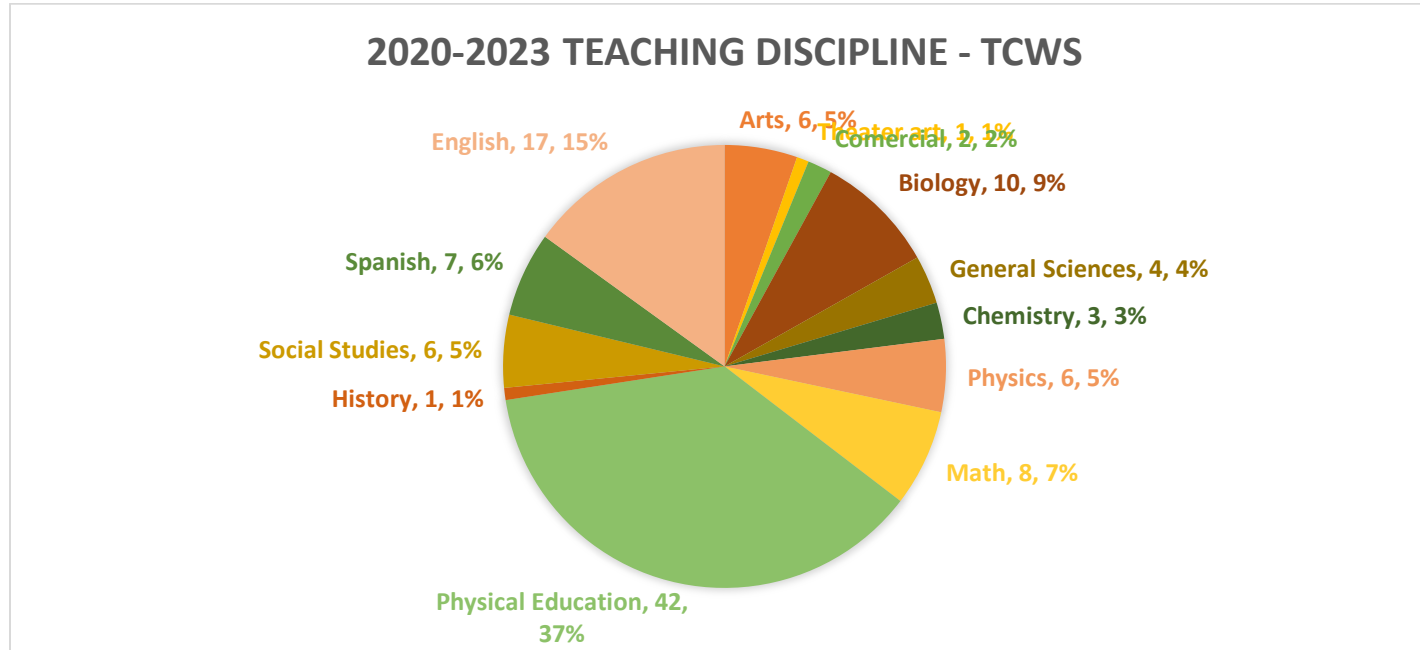
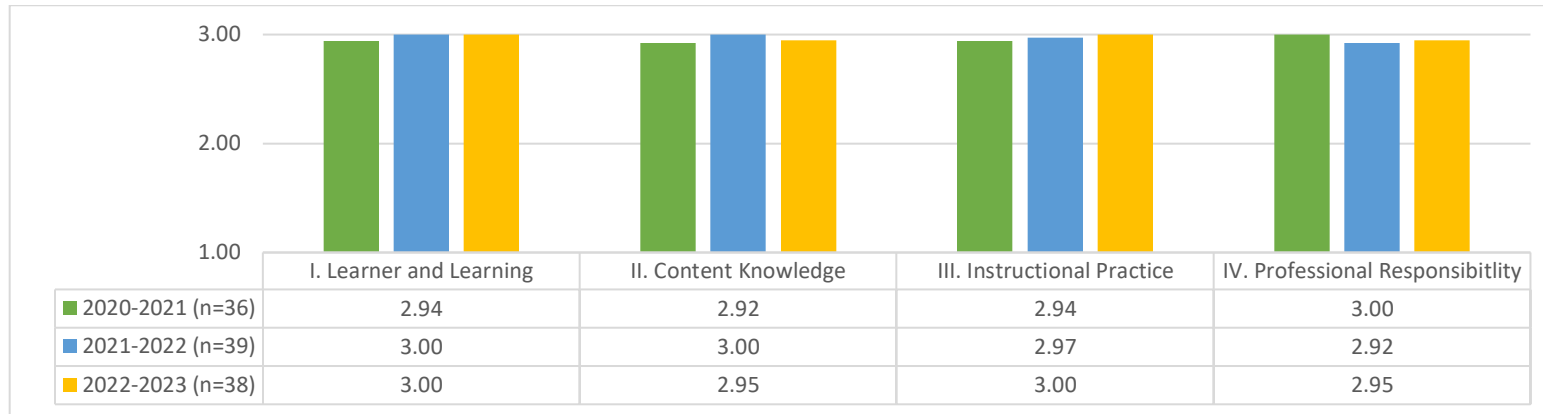


2023.1.1.4 Teacher Candidate Work Sample (TCWS) Data Analysis 2020-2023



| Teaching Discipline of Candidates that did the TCWS | Academic Year | | | Total |
|--|---------------|-----------|-----------|------------|
| | 2020-2021 | 2021-2022 | 2022-2023 | |
| Social Studies / History | 2 | 1 | 4 | 7 |
| English | 5 | 9 | 3 | 17 |
| Sciences [Biology, General Sciences, Chemistry, Physics] | 10 | 6 | 7 | 23 |
| Spanish | 2 | 4 | 1 | 7 |
| Arts / Theater / Commercial | 3 | 2 | 4 | 9 |
| Physical Education | 9 | 14 | 19 | 42 |
| Math | 5 | 3 | 0 | 8 |
| Total | 36 | 39 | 38 | 113 |

Mean scores for ALL teacher candidates in InTASC categories in TCWS (2020–2023)



From 2020-201 to 2022-2023, we collected a sample from 113 candidates in 12 licensure areas where the supervisor completed and submitted the exact version of the Teacher Candidate Work Sample (TCWS) used in Transition Point 4. In the sample, 99% of candidates demonstrate an understanding of the 10 InTASC standards in the four categories: Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. See 2023.1.2 for the Guide to the E-Portfolio with Teacher Candidate Work Sample for a detailed explanation of instructions and the rubric criteria.

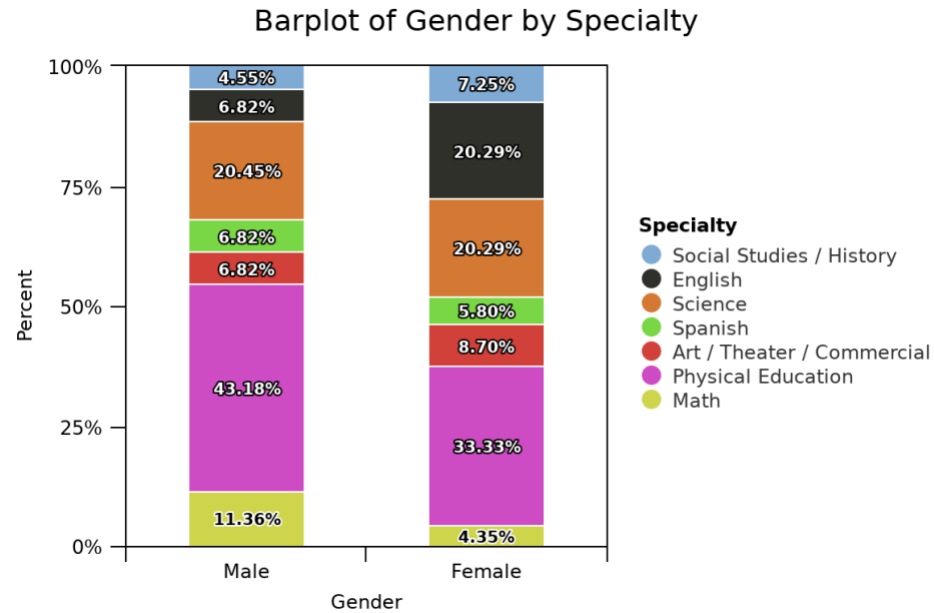
Summary Statistics Table for Interval and Ratio Variables

| Variable | <i>M</i> | <i>SD</i> | <i>n</i> | <i>SE_M</i> | Min | Max | Skewness | Kurtosis |
|--|----------|-----------|----------|-----------------------|-----|-----|----------|----------|
| InTASC I. Learner and Learning | 2.98 | 0.13 | 113 | 0.01 | 2 | 3 | -7.32 | 51.52 |
| InTASC II. Content Knowledge | 2.96 | 0.21 | 113 | 0.02 | 2 | 3 | -4.43 | 17.65 |
| InTASC III. Instructional Practice | 2.96 | 0.21 | 113 | 0.02 | 2 | 3 | -4.43 | 17.65 |
| InTASC IV. Professional Responsibility | 2.97 | 0.16 | 113 | 0.02 | 2 | 3 | -5.89 | 32.69 |

Note. Scale: 3 = Met Criteria 2 = Partially Met Criteria 1 = Do Not Met Criteria

'-' indicates the statistic is undefined due to constant data or an insufficient sample size.

2020 to 2023 Gender and Teaching Discipline in Teaching Practice with a Teacher Candidate Work Sample (TCWS)



The result of the two-tailed independent samples t-test was **not significant** based on an alpha value of .05, $t(111) = -0.32$, indicating the null hypothesis cannot be rejected. This finding suggests the mean of the items for InTASC I Learner and Learning, II Content Knowledge, III Instructional Practice, and IV Professional Responsibility in the Teacher Candidate Work Sample (TCWS) 2020-2023 were not significantly different between the Male and Female categories of Gender. The results are presented in Table A. A detailed analysis of gender differences item by item was conducted, showing no difference in performance by gender on the TCWS from 2020 to 2023 in all discipline or licensure areas.

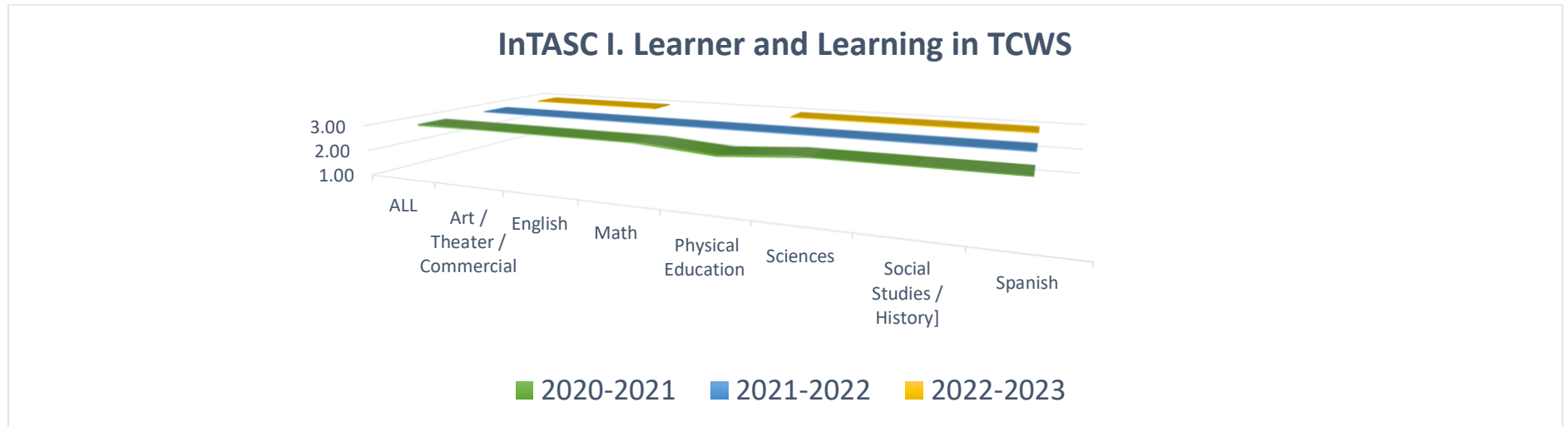
Table A Two-Tailed Independent Samples *t*-Test for for InTASC in the TCWS 2020-2023 by Gender

| Variable (InTASC) | Male | | | Female | | | t | p | d |
|--------------------------------|------|------|----|--------|------|----|-------|------|------|
| | M | SD | n | M | SD | n | | | |
| I Learner and Learning | 2.98 | 0.15 | 44 | 2.99 | 0.12 | 69 | -0.32 | .749 | 0.06 |
| II Content Knowledge | 2.95 | 0.21 | 44 | 2.96 | 0.21 | 69 | -0.05 | .961 | 0.01 |
| III Instructional Practice | 2.93 | 0.25 | 44 | 2.97 | 0.17 | 69 | -0.98 | .328 | 0.18 |
| IV Professional Responsibility | 2.98 | 0.15 | 44 | 2.97 | 0.17 | 69 | 0.20 | .842 | 0.04 |

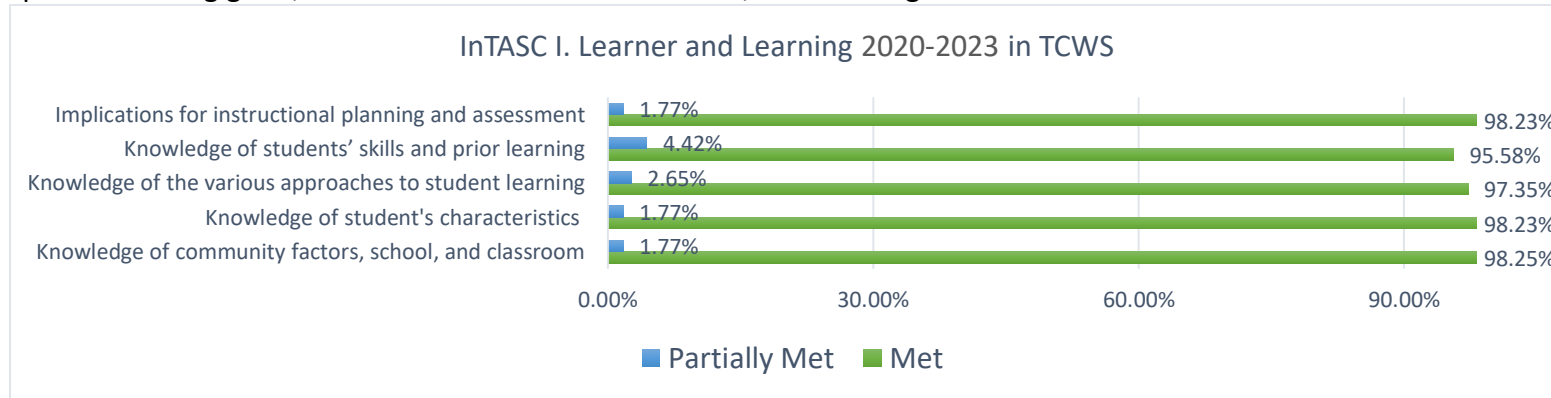
Note. N = 113. Degrees of Freedom for the *t*-statistic = 111. *d* represents Cohen's *d*.

I. InTASC Learner and Learning in TCWS

The following chart compares average UPRM teacher candidates' scores on all aspects of InTASC I. Learner and Learning related to Contextual Factors in the TCWS across discipline areas for the 2020-2021, 2021-2022 & 2022-2023 academic years.

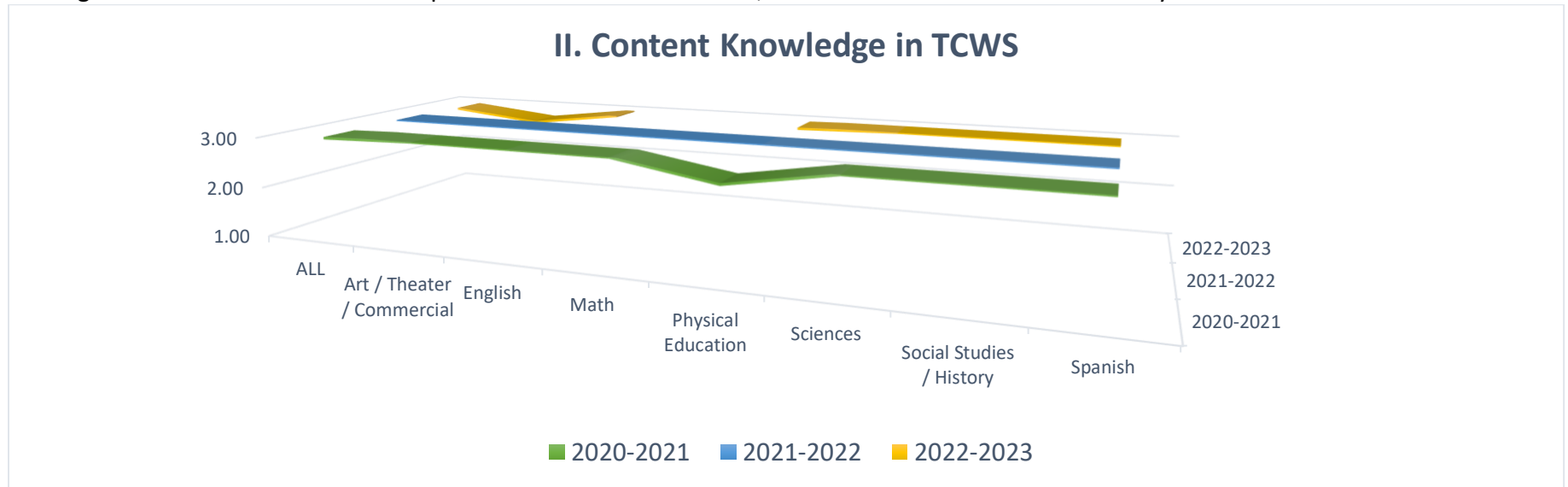


The following chart shows UPRM Teacher Candidate scoring on the TCWS in the five aspects of Learner and Learning related to Contextual Factors over three academic years from 2020 to 2023. With 95.58% to 98.25% scoring the target Met on each of the five criteria in Learner and Learning, UPRM candidates are clearly meeting expectations in this aspect. In the Contextual Factors task the teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

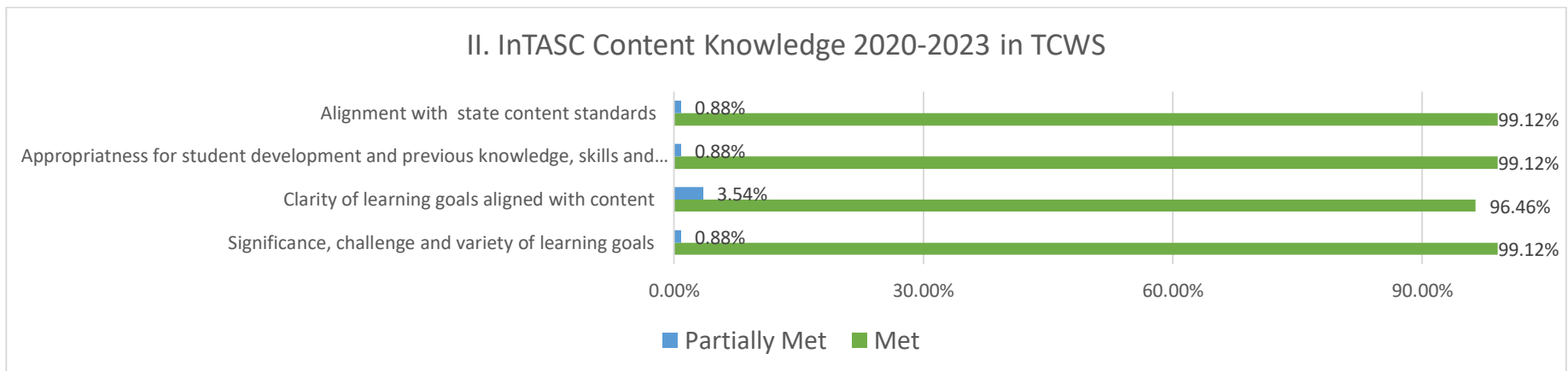


II. InTASC Content Knowledge in TCWS

The following chart compares average UPRM Teacher Candidate's scores on all aspects of the Application of Content Knowledge related to Learning Goals in the TCWS across discipline areas for the 2020-2021, 2021-2022 & 2022-2023 academic years.

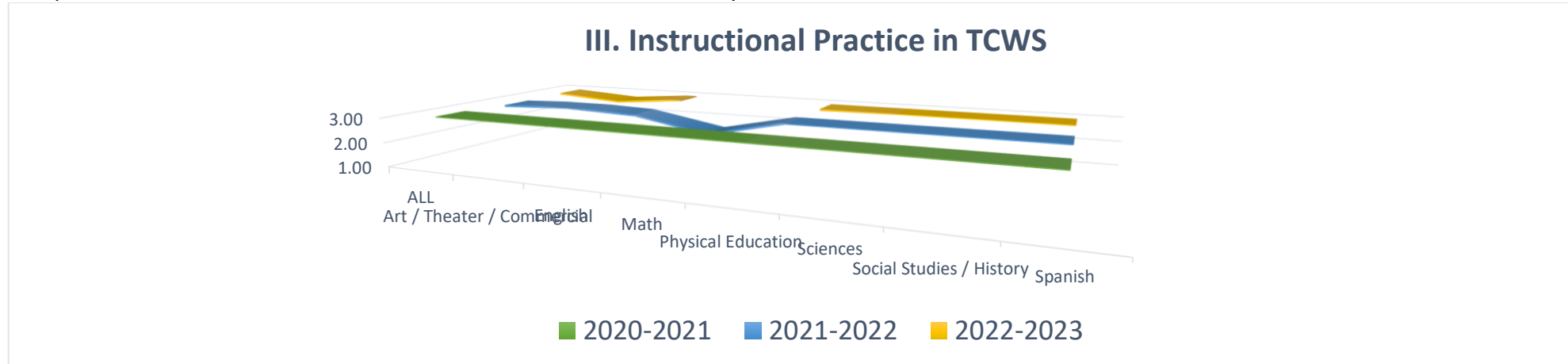


The following chart shows UPRM Teacher Candidate scoring on the TCWS in the four aspects of Content Knowledge related Learning Goals over three academic years from 2020 to 2023. With 96.46% to 99.12% scoring the target Met on each of the four criteria in Content Knowledge, UPRM candidates are clearly meeting expectations in this aspect. In the Content Knowledge task, the teacher candidate sets significant, challenging, varied and appropriate learning goals aligned to the national content standards and expectations for the grade.

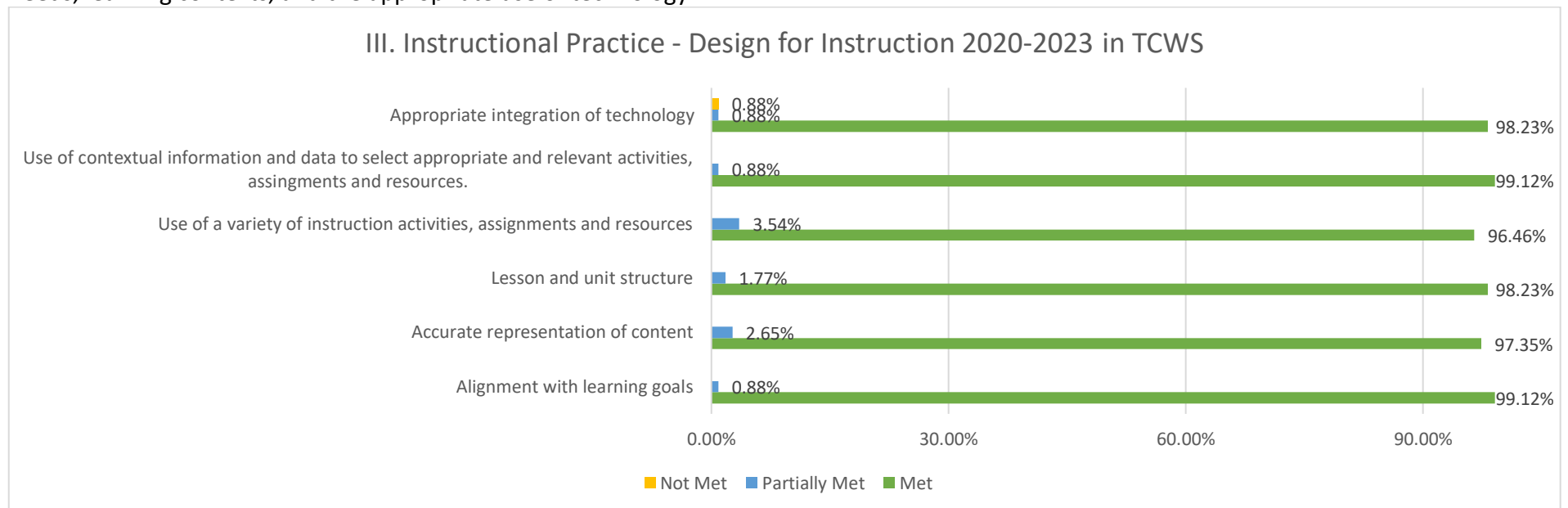


III. InTASC Instructional Practice in TCWS

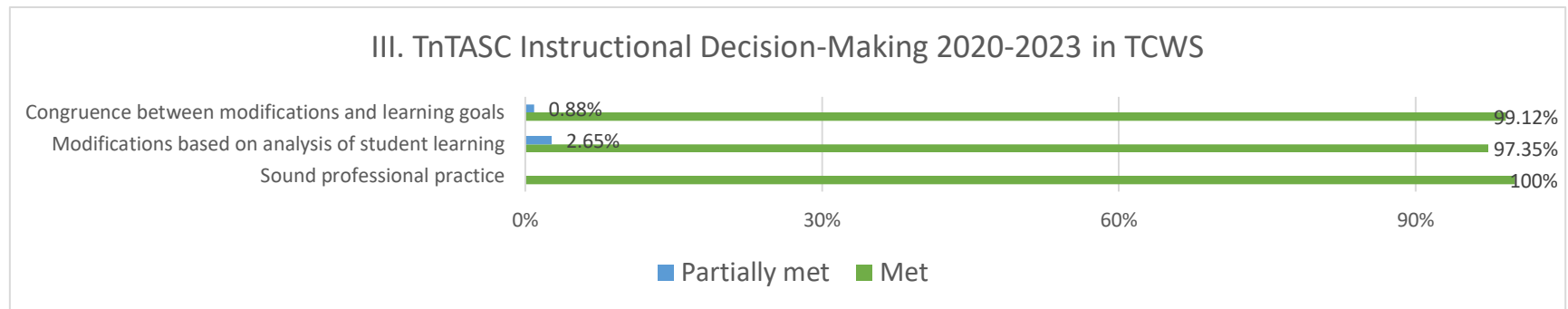
The following chart compares average UPRM Teacher Candidate's scores on all aspects of Instructional Practice in the TCWS across discipline areas for the 2020-2021, 2021-2022 & 2022-2023 academic years.



The following chart shows UPRM Teacher Candidate scoring on the TCWS in the six aspects of Instructional Practice related to Design for Instruction over three academic years from 2020 to 2023. With 96.46% to 99.12% scoring the target Met on each of the six criteria in Design for Instruction, UPRM candidates are meeting expectations in this aspect, with only one student out of 113 not showing appropriate use of technology. In the Design for Instruction task, the teacher candidate designs instruction for specific learning goals, student characteristics and needs, learning contexts, and the appropriate use of technology.

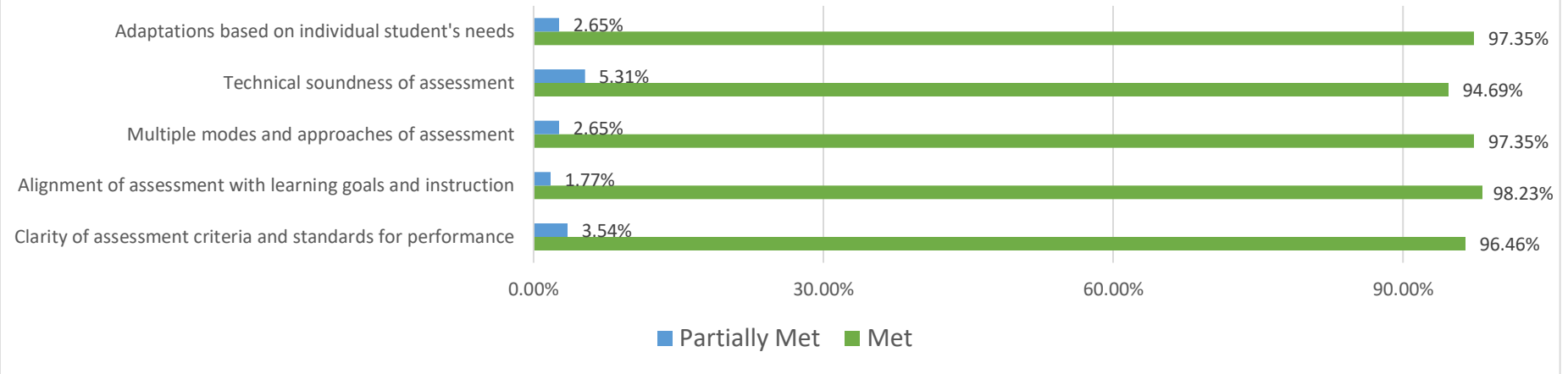


The following chart shows UPRM Teacher Candidate scoring on the TCWS in the three aspects of Instructional Practice related to Instruction Decision-Making over three academic years from 2020 to 2023. With 97.35% to 100% scoring the target Met on the three criteria, UPRM candidates demonstrate consistently acceptable performance regarding Instructional Practice. In the Instructional Decision-Making task, the teacher candidate uses on-going analysis of student learning to make instructional decisions.



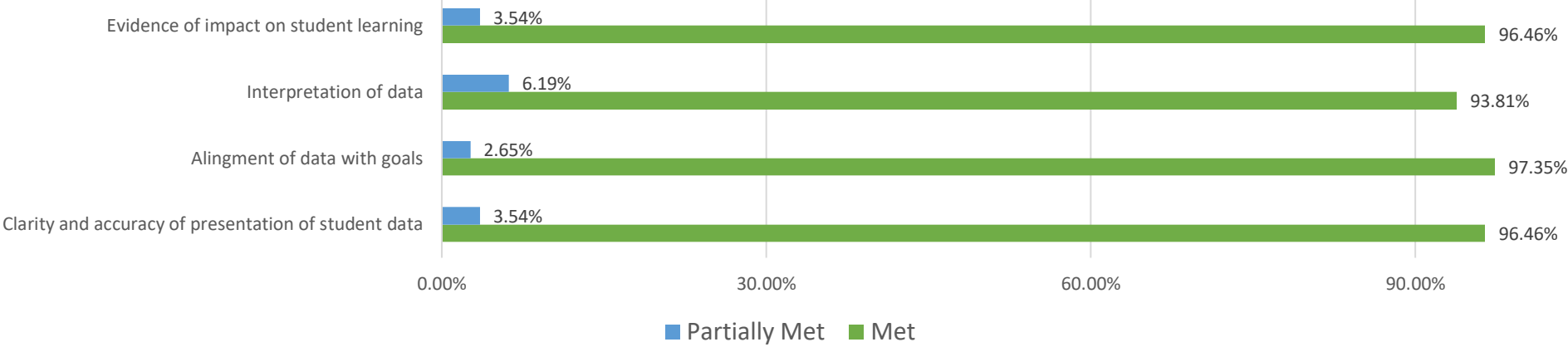
The following chart shows UPRM Teacher Candidate scoring on the TCWS in the five aspects of Instructional Practice related to preparing an Assessment Plan. With 94.69% to 98.23% scoring the target Met on the three criteria, UPRM candidates demonstrate consistently acceptable performance regarding the Assessment Plan. The assessment plan skills were an aspect that the EPP supervisors gave greater attention to after 2017 because the analysis then showed that one out of three candidates scored below the target Met on the technical soundness criteria and one out of five scored below Met on clarity of criteria and performance standards. The result for the last cycle of the self-study showed an improvement in the performance of the candidates in this aspect of the design for instruction. In the Assessment Plan task, the teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

III. InTASC Assessment Plan 2020-2023 in TCWS



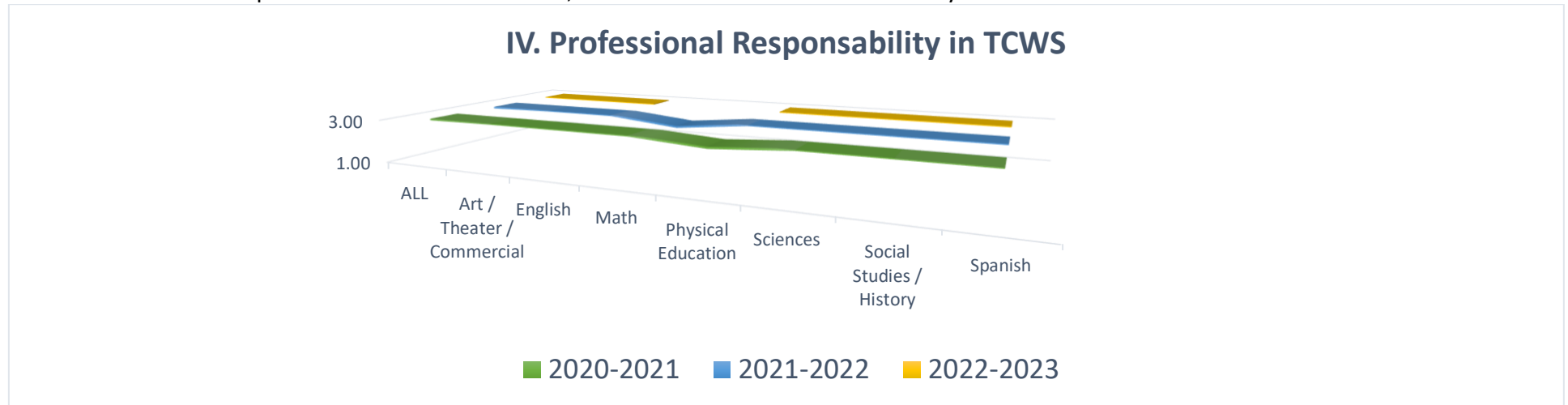
The following chart shows UPRM Teacher Candidate scoring on the TCWS in the four aspects of Instructional Practice related to the Analysis of Student Learning. With 93.81% to 97.35% scoring the target Met on the four criteria, UPRM candidates demonstrate consistently acceptable performance regarding the Analysis of Student Learning. The analysis of student learning skills was an aspect that the EPP supervisors gave greater attention to after 2017 because the analysis then showed that one out of three candidates scored below the target Met on the clarity and accuracy of presentation criteria and one out of five scoring below Met on the interpretation of data. The result for the last cycle of the self-study showed an improvement in the performance of the candidates in this aspect of the design for instruction.

III. InTASC Analysis of Student Learning 2020-2023 in TCWS



IV. InTASC Professional Responsibility in TCWS

The following chart compares average UPRM Teacher Candidate's scores on all aspects of Professional Responsibility as in Self Reflection in the TCWS across discipline areas for the 2020-2021, 2021-2022 & 2022-2023 academic years.



The following chart shows UPRM Teacher Candidate scoring on the TCWS in the five aspects of Professional Responsibility over three academic years from 2020 to 2023. With 96.46% to 99.12% scoring the target Met on each of the five criteria, UPRM candidates meet the expectations in the Teacher Candidate Work Sample. In the Self Reflection task, the teacher candidate analyzes the relationship between his or her instruction and student learning to improve teaching practice.

