



University of Puerto Rico
Mayagüez Campus Deanship
of Academic Affairs



TEACHER PREPARATION PROGRAM

(4.4.1) - Interview Protocol to Evaluate Teacher Performance and School Principal Satisfaction

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

A successful assessment interview is the result of careful preparation by the teacher and the interviewer. All interviewers and teachers should receive training on the interview protocol and the rating scale before conducting an interview. Training time should be devoted to specific examples or interview scenarios and the associated scoring determination based on the data presented. Administration procedures should help facilitate implementation of the interview process. The interviewer is responsible for: (a) scheduling the interview; (b) identifying a location to conduct the interview; (c) providing the teacher with a copy of the interview questions, policies, 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 materials prior to interviews. The teacher should draw on documents that are actually in use and should not have to develop new interview materials. The principal is also responsible for:

The INTERVIEWER says to the TEACHER:

(Welcome.) Thank you for taking the time to speak with us today. This interview is part of the Self-Study of the Teacher Preparation Program at the University of Puerto Rico at Mayagüez (PPM). Your answers 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 its preparation helps its performance and if it feels that there is any problem with it, to make recommendations to the UPRM on how it could be improved.

(Confirm the confidentiality of the answers.) 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. In addition, your responses 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 further collaborations between you and the PPM program. Do you have any questions?

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Instructions for Interviewers: (After you and the teacher have reached an agreement, proceed to the following.) To learn about a PPM-UPRM alumni teacher's general experiences, you can ask the following questions:

Guide questions for graduates

- YO. How does the PPM measure satisfaction with its preparation according to its perception of graduates?
- A. Based on your experience, what are the strengths and weaknesses of the training you received from the PPM?
 - B. How you were prepared in the PPM or Program to differentiate instruction to meet the diverse needs of all students.
 - C. How it serves special populations and how it promotes inclusion in the classroom.
- II. How the PPM ensures instruments or methods to obtain specific responses in the RI 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 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 and learning strategies taught in the PPM have you found to be effective in impacting your students' learning and what instructional strategies 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 the 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 does the teaching-learning process reflect the integration of family and community? (Provide examples: community projects, general extracurricular activities, community service, etc.)

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Employer Guiding Questions (School Principals)

1. What skills do graduating 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 UPR RUM graduate teachers do to integrate the family and the community.
3. What type of technological 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 classrooms?
5. How does the teacher align classroom instruction with social issues, gender, ethnicity, among others?
6. What activities does the teacher carry out for his/her professional growth and development (Give examples such as: taking professional development workshops, being part of the teaching career, aspiring to another academic degree, knowing and exemplifying professional standards)
7. How satisfied are you with the teacher's practices for the benefit of the teaching-learning process of the students? Example: he/she uses varied strategies, adjusts teaching to the needs of the students, uses various forms of assessment or evaluation, knows the accommodations for students with special needs and puts them into practice.
8. In your opinion, what three skills and experiences are desirable for graduating teachers to be successful?
9. In your opinion, what are the three strengths of UPRM graduates?
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 so much for your valuable time and input to improve the PPM experience and processes!

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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.



TEACHER PREPARATION PROGRAM

AGREEMENT BETWEEN GRADUATED TEACHERS AND THE TEACHER PREPARATION PROGRAM

TEACHERS

Date: October 19, 2023

Name of Graduate Teacher: _____ Email _____

Address: _____ Phone Number: _____

Dr. Santiago Mendez Hernandez
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.Ongoing collaboration:**The Graduate Teacher agrees to collaborate 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 Graduate Teacher agrees to participate in events, seminars or talks organized by the Teacher Preparation Program to share his or her professional career and provide guidance to students.
- 3.Mentoring:**The Master Graduate offers to mentor current students in the program who can benefit from his or her experience and advice.
- 4.Use of Testimonials:**The Teacher Preparation Program has permission to use Graduate Teacher testimonials in promotional materials and on the program website to highlight the accomplishments of graduates.
- 5.Periodic Contact:**Both parties agree to maintain regular contact to assess 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.



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TEACHER PREPARATION PROGRAM

Duration of the Agreement:

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

Signatures:

Signature of the Graduate Teacher: _____

Signature of Program Representative: _____

Date: _____



TEACHER PREPARATION PROGRAM

AGREEMENT BETWEEN SCHOOL DIRECTORS AND THE PREPARATION PROGRAM

Date: October 19, 2023

School Principal Name: _____ Email _____
Address: _____ Phone Number: _____

Dr. Santiago Mendez Hernandez
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. Continuous 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 to mentor 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 to highlight the accomplishments of graduates.
- 5. Periodic Contact:** Both parties agree to maintain regular contact to assess 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.



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TEACHER PREPARATION PROGRAM

Duration of the Agreement:

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

Signatures:

School Director's Signature: _____

Signature of Program Representative: _____

Date: _____

TEACHER PREPARATION PROGRAM

Agenda

Date: October 19, 2023 Location:
Sánchez Hidalgo Building
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 instrument or questionnaire online in computer room (406)
- Participation and division of focus groups:
 - School director or superintendent: Dr. Santiago Méndez and Carmen Bellido
 - Graduated teachers or former students: Dr. Janitza Saavedra and Dr. Grisel Rivera
- Sharing with snacks