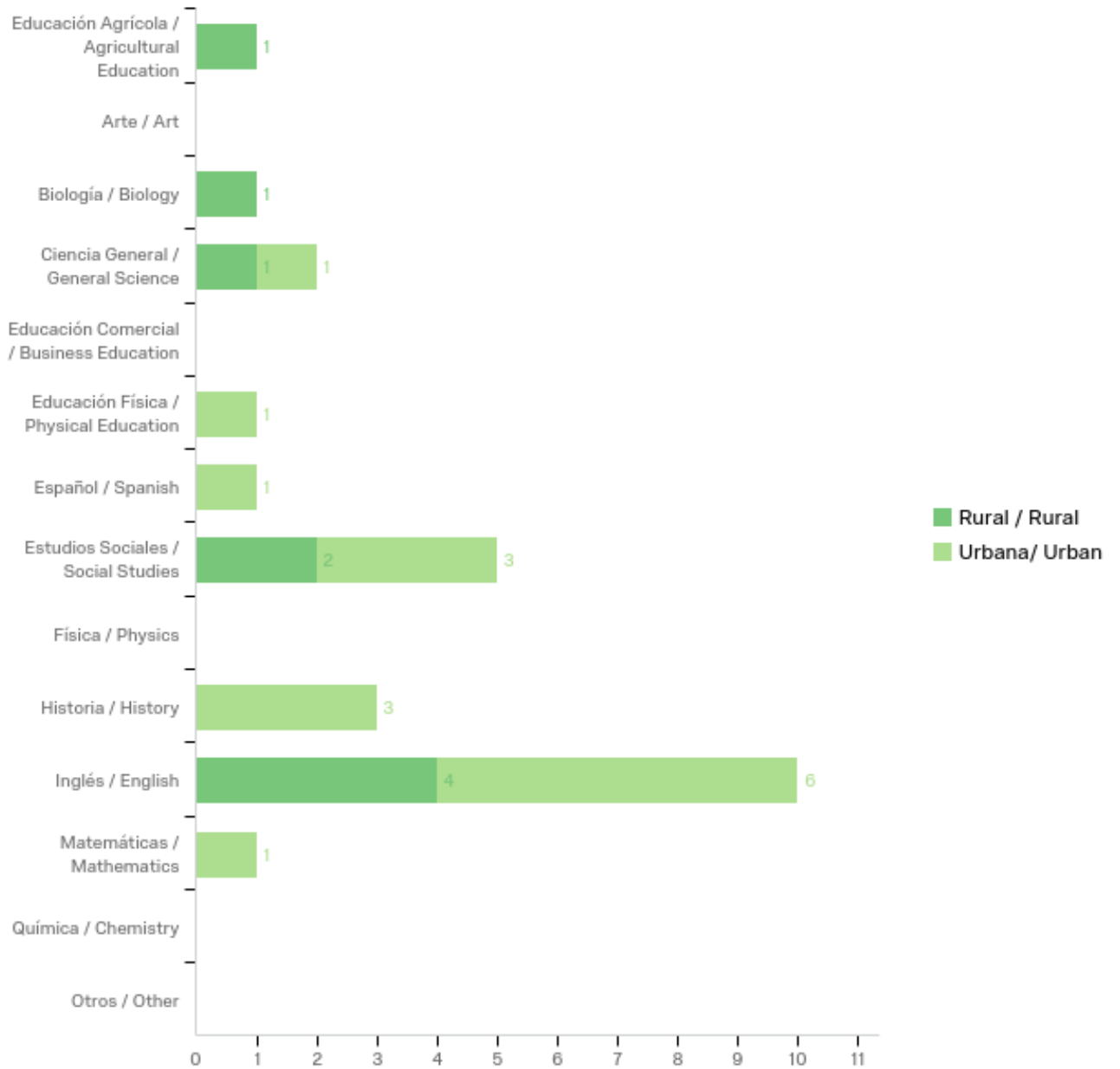


Q11 - ¿Rural o Urbana? / Rural or Urban?

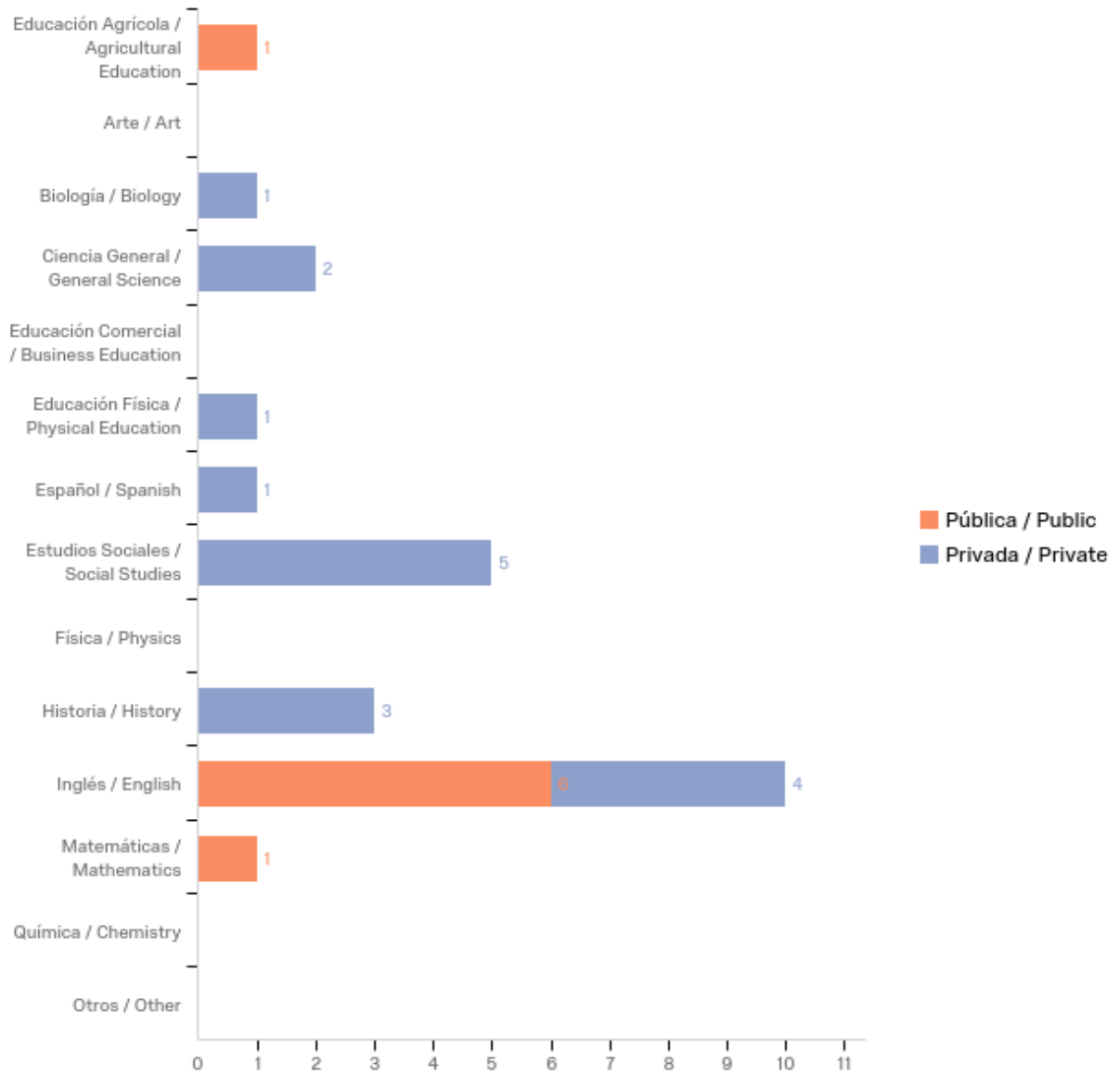


#	Answer	%	Count
1	Rural / Rural	36.00%	9
2	Urbana/ Urban	64.00%	16
	Total	100%	25

Last school where alumni work by type (rural/urban)

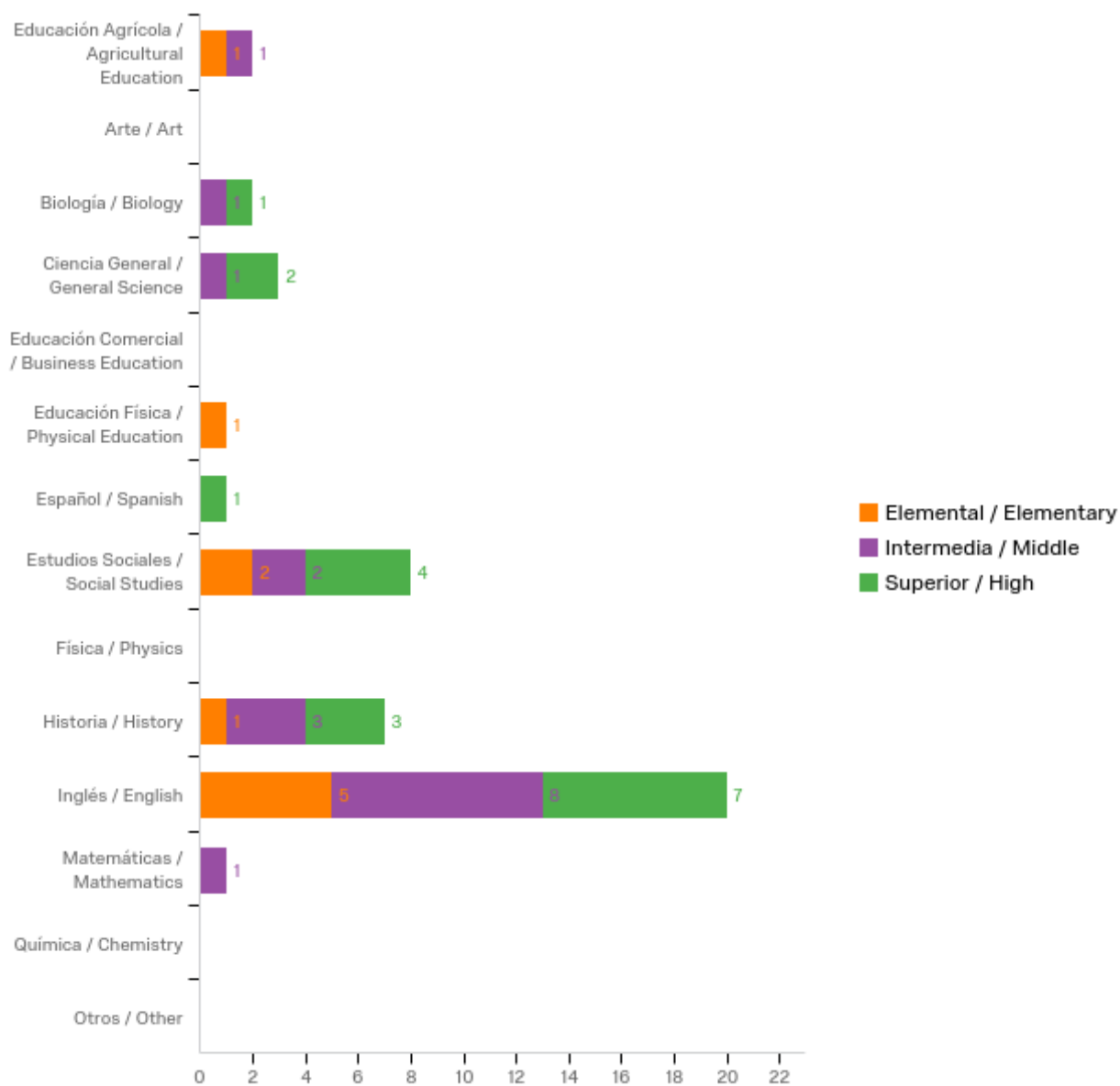


Q12 - ¿Pública o Privada? / Public or Private?



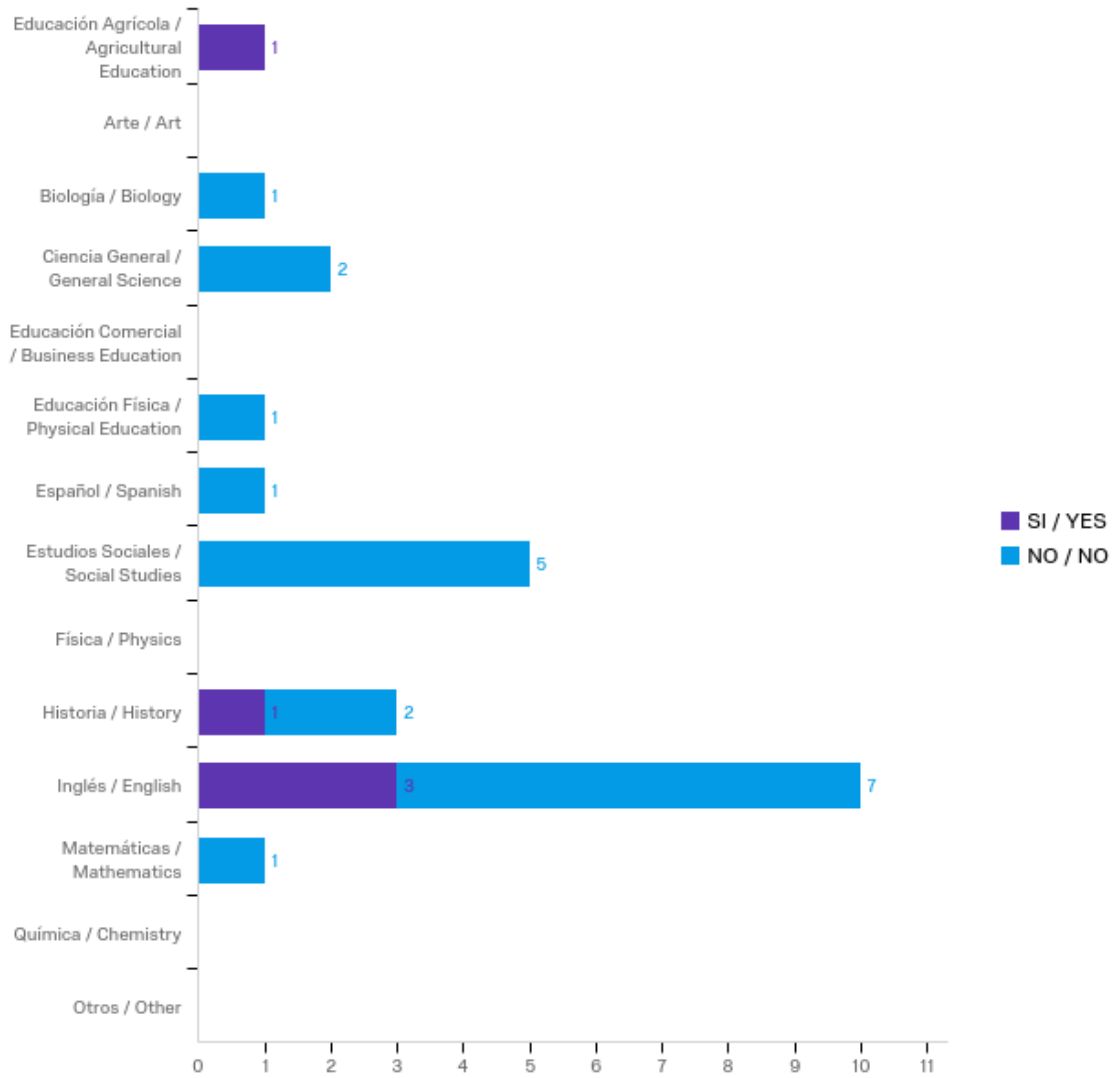
#	Answer	%	Count
1	Pública / Public	32.00%	8
2	Privada / Private	68.00%	17
	Total	100%	25

Q13 - ¿En qué niveles escolares has enseñado? / What grade levels have you taught?



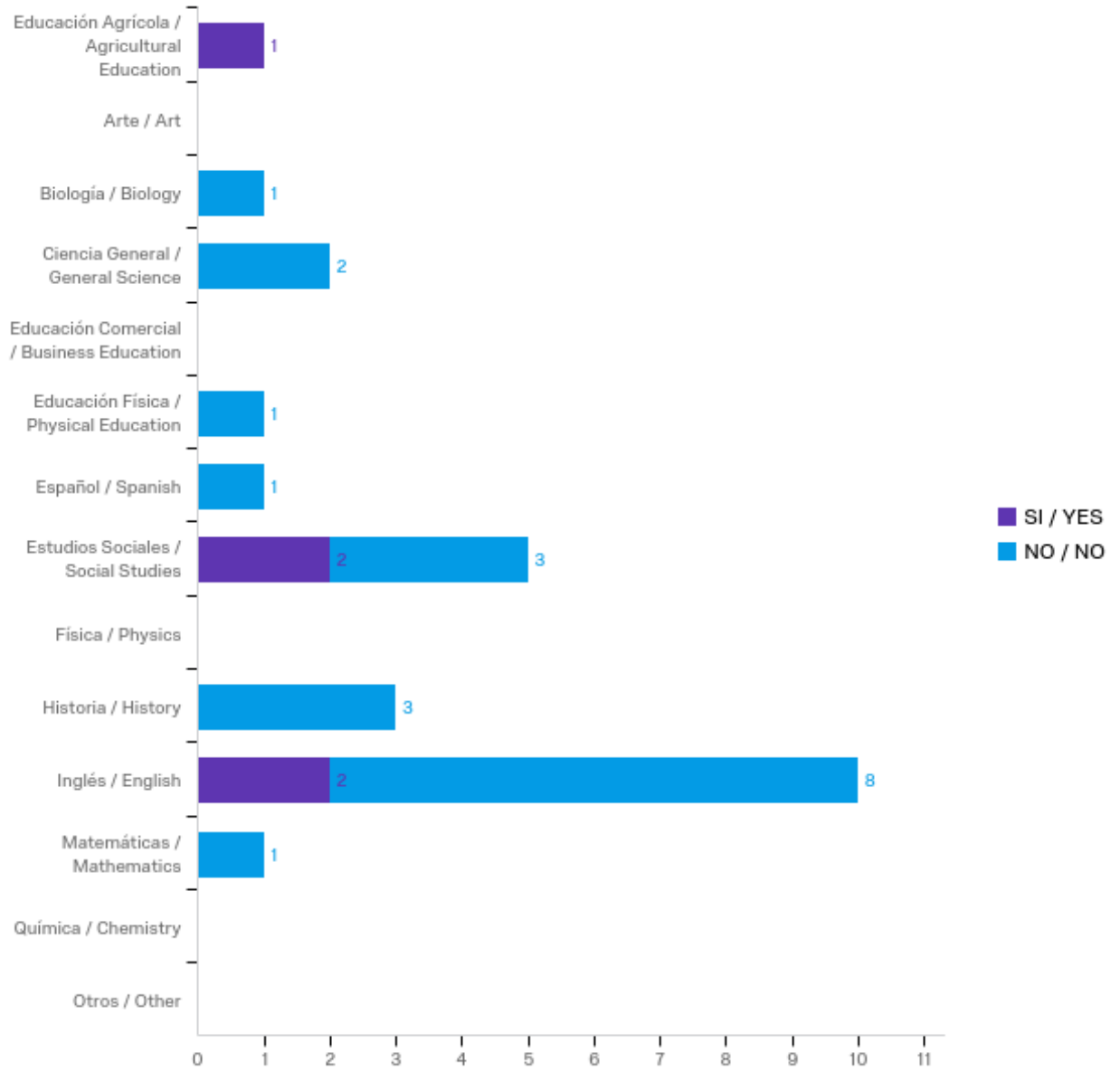
Answer	%	Count
Elemental / Elementary	22.22%	10
Intermedia / Middle	37.78%	17
Superior / High	40.00%	18
Total	100%	45

Q15 - ¿Tienes contrato permanente? / Do you have a permanent contract?



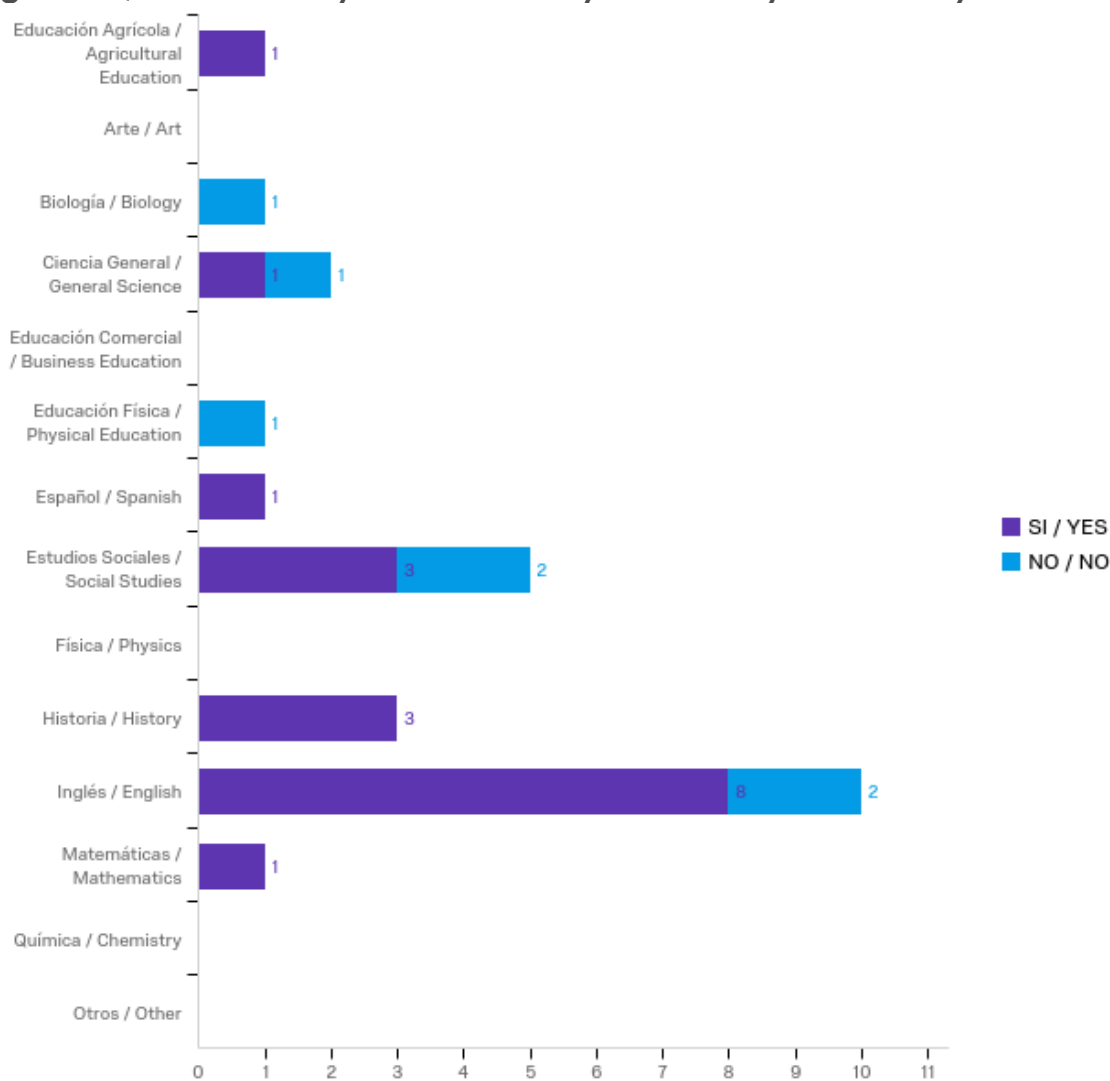
#	Answer	%	Count
1	SI / YES	20.00%	5
2	NO / NO	80.00%	20
	Total	100%	25

Q16 - ¿Has recibido ascenso? / Have you received a promotion?



#	Answer	%	Count
1	SI / YES	20.00%	5
2	NO / NO	80.00%	20
	Total	100%	25

Q17 - ¿Has sido certificado para enseñar todas las asignaturas que estás enseñando ahora? Si contestaste NO, escribe el número de clases para las cuales estás actualmente / Are you certified to teach all the subjects you are currently teaching? If NO, for how many of the classes you currently teach are you?



#	Answer	%	Count
1	SI / YES	72.00%	18
2	NO / NO	28.00%	7
	Total	100%	25

Q18 - Número de clases que actualmente enseñas / How many of the classes you currently teach?

Número de clases que actualmente enseñas / How many of the classes you curr...

4

educacion agricola a 6 grados diferentes

3

9th and 10th- 7 sections

0

5 clases

7

cuatro

6

4

0

6 cursos

6-7

five

2

no estoy trabajando actualmente, recibo ayudantía en UPRM

5

Español

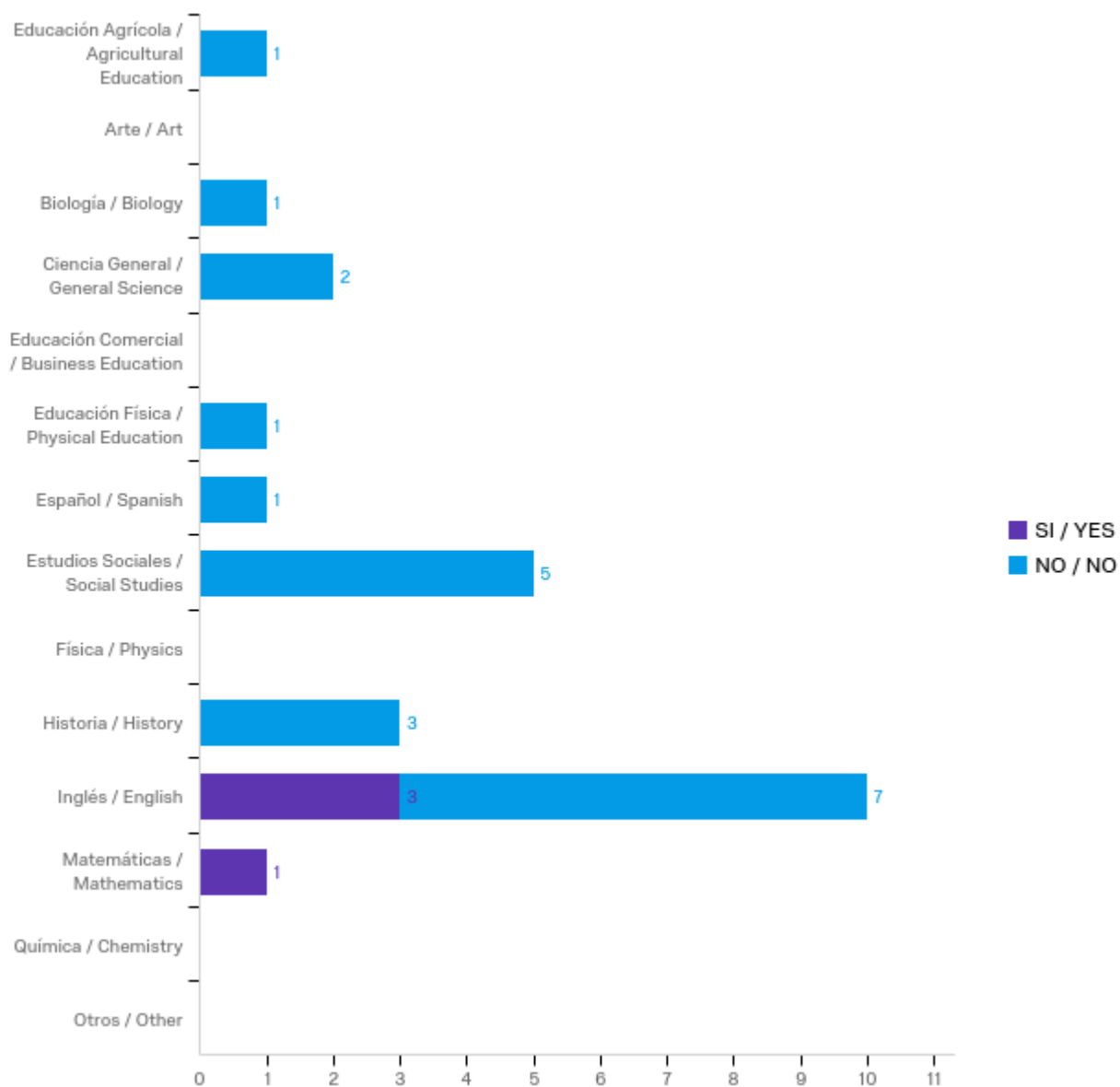
3

Computadora, Ciencia y Español

2

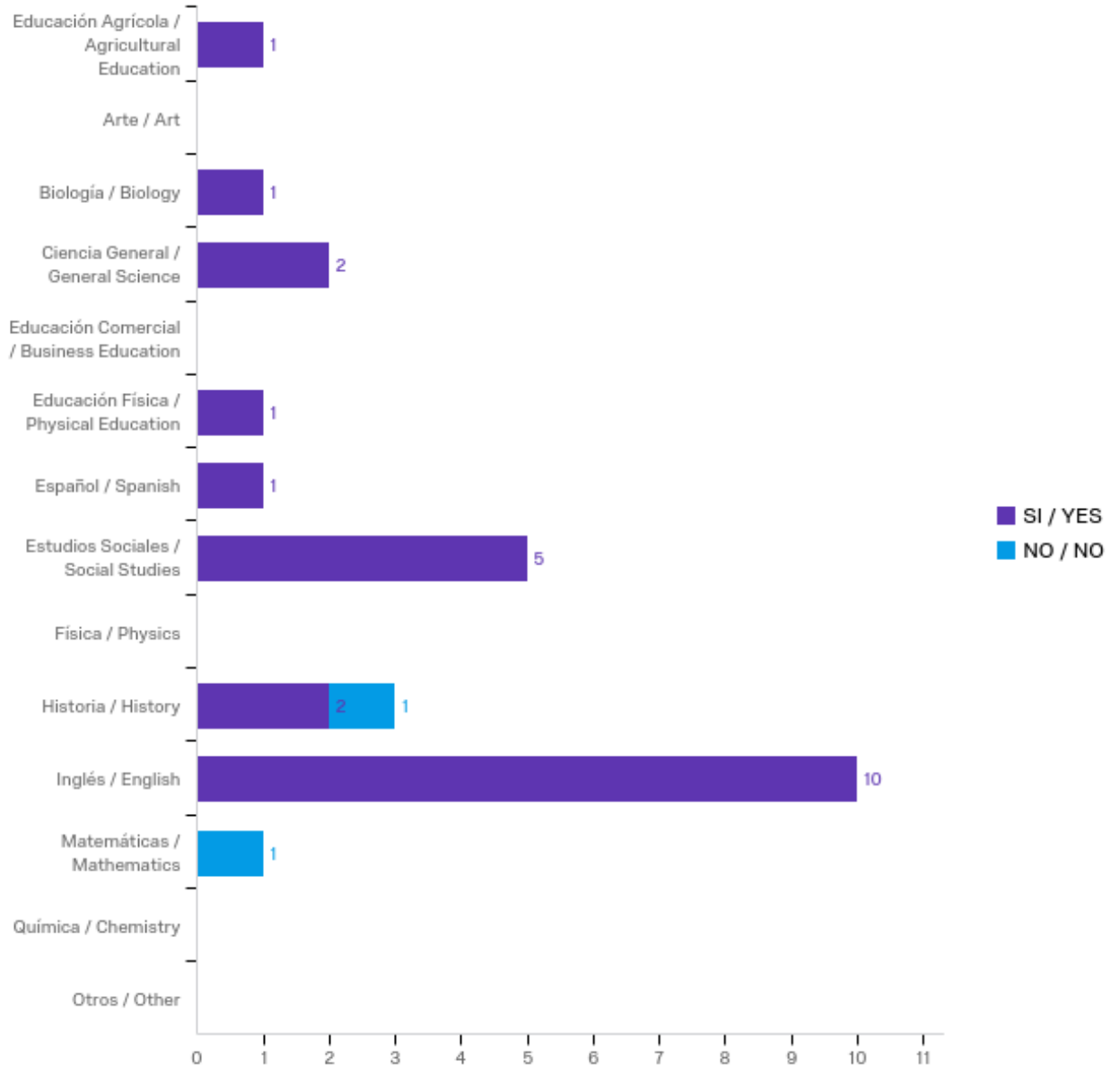
A word cloud centered around the word "español". The word "español" is the largest and most prominent, written in a dark teal color. Surrounding it are various other words in a lighter teal color, including "ayudantía", "diferente", "10th", "trabajando", "curso", "agricola", "grado", "356740", "6-7", "clase", "section", "9th", "ciencia", "upm", "en", "cuatro", "estoy", "recibo", "educacion", "actualmente", and "computadora". The numbers "356740" are arranged in a way that they appear to be part of the word "español", with "3" and "5" above the "e", "6" above the "s", "7" above the "p", and "4" and "0" above the "a".

Q19 - ¿Tienes un grado de maestría en alguna área relacionada a cualquier materia que estés enseñando? / Do you have a master's degree in an area related to a subject that you teach?



#	Answer	%	Count
1	SI / YES	16.00%	4
2	NO / NO	84.00%	21
	Total	100%	25

Q20 - ¿Participas regularmente en actividades de desarrollo profesional? / Do you regularly participate in professional development activities?



#	Answer	%	Count
1	SI / YES	92.00%	23
2	NO / NO	8.00%	2
	Total	100%	25

Q25 - I. El Aprendiz y el aprendizaje / I. Learner and Learning

Question	4	3	2	1			
1. Implement challenging learning experiences that are appropriate for developing your students. (InTASC 1, PRDE-TPS 2)	31.91%	30	38.89%	7	37.50%	3	0.00%
2. Use your understanding of individual differences to adjust daily teaching to meet all your students' needs (including students with special needs). (InTASC 2, PRDE-TPS 5)	30.85%	29	38.89%	7	50.00%	4	0.00%
3. Encourage a positive environment with social interactions that support active learning and self-motivation. (InTASC 3, PRDE-TPS 4)	37.23%	35	22.22%	4	12.50%	1	0.00%
Total	Total	94	Total	18	Total	8	Total

Q26 - Comentarios / Recomendaciones al PPM-UPRM / Comments / Recommendations to UPRM TPP:

Verificar si la escuela esta preparada para poder recibir al practicante.

Entiendo que la clase de Metodología podría alinearse más con la práctica docente, dándole la oportunidad a los estudiantes a que realicen la planificación de la práctica desde ese momento. Se debería de promover una planificación práctica y realista para que el estudiante pueda confrontar mejor la realidad laboral. Al igual que fomentar el pensamiento crítico y no la memorización. Es urgente que el programa desarrolle un curso de neurociencia para que el estudiante- maestro pueda comprender los problemas que dificultan el proceso de enseñanza y aprendizaje en los estudiantes. De la misma manera, debería de existir un curso de manejo de grupo pues es la clave para crear un ambiente exitoso de aprendizaje. Las clases enfocadas en la educación especial deberían de enseñar destrezas prácticas que los estudiantes-maestros puedan aplicar según la necesidad del estudiante. Estas deberían de ser más específicas y no quedarse en las comunes como proveer mas tiempo al estudiante, sentarlo al frente o agrandar la letra de los exámenes. EL programa es bueno en la teoría pero necesita de más práctica para poder alinearse con la situación realista de la educación en el país.

N/A

It is a fantastic program that offers students the knowledge and opportunity to teach the future generation of brilliant minds on our island of Puerto Rico.

Ninguno

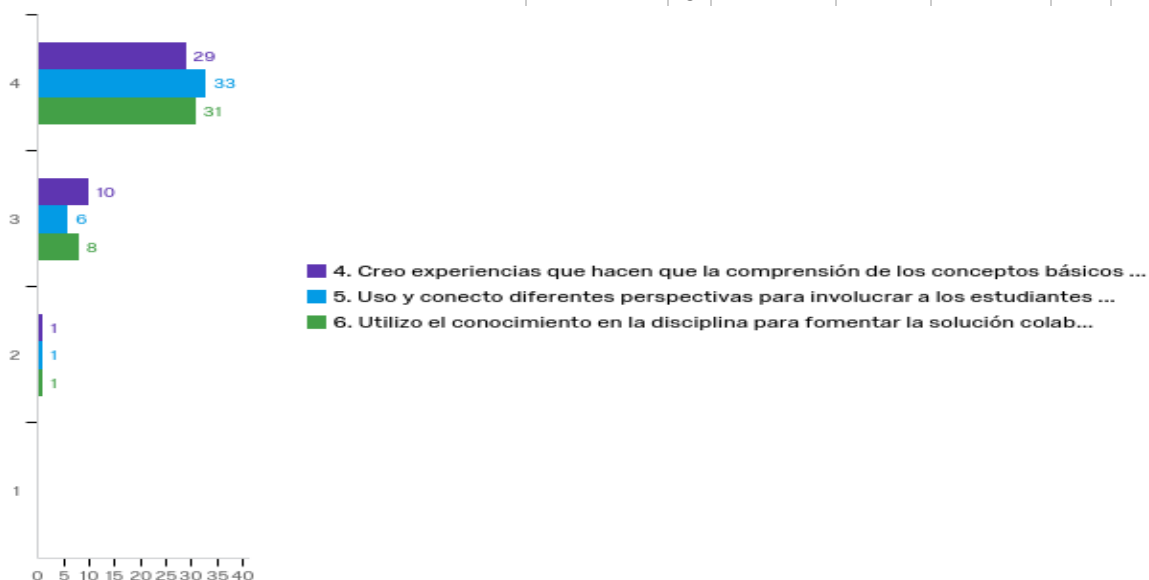
Proveer más de una experiencia de practica.

excelente programa. recomendación enviar al estudiante de metodología al DEPR para evitar que le falten creditos para su licencia de maestro (a). Esto es crucial y el DEPR se tarda mas de un mes en contestar si estas "al día" en cursos para tener tu certificación

Al entrar al programa se le de una serie de clases recomendadas por materia. Brindar la clase de geografia

Q27 - II. Conocimiento del Contenido / II. Content Knowledge

Question	4		3		2		1	
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)	31.18%	29	41.67%	10	33.33%	1	0.00%	
5. Use and connect different perspectives to involve students in a way that develops their critical thinking and creativity. (InTASC 5, PRDE-TPS 2)	35.48%	33	25.00%	6	33.33%	1	0.00%	
6. Use disciplinary knowledge to foster collaborative problem solving related to local or global issues. (InTASC 5, PRDE-TPS 2)	33.33%	31	33.33%	8	33.33%	1	0.00%	
Total	Total	93	Total	24	Total	3	Total	1



Q28 - Comentarios / Recomendaciones al PPM-UPRM

Comentarios / Recomendaciones al PPM-UPRM

Si hay algo en que me destaco es en promover el pensamiento crítico, y entiendo que me queda mucho camino por crecer. Quiero señalar que esta parte se la debo a mi auto-educación y a las clases de metodología y práctica que tome con la profesora Carmen Bellido. En su clase se recomendaron excelentes recursos que en lo personal entiendo que deberían ser compulsorios. Entre ellos los libros de First Day of School (para el manejo de grupo), Teach Like a Champion (para tecnicas de manejo de grupo, de avalúo, entre otras) y Lies My Teacher Told Me the James Lowen (para los estudiantes que realizan su metodología y práctica en estudios sociales e historia). Es fundamental que el programa promueva más el pensamiento crítico y sobretodo la PERTINENCIA de cada materia.

N/A

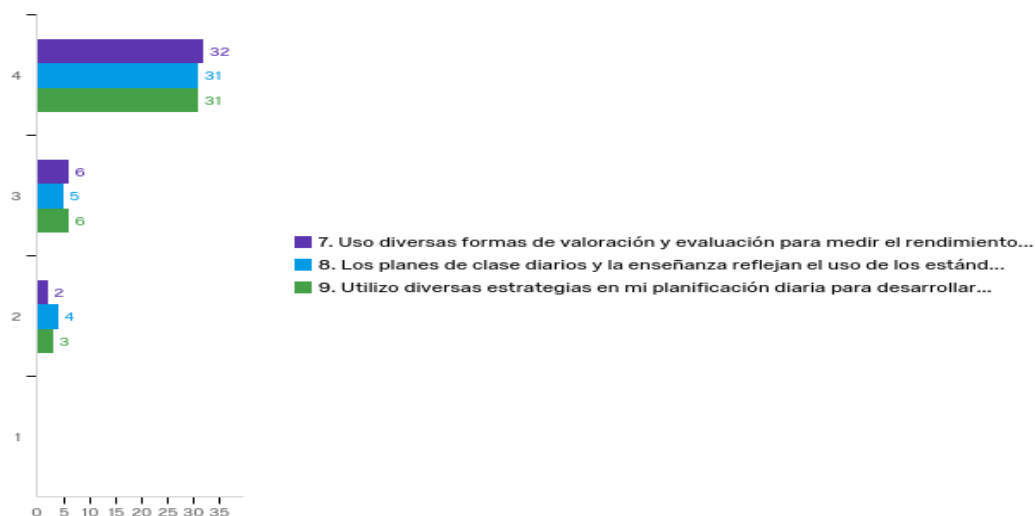
One recommendation would be to use a platform such as WIX, Weebly, or Wordpress for students to make their teaching portfolio.

ninguno

Proveer mayor interaccion entre futuro maestro y programas de Educacion Especial y consejeria.

29 - III. Prácticas Instruccionales / III. Instructional Practice

Question	4		3		2		1
7. Use various assessment and evaluation forms to measure academic performance to engage learners in their own growth. (InTASC 6, PRDE-TPS6)	34.04%	32	35.29%	6	22.22%	2	0.00%
8. Develop daily class plans and deliver instruction that reflects the corresponding content area standards. (InTASC 7, PRDE-TPS 3)	32.98%	31	29.41%	5	44.44%	4	0.00%
9. Include various strategies in daily planning to develop multiple knowledge application skills including appropriate technology use. (InTASC 8, PRDE-TPS 7)	32.98%	31	35.29%	6	33.33%	3	0.00%
Total	Total	94	Total	17	Total	9	Total



Q30 - Comentarios / Recomendaciones al PPM-UPRM / Comments / Recommendations to UPRM TPP:

Comentarios / Recomendaciones al PPM-UPRM / Comments / Recommendations to UPRM TPP

La clase de tecnología del programa fue muy buena. Debería encaminarse cada vez más a facilitar el trabajo del maestro con herramientas que permitan el análisis de datos rápidamente o técnicas de avalúo instantaneas. Enfocarse más aún en el uso educativo de la tecnología ya que muchos estudiantes en las escuelas conocen de una tecnología comercial pero poco educativa.

N/A

Thank you for everything.

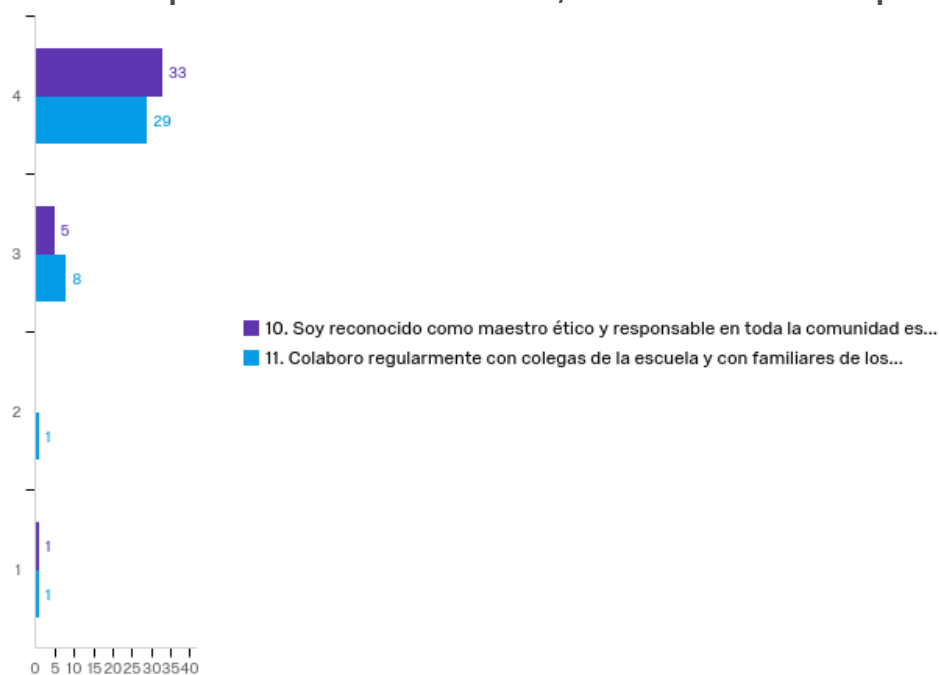
El curso sobre el uso de la tecnología en el salón de clases pudo haber sido mejor. Entiendo que el Prof. León fue muy respetuoso y responsable pero el material proveído en el salón de clase no fue útil para la enseñanza en mi salón de clases ni en las PCMAS.

ninguno

Mayor preparacion en el area del logro de los estandares y contenidos.

excelente profesora en la clase de edfu 3002 y 3017. se tienen las herramientas para lograr la integración con materiales distintos.

Q31 - IV. Responsabilidad Profesional / IV. Professional Responsibility



Question	4		3		2		1
10. Work ethically and responsibly throughout the school community. (InTASC 9, PRDE-TPS 11)	53.23%	3	38.46%		0.00%		50.00%
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)	46.77%	9	61.54%		100.00%		50.00%
Total	Total	2	Total	3	Total		Total

Q32 - Comentarios / Recomendaciones al PPM-UPRM / Comments / Recommendations to UPRM TPP:

Comentarios / Recomendaciones al PPM-UPRM / Comments / Recommendations to...

My experience includes being a substitute teacher at diverse schools in Metro-Detroit, Michigan.

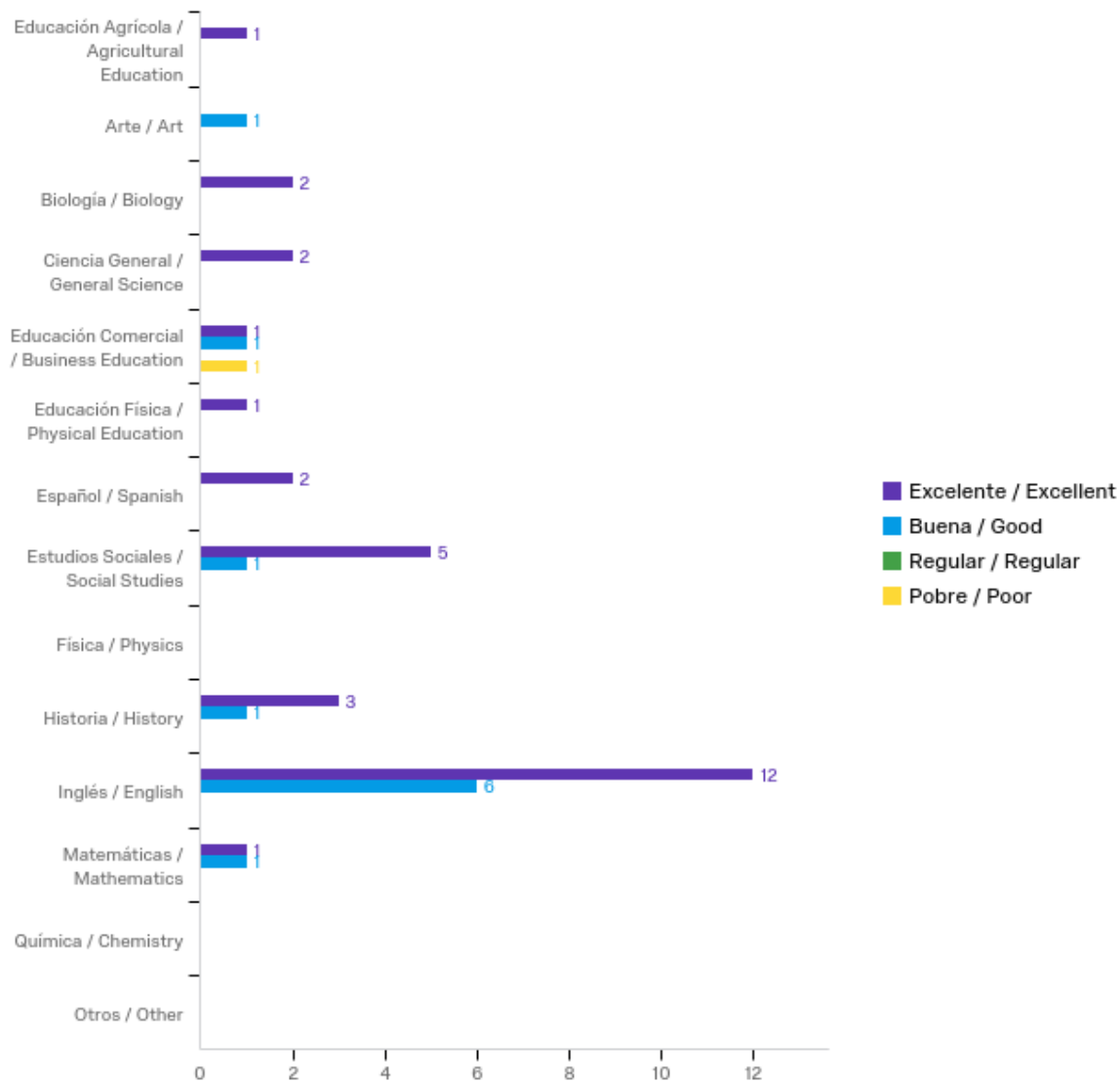
Finalmente quiciera comentar que ante las debilidades que tenga el programa, estoy firmemente segura de que es un programa indispensable para la formación de maestros profesionales en nuestro país. Con las experiencias personales que me he encontrado puedo asegurar que los egresados de este programa remuestran conocimientos, destrezas y aptitudes superiores a la de otros programas educativos de otras universidades. Cuentan con profesores que sienten amor por su vocación y tienen el compromiso de hacer algo por la educación de nuestro país que reclama a gritos su sanación.

N/A

None.

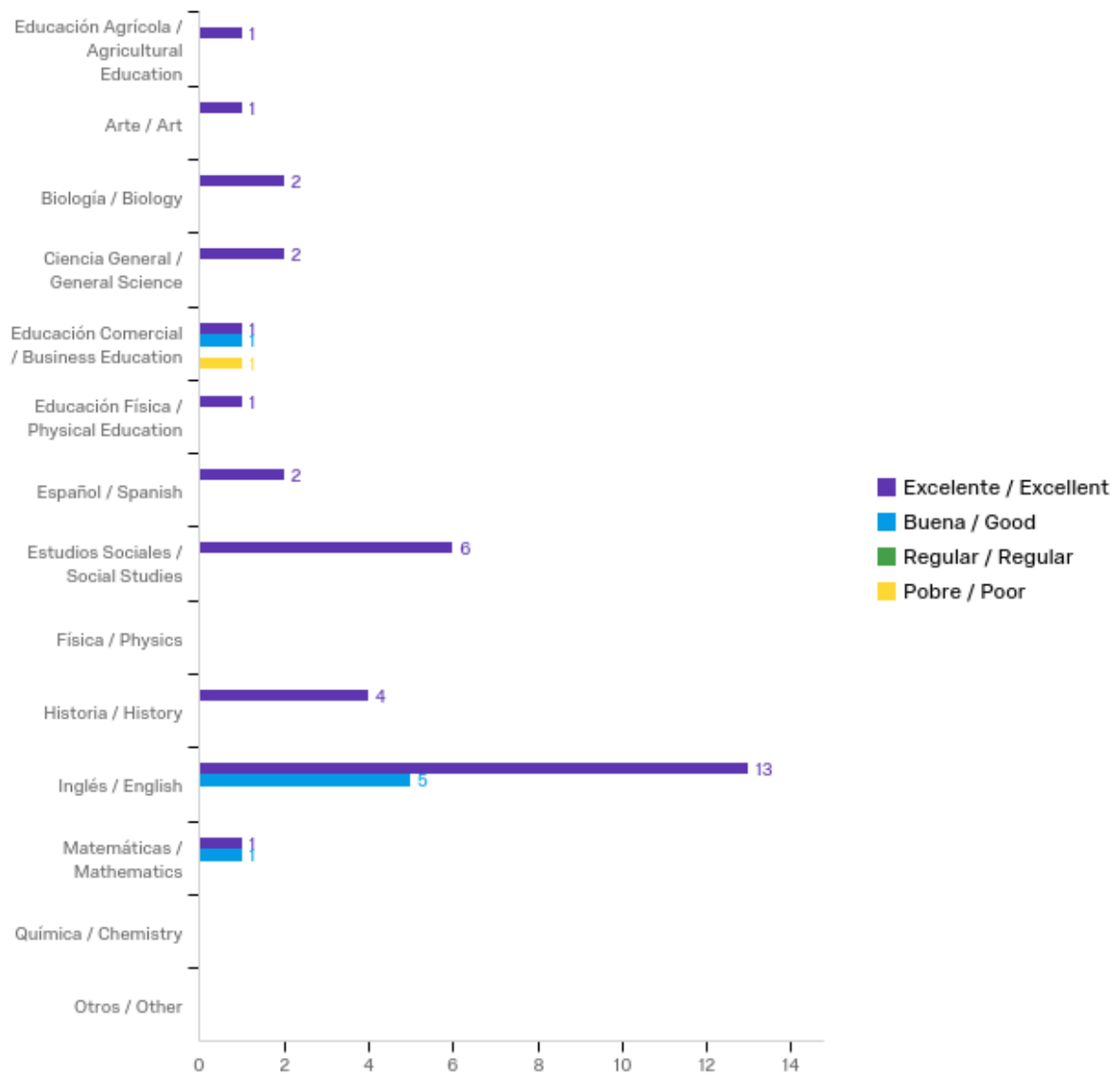
preparar al estudiante a confrontar y lidiar situaciones reales por las que pasan los estudiantes en una escuela como maltrato, pobreza extrema, padres analfabetas, familias numerosas donde el hijo mayor toma el rol de padre y tutor, estudiante que sale para la escuela y nunca llega, consumo de sustancias controladas y/o alcohol en la escuela, entre otras circunstancias impactantes

Q32 - En términos generales, ¿cómo considera la preparación que los maestros del PPM-UPRM? / In overall terms, you consider your preparation to be a teacher at UPRM-PPM to be . . .



Answer	%	Count
Excelente / Excellent	71.43%	30
Buena / Good	26.19%	11
Regular / Regular	0.00%	0
Pobre / Poor	2.38%	1
Total	100%	42

**Q33 - ¿Con qué clasificación recomendaría el PPM-UPRM a futuros maestros? /
If I were to recommend UPRM-PPM to a future teacher, I would say that the program
is . . .**



Answer	%	Count
Excelente / Excellent	80.95%	34
Buena / Good	16.67%	7
Regular / Regular	0.00%	0
Pobre / Poor	2.38%	1
Total	100%	42

Q34 - Agradecemos cualquier comentario que quiera añadir para ayudarnos a mejorar la calidad de los maestros preparados por el PPM-UPRM. / We would appreciate any comments that you would like to add that might help us improve UPRM-EPP performance preparing teachers.

Agradecemos cualquier comentario que quiera añadir para ayudarnos a mejorar...

Focus more on classroom and behavior techniques as well as execution of different learning activities that inspire creativity to fellow teachers.

Adjuntar al currículo clases dirigidas a inteligencias múltiples y educación especial.

Deberían implementar la maestría en educación

Para mejorar el Programa de Preparación de Maestros, sugiero un curso de manejo de grupo, pues en esta destreza recae la creación de un ambiente saludable para el proceso de enseñanza y aprendizaje. Recomiendo el libro "First Days of School" recomendado por la profesora Rosa Román, cuya clase y su compromiso con la educación fue de gran provecho par mi desarrollo personal. Entiendo que otro recurso fundamental es el libro de "Teach Like a Champion". Considero que la clase de tecnología debe de continuar con un enfoque más educativo, mostrando recursos tecnológicos que faciliten el proceso de enseñanza y aprendizaje tanto para el maestro como para el estudiante. Es una clase muy práctica y el profesor demostró pasión por su enseñanza. Es importante que los profesores de educación trabajen el tema de mindset con sus estudiante-maestros porque al momento en que estos tenga que dar clase, se van a encontrar con que este problema interrumpe el proceso de aprendizaje de los estudiantes. La clase de metodología debería ayudar a que los estudiantes-maestros vayan preparando la planificación de su práctica. El programa necesita de un curso de educación especial que provea los servicios y recursos necesarios y específicos para que los estudiantes-maestros puedan identificar y dirigir la educación de los estudiantes con necesidades especiales. En términos generales el Programa necesita que los estudiantes-maestros esten más expuestos a la práctica para que conozan la realidad educaiva de su país. Entiendo que es un buen programa y cuenta con un equipo profesional comprometido con la educación capaz de reconocer sus debilidades y trabajar para mejorarlas.

Sería excelente, que no tan solo los estudiantes practicantes estuvieran su práctica en escuelas públicas, sino tambien en escuelas privadas. Muchas veces la dinamica cambia, generalmente en las escuelas privadas debes crear todas la clases desde 7mo a 12mo y adaptarse a ese ambiente puede ser un poco dificil sino no se pasa por esa experiencia.

No escribo excelente porque es necesario dejar un margen de espacio para mejorar las debilidades de este programa. Si algo aprendía en mis clases de metodología y práctica es demandar siempre la excelencia y que los estandares y expectativas siempre sean altos. Coloque excelente en relación a la recomendacièn de los futuros maestros porque en comparación con cualquier otro programa educativo de otras universidades, el programa prepara maestros de alta calidad.

I believe that the practice period should be longer. It should be 2 semesters long. The longer time would help future teachers go through the experience of guiding a group from start to finish.

N/A

None, however, I consider that practicing or creating more objectives in a class would be great! Writing more objectives before the practice ^^

I believe that methodology should be less focused on a book and more focused on real life events that we as New and young teachers might encounter in public schools. Not given a perfect strategy shown on a book and then get frustrated because our reality is far away from the books.

I recommend the program to actively seek supervising teachers who will accept practicum students. One possible way of doing this is by focusing on teachers who have just met the requirements for becoming a supervising teacher; I believe the requirement is to have two full years of experience as a teacher. Actively approach these teachers, explaining the benefits of helping while appealing to their sense of giving back to teacher ed programs - - I expect most would have an inclination to help once they remember their own practicum experience. I had an unpleasant experience with finding a supervising teacher at the beginning of my methods class. My assigned practicum supervising teacher had just retired, so when I went to report to the school, I did not have a supervisor for nearly a month. I had to take it into my own hands to find a supervising teacher and this shouldn't happen.

Yo no he dado clases en escuelas como tal, pero llevo 4 semestres enseñando en el Colegio. Aquí, con sólo mostrar profesionalismo, te ganas el respeto de los estudiantes. En las escuelas no es así. Debe ser necesario instruir a los futuros maestros a controlar el grupo de manera efectiva, tratando de que los estudiantes logren una motivación intrínseca por el curso y no necesariamente extrínseca o motivada por el conductismo. Algo que noté y que no me gustaba es que trataban de no hablar de "lo malo" de ser maestro. Algunos estudiantes del programa ni sabían cuánto el salario de un maestro. Le dije lo que cobraríamos a un compañero y por poco infarta. Por otra parte, hay muchísimas cosas que me encantan. Por ejemplo, que permitan que vengan reclutadores de EE.UU., la labor que hace la Dra. Rebeca Orama, etc. Gracias por todo.

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. (Appendix F)
Qualtrics Data Report - UPRM TPP Employer Survey

Q3 - Distrito escolar: School district:

Distrito escolar: School district:

Aguadilla

Orocovis

Mayaguez

Mayaguez

Mayagüez

Mayagüez

Cabo Rojo

Mayaguez

MAYAGUEZ

Aguadilla

A word cloud graphic showing the names of school districts. 'mayaguez' is the largest and most prominent word in a dark teal color. 'aguadilla' is the second largest, positioned above 'mayaguez'. Below 'mayaguez', the words 'rojo', 'orocovis', and 'cabo' are visible in a smaller, lighter teal font.

Q5 - Incluyendo este año, ¿cuánto tiempo lleva siendo Director(a) de esta escuela? Including the current year, how long have you been the director in this school?

Incluyendo este año, ¿cuánto tiempo lleva siendo Director(a) de esta escuela...

3 años

21 years

30 años

27 años

21 años

2½ años

3 años

5 años

7

6 años

Q6 - ¿Cuál es la matrícula de esta escuela? What is the total enrollment in the school?

¿Cuál es la matrícula de esta escuela? What is the total enrollment in the...

640

184 estudiantes

365

250

206

188

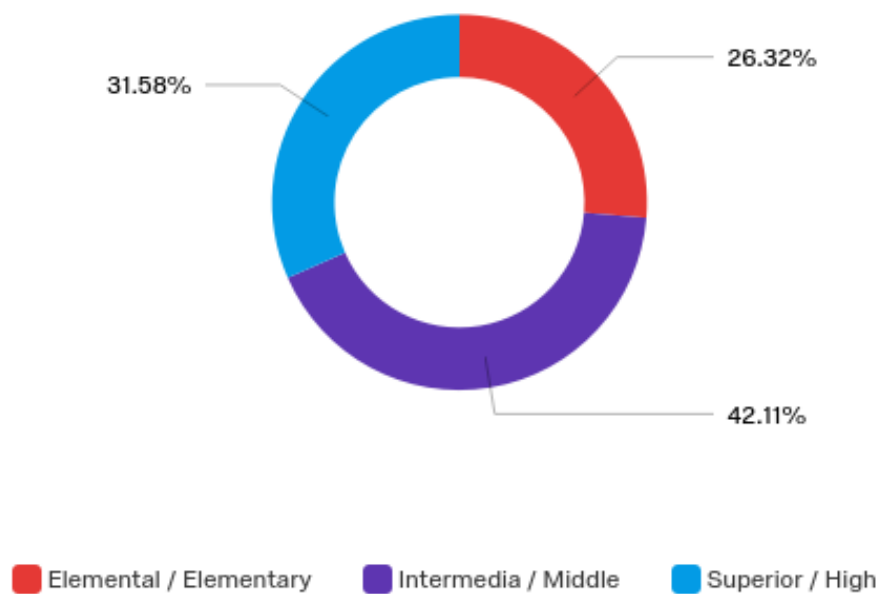
359

148 estudiantes

84

804 estudiantes

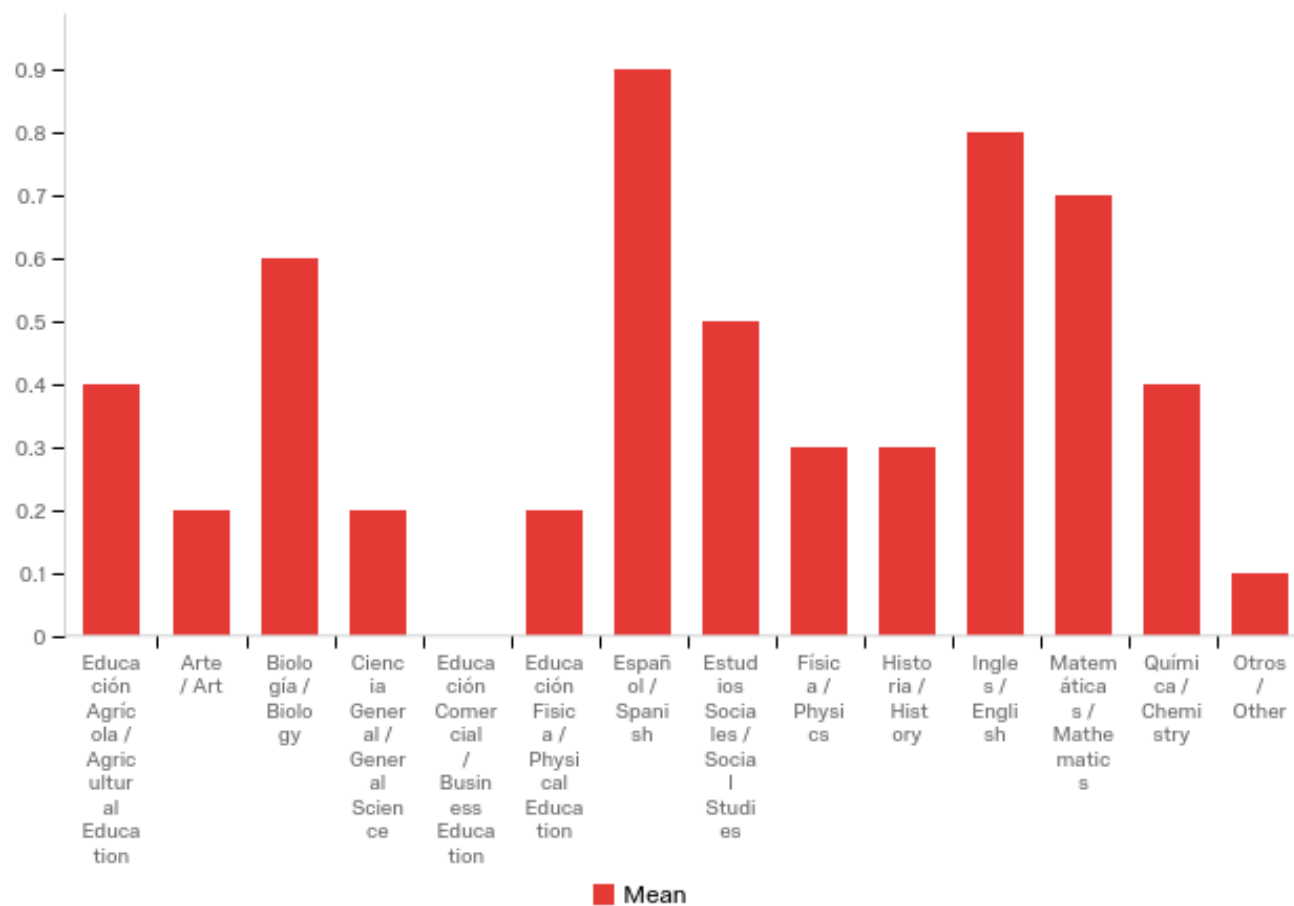
Q7 - ¿Qué nivel o niveles atiende esta escuela? What grade levels are included in your school?



	Answer	%	Count
	Elemental / Elementary	26.32%	5
	Intermedia / Middle	42.11%	8
	Superior / High	31.58%	6
	Total	100%	19

Q8 - ¿Qué especialidades de la certificación de maestros corresponden a los maestros que han sido egresados de la UPRM y que usted supervisa? Marque todas las áreas que apliquen y escriba el número de la cantidad de maestros que va a tomar en cuenta en la siguiente evaluación para esa área. What teaching certification areas correspond to the teachers you supervise that are UPRM alumni? Mark all areas that apply and note the number of teachers that you will be taking into account in the following evaluation for that area.

Field	Count
Educación Agrícola / Agricultural Education	1
Arte / Art	1
Biología / Biology	2
Ciencia General / General Science	1
Educación Comercial / Business Education	0
Educación Física / Physical Education	1
Español / Spanish	2
Estudios Sociales / Social Studies	2
Física / Physics	1
Historia / History	1
Ingles / English	4
Matemáticas / Mathematics	3
Química / Chemistry	2
Otros / Other	1



Q12 - I. El Aprendiz y el aprendizaje / I. Learner and Learning



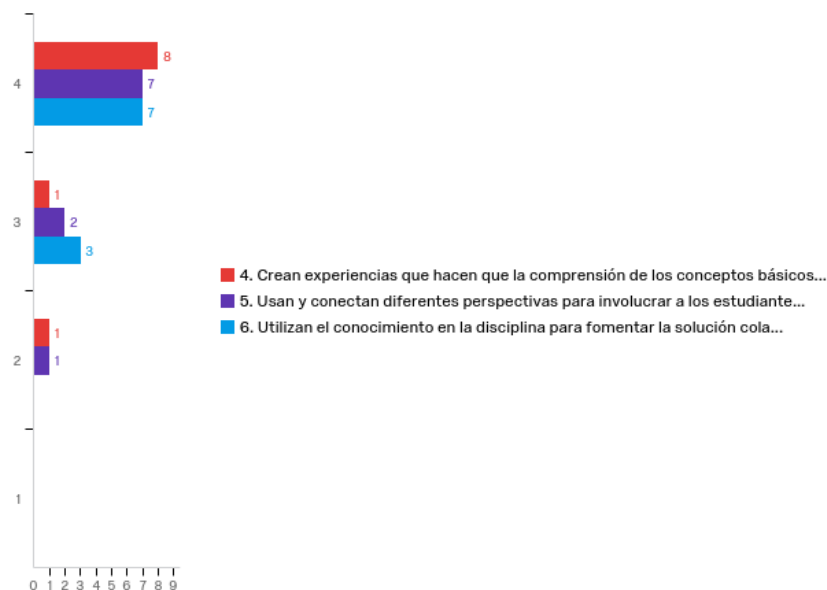
Question	4	3	2	1
1. Implement challenging learning experiences that are appropriate for developing their students. (InTASC 1, PRDE-TPS 2)	33.33% 7	28.57% 2	50.00% 1	0.00%
2. Use their understanding of individual differences to adjust daily teaching to meet all their students' needs (including students with special needs). (InTASC 2, PRDE-TPS 5)	23.81% 5	71.43% 5	0.00% 0	0.00%
3. Encourage a positive environment with social interactions that support active learning and self-motivation. (InTASC 3, PRDE-TPS 4)	42.86% 9	0.00% 0	50.00% 1	0.00%
Total	Total 21	Total 7	Total 2	Total

Q13 - Comentarios / Recomendaciones al PPM-UPRM:Comments / Recommendations to UPRM TPP:

Los maestros son excelentes, se destacan en la variedad de estrategias educativas que utilizan para hacer sus clases atractiva e interesantes para sus estudiantes.

La maestra demuestra que esta muy bien preparada en su area

Q19 - II. Conocimiento del Contenido / II. Content Knowledge

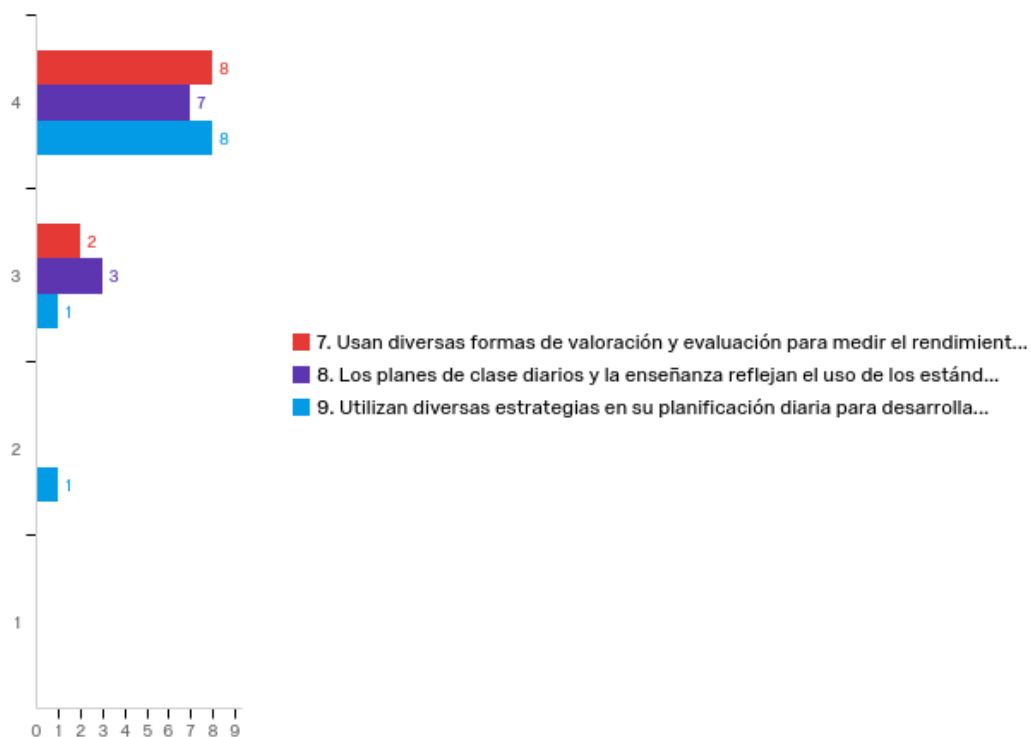


Question	4	3	2	1				
4. Create learning experiences that make understanding of core disciplinary concepts accessible to students thereby stimulating learners to understand, ask questions, and analyze ideas. (InTASC 4, PRDE-TPS 8)	36.36%	8	16.67%	1	50.00%	1	0.00%	0
5. Use and connect different perspectives to involve learners in a way that develops their critical thinking and creativity. (InTASC 5, PRDE-TPS 2)	31.82%	7	33.33%	2	50.00%	1	0.00%	0
6. Use disciplinary knowledge to foster collaborative problem solving related to local or global issues. (InTASC 5, PRDE-TPS 2)	31.82%	7	50.00%	3	0.00%	0	0.00%	0
Total	Total	22	Total	6	Total	2	Total	0

Q16 - Comentarios / Recomendaciones al PPM-UPRM:Comments / Recommendations to UPRM TPP:

Ella logra la conexión de lo que se debe enseñar en el salón con el trabajo activo en la finca.

Q18 - III. Prácticas Instruccionales / III. Instructional Practice



Question	4	3	2	1	Total		
7. Use various assessment and evaluation forms to measure academic performance to engage learners in their own growth. (InTASC 6, PRDE-TPS6)	34.78%	8	33.33%	2	0.00%	0	0.00%
8. Daily class plans and instruction reflects use of the corresponding content area standards. (InTASC 7, PRDE-TPS 3)	30.43%	7	50.00%	3	0.00%	0	0.00%
9. In their daily planning they use various strategies to develop multiple skills to apply knowledge including the use of appropriate technology. (InTASC 8, PRDE-TPS 7)	34.78%	8	16.67%	1	100.00%	1	0.00%
Total	Total	23	Total	6	Total	1	Total

Q17 - Comentarios / Recomendaciones al PPM-UPRM:Comments / Recommendations to UPRM TPP:

Presenta reflexiones a modo de video para que los estudiantes logren analizar lo que aprenderán.

Q20 - IV. Responsabilidad Profesional / IV. Professional Responsibility

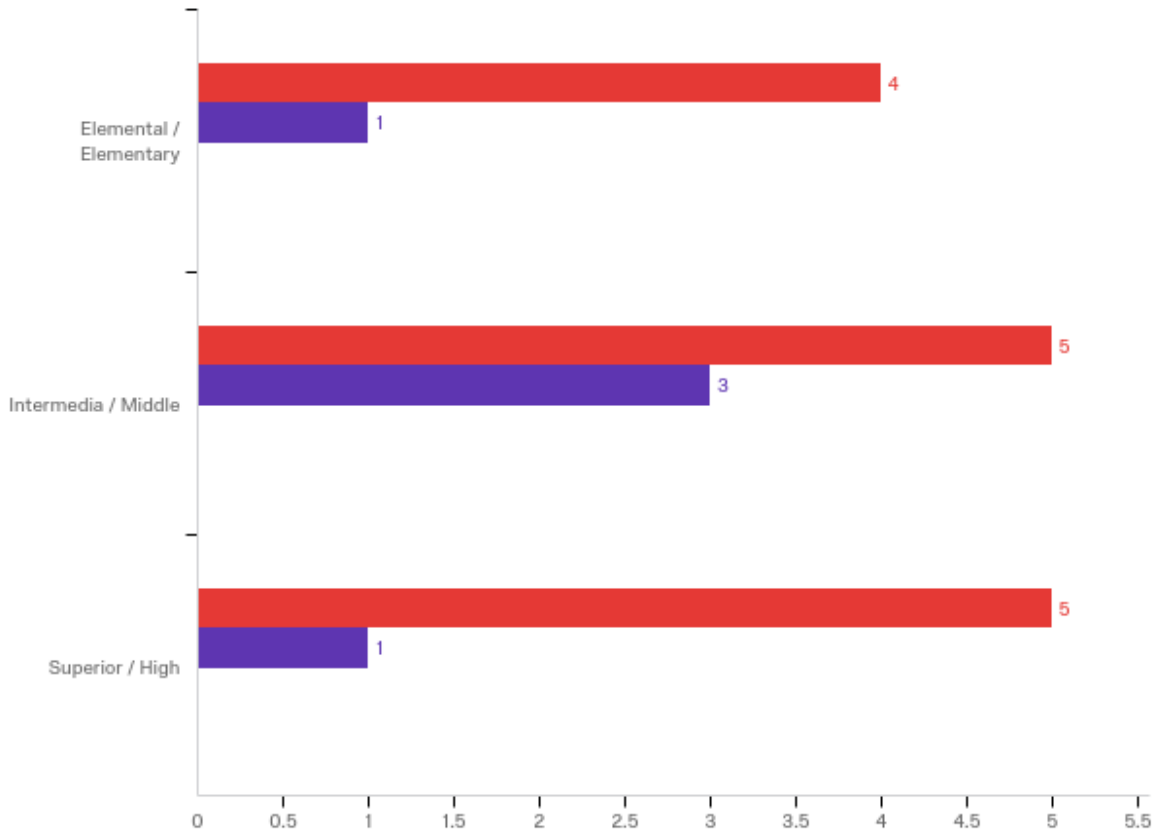


Question	4		3		2		1
10. Recognized as ethical and responsible teachers throughout the school community. (InTASC 9, PRDE-TPS 11)	61.54%	8	16.67%	1	100.00%	1	0.00%
11. Meet regularly with school colleagues and student families to make decisions about class design and instruction given students. (InTASC 10, PRDE-TPS 9)	38.46%	5	83.33%	5	0.00%	0	0.00%
Total	Total	13	Total	6	Total	1	Total

Q15 - Comentarios / Recomendaciones al PPM-UPRM:Comments / Recommendations to UPRM TPP:

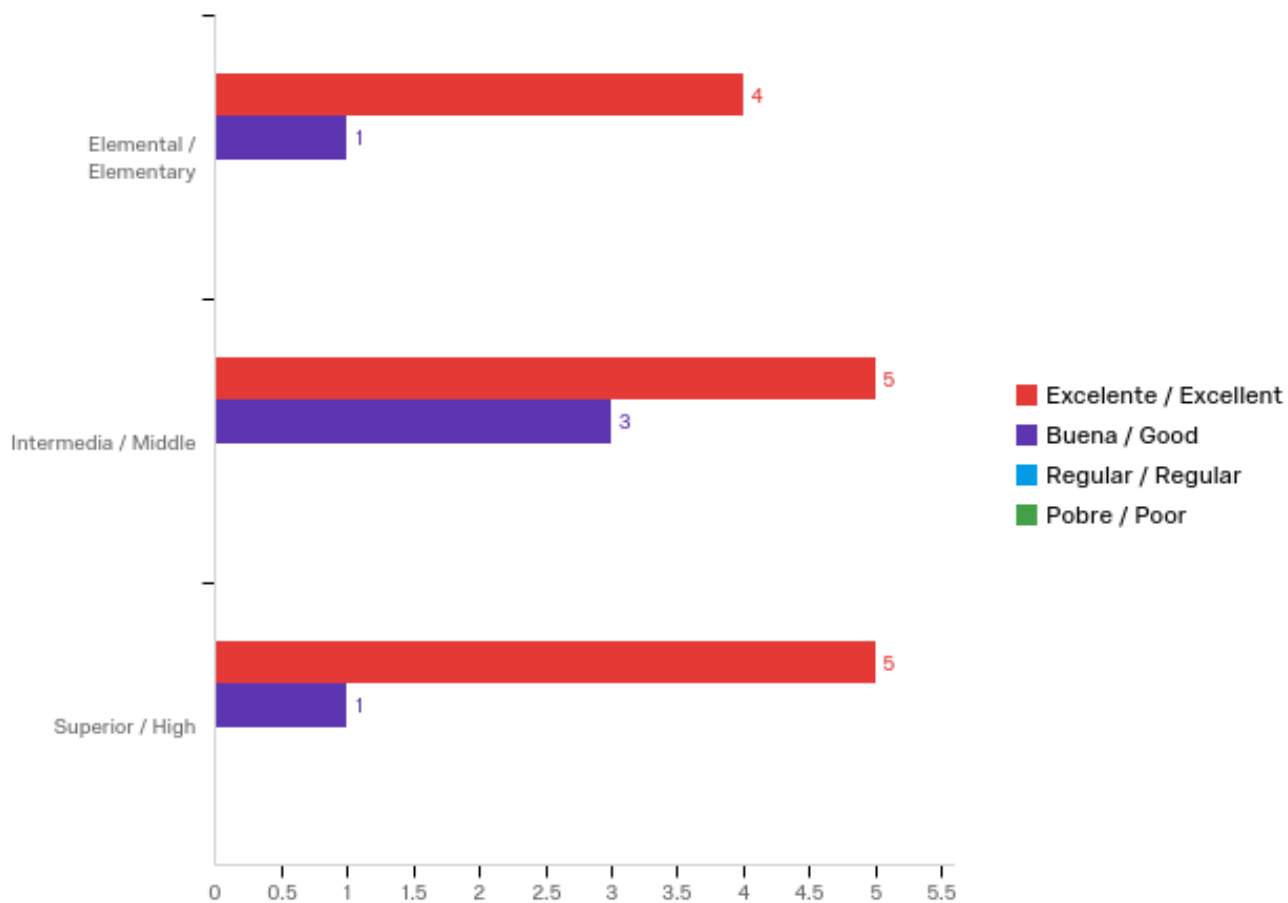
Tiene una relacion muy estrecha con la comunidad y la comunidad auspicia la escuela

Q21 - En términos generales, ¿cómo considera la preparación que los maestros del PPM-UPRM? In overall terms, you consider the preparation that teachers have received from the UPRM-PPM to be . . .



Answer	%	Count
Excelente / Excellent	70.00%	7
Bueno / Good	30.00%	3
Regular / Regular	0.00%	0
Pobre / Poor	0.00%	0
Total	100%	10

Q22 - ¿Con qué clasificación recomendaría el PPM-UPRM a futuros maestros?
You would recommend UPRM-PPM to future teachers as one that is . . .



	Answer	%	Count
	Excelente / Excellent	70.00%	7
	Buena / Good	30.00%	3
	Regular / Regular	0.00%	0
	Pobre / Poor	0.00%	0
	Total	100%	10

Q24 - Agradecemos cualquier comentario que quiera añadir para ayudarnos a mejorar la calidad de los maestros preparados por el PPM-UPRM. We would appreciate any comments that you would like to add that might help us improve UPRM-EPP performance preparing teachers.

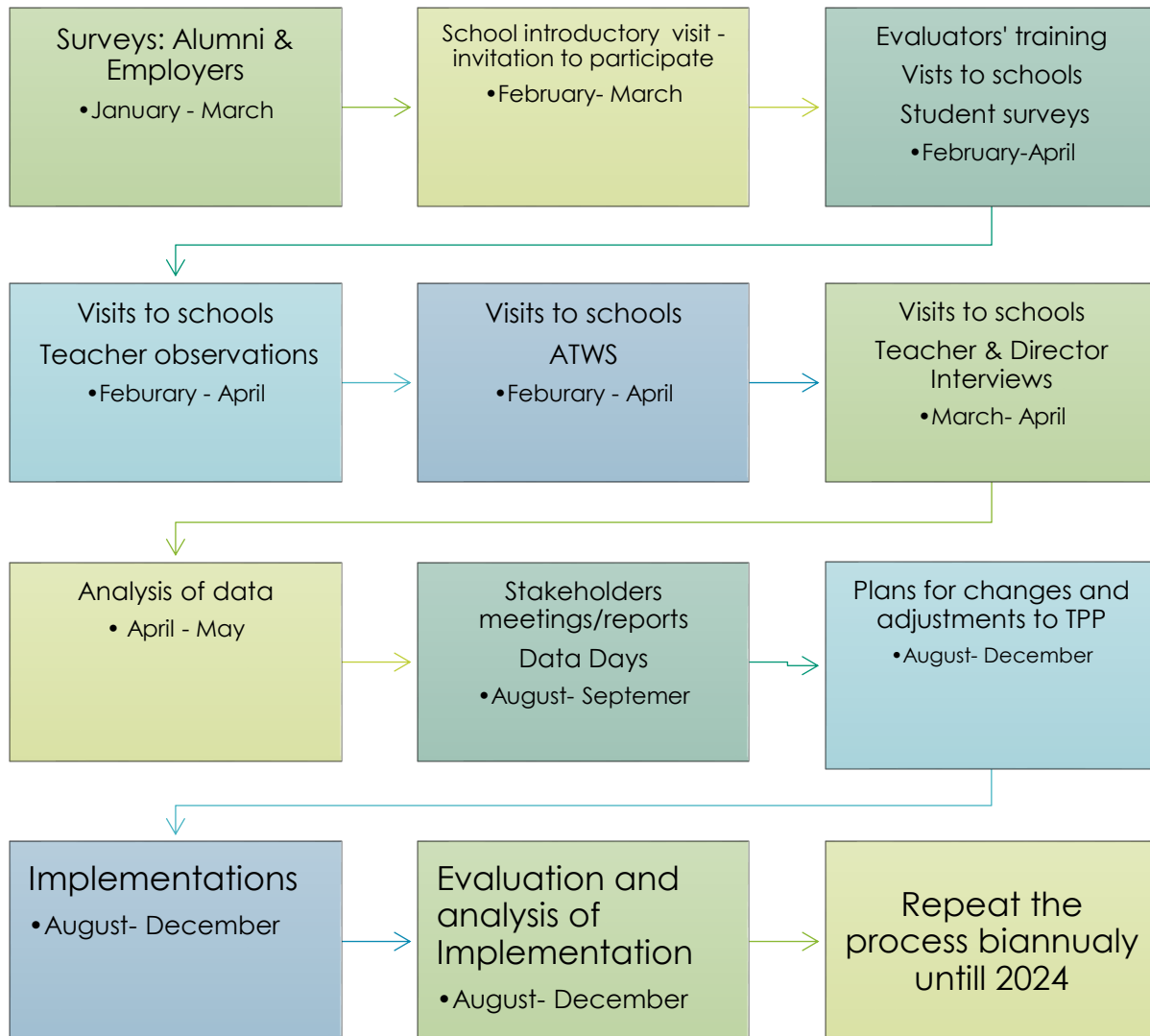
Estoy muy satisfecha con el desempeño de la maestra y quisiera ampliar ofrecimientos en esta área agrícola.

Se necesita enfatizar más en la parte de planificación de la enseñanza.

Preparar a los nuevos en el control o manejo de conducta en la sala de clases

Timetable

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



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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APPENDIX A

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)

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

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>
<p>Nivel de desempeño <i>The teacher:</i></p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>
<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>
<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>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>
<p>Performance Level</p>	<p>1 (Emerging)</p>	<p>2 (Developing)</p>	<p>3 (Competent)</p>	<p>4 (Exemplary)</p>

<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 The teacher:</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 The teacher:</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 The teacher:</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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Appendix C - 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. [L] [SEP]
2. How has your baseline data for student performance changed at this point in the year? [L] [SEP]
3. How have your students performed on pre-assessments you have administered? [L] [SEP]
4. How have your students performed on post-assessments you have administered? [L] [SEP]
5. Where are your students compared to where they should be at this point in the school year? [L] [SEP]
6. How are you progressing in your teaching relative to the approved curriculum and standardized [L] [SEP] test scores (if appropriate)? [L] [SEP]
7. Show me an example of a written test or other type of assessment that demonstrates how you are [L] [SEP] addressing learning styles and higher order thinking skills. [L] [SEP]
8. Show me or talk to me about a lesson, concept, or unit that you have taught thus far in the school [L] [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
1. A system is in place to determine student strengths and weaknesses on concepts identified in the approved curriculum. A system is in place, students are instructed according to needs, and individual student progress is being charted.	A system is in place and students are instructed according to needs.	A system is available, but not being used by the teacher.	No system is in place.
2. A baseline for learning has been established. Previous scores on state administered tests and standardised and/or local/teacher-made benchmark testing that encompasses learning levels on at least a 9-week basis are recorded and utilised to determine modifications for instruction.	Previous scores on state administered tests or standardised tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.	Teaching is directed by the approved curriculum as well as the textbook with no reference to prior student performance.	Teaching is directed by the textbook with no reference to the approved curriculum or prior student performance.
3. Evaluation of student learning involves pre- and post-assessment. Pre- and post-assessments are used to provide group and individual instruction where needed. All assessment methods are valid, reliable, and equitable.	Pre- and post-assessments are a part of on-going classroom instruction. All assessment methods are valid, reliable, and equitable.	Pre-assessments are not used. Post-assessments are administered at the end of the instructional period.	Pre- and post-assessments are not used.
4. Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction. Pacing of instruction is in agreement with state and local goals and allows for flexible grouping and individual student mastery of benchmarks.	Pacing of instruction is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks.	Pacing of instruction has been identified, but not in sequence with school or district goals.	Pacing of instruction is not identified.
5. Desired results for student learning are clearly defined and in agreement with the approved curriculum and appropriate for standardised tests. Groups of students and/or individual student progress on specific approved curriculum indicators are followed until mastery is achieved.	Units of study from the approved curriculum are referenced in plan book and identified on assessments.	Teacher can identify sections of the approved curriculum for which he/she is responsible but cannot translate into lesson plans or student assessment.	Teacher cannot find or does not use the approved curriculum.
6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills. The teacher consistently questions students by addressing various learning styles and higher order thinking skills and uses students to facilitate questioning.	The teacher consistently questions students by addressing various learning styles and higher order thinking skills.	The teacher seldom questions students by addressing various learning styles and higher order thinking skills.	The teacher directs all questions toward the total group or individual students at the knowledge/recall levels.
7. The teacher analyses, interprets, and reflects on student growth. The teacher consistently analyses, interprets, or reflects on student growth and is refining instruction according to analyses.	The teacher consistently analyses, interprets, or reflects on student growth.	The teacher seldom analyses, interprets, or reflects on student growth.	There is no evidence of teacher analysis, interpretation, or reflection on student growth.

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

Appendix D - 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.

Appendix E - 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? ^{[[1]]}_{[[SEP]]}
2. Where are those students compared to where they should be at this point in the school year? ^{[[1]]}_{[[SEP]]}
3. How are our alumni teachers progressing in their teaching relative to the approved curriculum and standardized ^{[[1]]}_{[[SEP]]}test scores (if appropriate)? ^{[[1]]}_{[[SEP]]}
4. Can you think of examples of a written test or other type of assessment which demonstrate how our alumni teachers are ^{[[1]]}_{[[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)

Appendix F - 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)

⁷ Estándares 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.

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.

ⁱ Lemov, Doug. (2015). *Teach like a champion 2.0 : 62 techniques that put students on the path to college*. San Francisco : Jossey-Bass.

ⁱⁱ Bill & Melinda Gates Foundation. (2010). *Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project*. Seattle, WA. Author.

ⁱⁱⁱ Gold Standard PBL: Essential Project Design Elements, Buck Institute for Education. (2015). http://www.bie.org/object/document/gold_standard_pbl_essential_project_design_elements

^{iv} Ferguson, R. F. & Danielson, C. (2014). How Framework for Teaching and Tripod 7Cs Evidence Distinguish Key Components of Effective Teaching. *Designing Teacher Evaluation Systems: New Guidance from the Measures of Effective Teaching Project* by Thomas J. Kane, Kerri A. Kerr, and Robert C. Pianta (Eds.). Thousand Oaks, CA: Jossey-Bass.

Kane, T. J., & Cantrell, S. (2010). *Learning about teaching: Initial findings from the measures of effective teaching project*. Research Paper. MET Project. Seattle, WA: Bill & Melinda Gates Foundation.