
Evidence 2023.4.1.1: Interview Protocol to Evaluate Teacher Performance and Satisfaction of the School Director

Evidence Overview

This document outlines the key elements of a successful assessment interview, emphasizing the importance of careful preparation by both the teacher and the interviewer. It highlights the need for training all interviewers and teachers on the interview protocol and scoring scale before conducting interviews. The training time should be dedicated to specific examples or interview scenarios and determining scores based on the presented data. Administrative procedures should be in place to facilitate the interview process.

The responsibilities of the interviewer include scheduling the interview, identifying an appropriate location, providing the teacher with interview questions, norms, and procedures, and allowing the teacher an opportunity to ask questions for clarification of expectations. On the other hand, the teacher is responsible for asking questions to clarify any expectations or procedures and organizing materials before the interviews. It is emphasized that teachers should rely on existing documents and not have to develop new materials for the interview, similarly to the director.

The ultimate goal of this assessment is to evaluate how well the Teacher Preparation Program (EPP) at the University of Puerto Rico in Mayagüez is working in terms of how its preparation contributes to teachers' performance and whether any issues exist. The assessment aims to provide recommendations to UPRM on how to improve the program if necessary.

CAEP Standards Alignment

Initial	Advanced
4.1	

The Evidence

This evidence outlines the preparation and responsibilities of both interviewers and teachers for a successful assessment interview aimed at evaluating the effectiveness of the Teacher Preparation Program at the University of Puerto Rico in Mayagüez and making recommendations for improvement.

(4.4.1) - Interview Protocol to Evaluate Teacher Performance and satisfaction of the school director

Development of Interview Protocol, validity and reliability studies based on a reference framework:

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

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

A successful assessment interview is the result of careful preparation on the part of the teacher and the interviewer. All interviewers and teachers should be trained on the interview protocol and rating scale before conducting an interview. Training time should be dedicated to specific examples or interview scenarios and associated scoring determination based on the data presented. Administration procedures should help facilitate the implementation of the interview process. The interviewer is responsible for: (a) scheduling the interview; (b) identify a location to conduct the interview; (c) provide the teacher with a copy of the interview questions, policies and procedures; And (d) provide 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) organize the material before the interviews. The teacher should draw on documents that are actually in use and should not have to develop new materials for the interview. Likewise, the director.

The INTERVIEWER tells the TEACHER:

(Welcome.) Thank you for agreeing to take the time to speak with us today. This interview is part of the Self-Study of the Teacher Preparation Program of the University of Puerto Rico in Mayagüez (PPM). Your responses will be used to help us understand how the Teacher Preparation Program is working and will help us improve the preparation of future teachers.

(Objective of the interview) The objective of the evaluation is to understand how well the Teacher Preparation Program (PPM) of the University of Puerto Rico at Mayagüez is working in terms of how your preparation helps your performance and if you feel that there are If there is a problem with it, make recommendations to UPRM on how it could be improved.

(Confirm the confidentiality of responses.) Your responses will be kept strictly confidential to the extent permitted by law and no individual response or the name of your school will be revealed to anyone, including the evaluation team. We will report the interview findings in group summaries. Additionally, your answers will not be given to your supervisor, other coworkers in your school system, UPRM, or anyone else.

(Time.) We anticipate that it will take approximately one hour to complete this interview and discuss other collaborations between you and the PPM program. Do you have any question?

Instructions for interviewers: (After you and the teacher reach an agreement, proceed to the following.) To learn about the general experiences of a PPM-UPRM alumni teacher, you can ask the following questions:

Guiding questions for graduates

- I. How does the PPM measure satisfaction regarding its preparation according to its perception of the graduates?
 - A. Based on your experience, what are the strengths of the training you received from PPM? And the weak points.
 - B. How you were prepared in the PPM or Program to differentiate instruction to meet the diverse needs of all students?
 - C. How you serve special populations and how it encourages inclusion in the classroom?

- II. How the PPM ensures instruments or methods to obtain specific responses to the IR criteria (student – learner, knowledge and content, instructional practice, professional responsibility and technology).
 - A. How the PPM helped you develop a deep and flexible understanding of your content area and apply the knowledge in real-world settings?
 - B. To what extent your PPM education prepared you to use and integrate technology in your work with students, including online teaching?
 - C. There is some aspect of technology that you do not feel prepared to use in your work?
 - D. What aspects of teacher training did the PPM prepare you to be successful?
 1. What instructional strategies taught and learning at the PPM have you found to be effective in impacting your students' learning and what strategies instructions could have been covered?
 2. What assessment strategies taught in PPM have you found to be effective in assessing student learning and what additional strategies could have been covered?
 3. What classroom management strategies did you learn from PPM that helped prepare you to be successful as a teacher and what additional strategies could have been covered?
 4. How your students have performed on the pre- and post-tests you have administered? (Show me proof)
 5. How the teaching-learning process reflects the integration of the family and the community? (Provide examples: community projects, general activities
 6. extracurriculars, community services, etc.)

Guiding questions for Employer (School Principals)

1. What competencies do graduated teachers demonstrate that exemplify their preparation?
2. How does the graduate integrate the family and the community in the teaching-learning process? Provide examples of activities that you are aware of that teachers who graduated from UPR RUM do to integrate the family and the community.
3. What type of technology skills does the teacher use in the classroom? Including online teaching.
4. How do graduate teachers exemplify addressing aspects of diversity and inclusion in their classroom?
5. How does the teacher align classroom instruction with social aspects, gender, ethnicity, among others?
6. What activities does the teacher carry out for his or her professional growth and development (Present examples such as: takes professional development workshops, is part of the teaching career, aspires to another academic degree, knows and exemplifies professional standards)
7. How satisfied are you with the teacher's practices for the benefit of the students' teaching-learning process? Example: uses varied strategies, adjusts teaching to the needs of the students, uses various forms of assessment or evaluation, knows the accommodations of students with special needs and puts them into practice.
8. In your opinion, what three competencies and experiences are desirable for graduated teachers to be successful?
9. In your opinion, what are the three strengths that RUM graduates have?
10. Finally: What professional development needs do you think teachers should have?
11. What criteria do you use for teacher evaluation? You can present evidence.

Thank you very much for your valuable time and input to improve the PPM experience and processes!



PROGRAMA DE PREPARACIÓN DE MAESTROS

TABLE II. Scoring rubric for evaluating interview protocol

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



AGREEMENT BETWEEN GRADUATE TEACHERS AND THE TEACHER PREPARATION PROGRAM

Date: October 19, 2023

Name of Graduate Teacher: _____

Email Address: _____

Phone Number: _____

Dr. Santiago Méndez Hernández
Director of the Teacher Preparation Program
University of Puerto Rico, Mayagüez Campus Call
Box, 9000, Mayagüez, PR 00681
Telephone: (787) 832-4040, Ext. 2010

Background:

The Graduate Teacher has successfully completed the Teacher Preparation Program (PPM) offered by the University of Puerto Rico, Mayagüez Campus.

Agreements:

1. **Continued collaboration:** The Graduate Teacher commits to collaborating with the Teacher Preparation Program to share their experience and knowledge with current students of the program.
2. **Participation in Events and Seminars:** The Graduate Teacher agrees to participate in events, seminars or talks organized by the Teacher Preparation Program to share their professional career and provide guidance to students.
3. **Mentoring:** The Graduate Teacher offers himself as a mentor for current students of the program who can benefit from his experience and advice.
4. **Use of Testimonials:** The Teacher Preparation Program has permission to use Testimonials from the Graduate Teacher in promotional materials and on the program website in order to highlight the achievements of the graduates.
5. **Periodic Contact:** Both parties agree to maintain periodic contact to evaluate the effectiveness of this collaboration and discuss possible improvements or changes in joint activities.

Confidentiality:

Both parties agree to maintain the confidentiality of any sensitive information shared during the course of this collaboration.



Agreement Duration:

This agreement will be effective as of the date mentioned above and will remain in effect until modified or terminated by either party upon at least [number of days/months] prior written notice.

Signatures:

Signature of Graduate Teacher: _____

Signature of Program Representative: _____

Date: _____



AGREEMENT BETWEEN SCHOOL DIRECTORS AND THE PREPARATION PROGRAM

Date: October 19, 2023

School Principal Name: _____

Email Address: _____

Phone Number: _____

Dr. Santiago Méndez Hernández
Director of the Teacher Preparation Program
University of Puerto Rico, Mayagüez Campus Call
Box, 9000, Mayagüez, PR 00681
Telephone: (787) 832-4040, Ext. 2010

Background:

The School Director is an employer of graduates who have successfully completed the teacher preparation program offered by the University of Puerto Rico, Mayagüez Campus.

Agreements:

- 1. Continued Collaboration:** The Director is committed to collaborating with the Teacher Preparation Program to share his or her experience and knowledge with current students in the program.
- 2. Participation in Events and Seminars:** The Director agrees to participate in events, seminars or talks organized by the Teacher Preparation Program to share his/her professional career and provide guidance to students.
- 3. Mentoring:** The Director offers himself as a mentor to current students in the program who may benefit from his experience and advice.
- 4. Use of Testimonials:** The Teacher Preparation Program has permission to use testimonials from the School Director in promotional materials and on the program website in order to highlight the achievements of graduates.
- 5. Periodic Contact:** Both parties agree to maintain periodic contact to evaluate the effectiveness of this collaboration and discuss possible improvements or changes in joint activities.

Confidentiality:

Both parties agree to maintain the confidentiality of any sensitive information shared during the course of this collaboration.



Agreement Duration:

This agreement will be effective as of the date mentioned above and will remain in effect until modified or terminated by either party upon at least one week's prior written notice.

Signatures:

Signature of the school director: _____

Signature of Program Representative: _____

Date: _____

Agenda

Date: October 19, 2023

Location: Sánchez Hidalgo

Room 405-406 (206)

- Welcome – Protocol greeting
- Objective of the meeting – Dr. Grisel Rivera Villafañe
- General work instructions: Carmen Bellido
- Agreements with the Teacher Preparation Program
- Complete the instrument or questionnaire online in the computer room (406)
- Participation and division of focus groups:
 - School director or superintendent: Dr. Santiago Méndez and Carmen Bellido
 - Graduate or alumni teachers: Dr. Janitza Saavedra and Dr. Grisel Rivera
- Share with snacks