

Evidence 2023.4.1.5: Supervisors evaluation of completers

Evidence Overview

The 2023.4.1.5 evidence in focus pertains to graduates in the private sector who provided evidence from their supervisors' evaluations. This evidence demonstrates the effectiveness of these graduates as teachers in the classroom. The Department of Education has established regulations that outline the main elements for evaluating teachers and their categories, as indicated in Evidence 2023.4.1.4. The graduates' performance as teachers has been evaluated based on these regulations, and the data suggests a high level of competence among them. This evidence highlights that graduates from the private sector have provided documentation and evaluations that affirm their effectiveness in teaching and learning. It contributes to a broader understanding of the graduates' teaching capabilities and their performance in the classroom setting.

CAEP Standards Alignment

Initial

Advanced

4.1

The Evidence

This evidence shows a high level of competence among our graduates, demonstrating their effectiveness in teaching and learning.



**ASSESSMENT OF THE TEACHER - TEACHER OCCUPATIONAL THAT OFFERS COURSES NOT LEADING TO INSTRUMENT
CERTIFICATES ASSESSMENT**

YEAR SCHOOL: 2022- 2023

VISIT: TRAINING 2

| | |
|--|--|
| Evaluated: | [REDACTED] |
| Number of Kronos: | 165964 |
| Evaluator: | GERMIN BAEZ VELEZ |
| School: | [REDACTED] |
| Municipality: | YAUCO |
| Educational region: | PONCE |
| Date and hour of the visit: | Thursday, fifteen of December of 2022 10:50 a.m. |
| Time of the visit (minutes): | 60 |
| Status of the position: | TRANSIENT ELIGIBLE |
| Category of the position: | [REDACTED] |
| Years of experience in the DE: | 1 |
| Years of experience in the subject that teaches: | 1 |
| Amount of students of special education in the observed group: | 3 |
| Decision of the evaluated: | Accepted |
| Resolution of discussion: | N/A |



Instructions:

Through a visit of observation, the evaluator will answer who the teacher occupational meets with the functions and responsibilities of the regulations of his position. The evaluator will place in the pigeonholed a “C” (it is observed that it complies), “CP” (it is observed that complies partially) either a “NC” (it is observed that Fails), according to correspond of agreement with the observation performed. The director will make a mark of comparison (✓) in the pigeonholed [its observed that complies (C) /its observe that complies partially (CP) / its observed that does not complies (NC)] that correspond his answer according to the observation performed.

| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen ded support |
|-----------|--|--|--|---------------------------|-------------|--|-------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Planning | 1. Shows processes of planning of the teaching aligned, progressive and coherent with the official curriculum (standards and expectations) and the Educational Program Individualized (PEI) current and uses a model of plan (in paper either digital) that Corresponds to the ítems of the template (“template”) according to the model that provides the Department of Education of Puerto Rico (DEPR) for use during the year school. | Does not apply | It is observed that meets complies | | 0.50 | Verify standards and expectations and indicators of the program. | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen ded support |
|-----------|--|--|--|---------------------------|----------------|----------------------|-------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Planning | 2. Evidence the use of one or more of the strategies contemplated in the Design of School Excellence (DEE) according to the DEPR goals : <ul style="list-style-type: none"> • Learning Based in Projects (ABP or PBL) • Instruction Differentiated • Use of the Technology (In agreement with the resources available at school or the situation of learning require it.) • other complementary strategies based in evidence (Specify in it area of comments.) | Does not apply | Its observed that complies | | 1.00 | Use of technology | |
| | 3. In the process of planning, is evident the use and the analysis of the data of the use academic to implement the taking of decisions based on data for lead the teaching. Examples of the data used includes, but is not limit to: <ul style="list-style-type: none"> • GOAL PR or alternate META PR • Previous evaluations • pre and posttest • diagnostics • observations of the students, reteaching or investigations | Does not apply | Its observed that complies | | 1.00 | Previous evaluations | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen ded support |
|---|--|--|--|---------------------------|-------------|------------------------|-------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Planning | 4. In the process of planning, is evident the use of teaching resources available on the DEPR platforms (Planning in line, Library digital, DE digital) digitized, in line or created by he teacher in media digital or on paper. | Does not apply | Its observed that complies | | 1.00 | Created by the teacher | |
| Process of Teaching and Learning | 5. The process of teaching and learning is organized in a way that its observed the use of practices of differentiated instruction , such as: <ul style="list-style-type: none"> • individualization • group (peers / groups) • skill centers/ technological • others, specify in the area of comments | Does not apply | Its observed that complies | | 1.00 | | |
| | 6. Creates or encourages a atmosphere of respect, tolerance and empathy that provides security and structure to the learning of the students. | Does not apply | Its observed that complies | | 1.00 | | |
| | 7. Presents in a written or oral way the standard, the skill, the objective and the theme to which respond the class of the day (Montessori Program, presentations of classes). | Does not apply | Its observed that complies | | 1.00 | | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommened support |
|----------------------------------|---|--|--|---------------------------|-------------|----------|--------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Process of Teaching and Learning | <p>8. Its conducted the stage of start of the process of teaching of manner sequential and logic, and its observed that makes activities introduction , motivation either of prior knowledge , that include, but does not limit to:</p> <ul style="list-style-type: none"> • introduce the theme and the objectives of day • review of the previous class • introduction to the issue either concept • rain of ideas for explore knowledge about the issue or concept • use of audiovisual resources (analogues either digital) that serve to visualize he issue and to motivate. • others activities (Specify in he area of comments.) | Does not apply | Its observed that complies | | 1.00 | | |



| | | | | | | | |
|--|---|-----------------------|---|--|-------------|--|--|
| <p>Process of Teaching and Learning</p> | <p>9. Its conducted the stage of development of process of teaching of manner sequential and logic, and its observed that makes activities, development and consolidation, that include, but does not limit to:</p> <ul style="list-style-type: none"> • exposure of the theme/ mini lesson • reteaching of theme or concept • job in groups cooperative or collaborative • use of audiovisual resources (analogues or digital) that serve to present a concept or idea, focus a concept or idea and their interrelationships, order concepts or ideas, clarify some aspect about the concept or idea, visualize possible results, among others • demonstrations and simulations • jobs from laboratory • rain of ideas for find creative solutions to problems planted or visualized various points of view in view of a same fact or situation. • follow-up to the learning of the students when providing feedback and give follow-up to progress. • use of guide tools (such as exercises, activities, readings, documents, or others) for the student to work in a autonomous way • others activities (Specify in the area of comments.) | <p>Does not apply</p> | <p>Its observed that partially complies</p> | | <p>0.50</p> | <p>It was not paired with planning</p> | |
|--|---|-----------------------|---|--|-------------|--|--|



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen ded support |
|----------------------------------|---|--|--|---------------------------|-------------|-----------------------------------|-------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Process of Teaching and Learning | 10. Is conducted the stage of the closing process of teaching of manner sequential and logic, and its observed that makes activities of application, extension either recapitulation, that include, but does not limit to: <ul style="list-style-type: none"> summary or synthesis of the class (teacher, student, teacher - student) Collaborative recount (teacher – student, student - student) of the outstanding points of the lesson activities either exercise of application (assessment formative) activities of auto evaluation of the student or of assessment between peers (co-evaluation) activities where each student expose what was learned using various means of expression. others activities (Specify in the area of comments.) | Does not apply | Its observed that partially complies | | 0.50 | It was not paired with planning . | |
| | 11. Offers clear and precise instructions when imparting the lesson or presentation of the activities of the day. | Does not apply | Its observed that complies | | 1.00 | | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen- ded support |
|----------------------------------|---|--|--|---------------------------|-------------|-------------------------------------|--------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Process of Teaching and Learning | 12. Encourages the stake of the student and develop activities based in the official resume (standards and expectations), promoting the order and the thought critic leaving of the experience of these; and has flexibility and ability of answers in view of the needs of the students. | Does not apply | Its observed that complies | | 1.00 | | |
| | 13. Structure and facilitates the stake of the students using techniques and activities for that the most have chance to get involved in the specific activities contained in the day. For example: <ul style="list-style-type: none"> • formulation of questions • job collaborative or cooperative • discussion socialized • question cards / answers • others (Specify in the area of comments.) | Does not apply | Its observed that complies | | 1.00 | | |
| | 14. Connect the lesson, according to the situation learning it require, with other areas, subjects, themes, or special projects and innovative, including it that are developed using strategies based in evidence like the Learning Based in Projects o Integration technological, between others. | Does not apply | Its observed that complies | | 1.00 | Integra with The matter of Science. | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommened support |
|----------------------------------|---|--|--|---------------------------|-------------|---------------------------------|--------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Process of Teaching and Learning | 15. Provide accommodations or modifications for attend the needs individual of the students of education special, gifted, apprentices of the Spanish and immigrants and those contemplated in Section 504. | Does not apply | Its observed that complies | | 1.00 | Evidence student accommodations | |
| | 16. Promotes the use of the technology, in accordance with the resources available in the school and the situation of learning require it (either it is required), to through of different tools such as: <ul style="list-style-type: none"> • board electronics • use of scheduled • videos • center of computers • Applications • resources of the library school or digital • planning in line • others (Specify in the area of comments.) | Does not apply | Its observed that complies | | 1.00 | Electronic whiteboard videos | |
| | 17. Maximize the time of instruction service of the learning to through efficient transitions, routines of management or interventions and behavioral supports that disciplines or favors the positive behavior of the students. | Does not apply | Its observed that complies | | 1.00 | | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen- ded support |
|-----------|--|--|--|---------------------------|-------------|------------------------------------|--------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Learning | 18. Develop activities for that the students reflect about his learning (metacognition) during the lesson of the day fit oral or written (for Montessori and Early Childhood be to the final of their presentations) such as: <ul style="list-style-type: none"> • inventory of it learned • card of annotations • section of questions and answers • complete sentences • synthesis or summary (individual or collaborative) • look retrospective of it learned • use of schemes (tables, charts, diagrams, graphic organizers , among others) • self appraisal and co-evaluation (assessment of his own learning or evaluation between peers to base of the criteria established to let them go deeper the comprehension of the progression toward the goals Learning). • others (Specify in the area of comments.) | Does not apply | Its observed that complies | | 1.00 | | |
| | 19. Makes activities, tasks, techniques from "assessment" and process of consonant evaluation with the goals of the class as planned. | Does not apply | Its observed that partially complies | | 0.50 | No they are paired with planning . | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen ded support |
|-----------|--|--|--|---------------------------|-------------|--|-------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Learning | 20. Explain to the students the instruments of assessment and his purpose. Discuss the evaluation criteria, such as: <ul style="list-style-type: none"> • rubrics • techniques of "assessment" • evidence • special projects or innovative others (Specify in the area of comments.) | Does not apply | Its observed that complies | | 1.00 | Its evidence in it record. | |
| | 21. Build instruments of evaluation (exams, short tests, among others) that reflects a balance between the time dedicated to the teaching of the content, the amount of items and the progression by the levels thinking . | Does not apply | Its observed that partially complies | | 0.50 | Only was observed a exam and a job special. | |
| | 22. Identify, creates, disseminate and uses criteria and instruments of evaluation (diagnostic, formative, summative) aligned to the standards of content of the subject and degree for monitor and assess to it long weather the goals of the learning. | Does not apply | Its observed that complies | | 1.00 | | |
| | 23. Discuss with their students and parents and caregivers the findings and results of their timely evaluations , according to the current regulations , for a process thoughtful and of re-teaching. | Does not apply | Its observed that partially complies | | 0.50 | Its evidence with the students, does not present evidence impact to parents. | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommen ded support |
|-------------------|--|--|--|---------------------------|-------------|---------------------------------|-------------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Area occupational | 24. Integrates in his lounge of class the strategies based in evidence contained in the section 12 of the law 85- 2018 directed to educational and occupational experiences. | Does not apply | Its observed that complies | | 1.00 | | |
| | 25. Evidence and presents all the documentation that meets with the participation of their students in competitions occupational (sheet of inscription fully completed, documents, photos, achievements, awards). | Does not apply | Does not apply | | 0.00 | | |
| | 26. Maintains asset his chapter student and collaborate affiliating the total of students from his program. | Does not apply | Its observed that complies | | 1.00 | The initiation this in process. | |
| | 27. Evidence the divulgation of the Programs of education occupational and guarantees inclusion of the section 131 of the Law Karl D. Perkins and the titles of civil rights under the protection of the law federal. | Does not apply | Its observed that complies | | 1.00 | | |
| | 28. The participants count with the authorization written of their parents and the certification of these that they not suffer of some condition of health that can affect them during his stake in the activities of the program. | Does not apply | Does not apply | | 0.00 | | |
| | 29. Evidence of the development of targeted strategies to the occupational exploration (activities, conferences, competitions, laboratories, demonstrations, etc.). | Does not apply | Its observed that complies | | 1.00 | | |



| Dimension | Premises | Training 1 First Visit | Training 2 Second Visit | Summative Third Visit | Total score | Comments | Recommened support |
|------------------------|--|--|--|---------------------------|-----------------------------|----------|--------------------|
| | | c = .5 pts. CP = 0.25 pts. NC = 0 pts. | c = 1 pts. CP = 0.5 pts. NC = 0 pts. | c = 2 pts. NC = 0 pts. | | | |
| Area occupational | 30. Recognize the stake of the students for their performances. (Occupational month, day of Achievements, Student Day , among others). | Does not apply | Its observed that complies | | 1.00 | | |
| | 31. Makes a report of achievements of the program to the director of school. | Does not apply | Does not apply | | 0.00 | | |
| | 32. Evidence a method of annual evaluation with the end of improve occupational offers are not leading to certificate. | Does not apply | Does not apply | | 0.00 | | |
| | 33. Develop and implements the STEM strategy inside of all academic-occupational experience of the student. | Does not apply | Its observed that complies | | 1.00 | | |
| | 34. Evidence his attendance to the meetings of the program occupational to the that belongs. | Does not apply | Its observed that complies | | 1.00 | | |
| | 35. Participate in related activities to the organization student (initiation, skills, development leadership , conventions, among other). | Does not apply | Its observed that complies | | 1.00 | | |
| Punctuation | | | 28.00/31.00 = 90.32% | | 28.00/31.00 = 90.32% | | |
| Execution level | | | Copy | | Copy | | |



Comments:

Strengths demonstrated

Shows strengths in the process.

Areas of challenge to improve

Planning chord with the class.

Only noticed a exam and a job special.

Its evidence with the students, No presents evidence of impact to parents.

Recommendation of Actions specific for see in the next visit

Planning, evaluations and area occupational.

Comments additional

I congratulate you for your commitment with the education of the students and the program.



Name of the evaluated

Wednesday, January 25 2023 11:50 am

Date

GERMIN BAEZ VELEZ

Name of the evaluator

Wednesday, January 25 2023 11:50 am

Date