



UNIVERSITY OF PUERTO RICO, MAYAGUEZ CAMPUS
DEAN'S OFFICE OF ACADEMIC AFFAIRS
DIVISION OF CONTINUING EDUCATION AND PROFESSIONAL STUDIES
TEACHER PREPARATION PROGRAM



TEACHING PRACTICE MANUAL



DRA. ANA M. LEBRON

Original Document (2007)

DRA. REBECA ORAMA MELENDEZ

Revised Document (2014)

Updated Document (2016)

DR. SANTIAGO MÉNDEZ-HERNÁNDEZ

Updated Document (2024)

TABLE OF CONTENTS

Content Index

	Pag.
Introduction	3
Administrative Staff of the PPM	3
Mision and vision	4
Objectives	4
Transition points for entering and completing the PPM requirements	5-6
Candidate Profile	7
Candidate Responsibilities	8
Candidate Duties	9
Candidate rights	10
Cooperating teacher	11
Cooperating principal	12- 13
University Supervisor	13
Future Teachers Association (EES)	14
Teacher Certification Exam (PCMAS)	15
Supervisor Forms	16-20
Information Sheet	
Travel Report	
School Visit Report	
Final Grade Report	
Practicum Forms	21-32
Unit Plan	
Weekly Guide	
Daily Class Observation	
Methodology Observation	
Absence make-up	
Attendance Sheet	

Introduccion:

As a requirement of the Puerto Rico Department of Education, candidates applying for their Regular Teacher Certification need experience as student teachers in their area of specialty. The Teacher Preparation Program (TPP) provides them with this teaching experience through the student teaching course.

For this practicum to be effective, the teacher candidate must strictly follow the instructions provided by the TPP, the course supervisor, the school principal, and the cooperating teacher.

Below you will find the TPP profile, precise instructions on what needs to be done, and the documents that must be submitted in order to be credited with a minimum of three hundred (300) hours of practice.

Administrative personnel in charge of the TPPEs (Teacher Preparation Program for Secondary Education)

The Teacher Preparation Program is affiliated with the Division of Continuing Education and Professional Studies, which in turn is part of the Dean's Office of Academic Affairs at the Mayagüez Campus. Below is the organizational chart of the Program.

Dean of Academic Affairs

Dra. Nancy Vanessa Vicente

Associate Dean of Academic Affairs

Prof. Silvestre Colón

Director PPM

Dr. Santiago Méndez-Hernández

Student Affairs Officer

Prof. Ismael Acosta

Administrative Secretary

Officer Administrative

Sra. Grisel Botti

Full-Time professors PPM

Dra. Carmen Bellido
Dr. Santiago Méndez
Dra. Grisel Rivera

Dr. José Ferrer
Dra. Janette Ferrer

Misión y Visión del PPMES

Mision

The mission of the Teacher Preparation Program is to serve society by preparing professional educators who are competent specialists in the skills and content of their subject area, and

who also possess social and cultural dispositions with humanistic sensitivity and ethical values.

Vision

The Teacher Preparation Program aims to develop new certifications and graduate programs in accordance with the needs identified by the Puerto Rico Department of Education. It also seeks to maintain recognition from professional associations and accreditation from the relevant agencies.

Objectives

To maintain and achieve our vision and mission, the Teacher Preparation Program continuously works on developing activities that allow us to reach our objectives.

Objective #1:

Promote the Teacher Preparation Program to the population of the Mayagüez Campus (RUM).

Objective # 2:

Provide a curricular sequence for teacher certification in secondary education that aligns with the standards and regulations of the Puerto Rico Department of Education.

Objective #3:

Offer a curricular sequence for teacher certification in secondary education that complies with the standards and regulations of the Puerto Rico Department of Education.

Objective # 4:

Provide a quality curriculum to develop in students the knowledge, skills, and dispositions in the professional competencies that shape a teacher.

Objective # 5:

Participate in the teaching and learning experience (student teaching) where the teacher candidate will be in direct contact with the study, analysis, and identification of the characteristics and needs of secondary school students with the intention of applying mastery of academic competencies and teaching skills.

Objective # 6:

Offer a sequence designed to update and strengthen the knowledge and skills of professional educators as the needs of our country and the rest of the world change.

Transition points within the PPM

Transition point # 1: Admission to PPM

- a. The interested student must declare their intention to be admitted to the Professional Certification Program in Education by submitting a form to the Registrar's Office during their first or second year of studies at the campus.
- b. The application is evaluated in the TPP in terms of academic progress and GPA. If favorable, the student is scheduled for an interview with the director and/or Student Affairs Officer to determine their disposition toward teaching. The student must have a cumulative and concentration GPA of 3.00 or higher, as reiterated by the TPP (2024), although the Puerto Rico Department of Education no longer requires a GPA for teacher certification (Regulation 9375 of 2022)
- c. Each admitted student, now a candidate, will be assigned a professor from the TPP to serve as a mentor during their time in the Program. Commonly,

this mentor will be the one teaching the course on teaching methodologies in the certification area to which the candidate aspires.

Transition Point #2: Requirement to enroll in the teaching methodologies course

- a. Applications for the teaching methodologies courses will be submitted during the months of January and February, and the deadline for submitting completed applications will be established in the Academic Calendar approved each academic year by the Administrative Board of the campus.
- b. **The Student Affairs Officer of the Program will evaluate each application to determine:**
 1. That each candidate has passed nine (9) or more credits in foundational courses (EDFU 3007, 3012, and 4019), and has passed eighteen (18) credits in their specialty as recommended by the Program.
 2. that the candidate has maintained a GPA of 3.00 or higher for their cumulative, professional, and concentration averages. The Student Affairs Officer assists in monitoring these averages. Applications are sent to the Registrar's Office, which is responsible for notifying the student of their acceptance or rejection into the PPM.
 3. Students who are rejected may request an appointment with the Director and/or Student Affairs Officer of the Program to seek reconsideration or to present new evidence that may assist them in their goal of taking the course.

Transition Point #3: Requirements to enroll in the student teaching course.

4. Applications for the student teaching courses will be submitted during the months of August and September in the first semester, and January and February in the second semester. The deadlines for submitting completed applications will be established in the Academic Calendar approved each academic year by the Administrative Board of the campus.
5. The Student Affairs Officer of the Program will evaluate each application to determine:
 - a. That each candidate has passed nine (9) or more credits in foundational courses (EDFU 3007, 3012, and 4019), has passed the three (3) credits of the teaching methodologies course with a B or higher, and has passed twenty-one (21) credits in their specialty as recommended by the Program.
 - b. That the candidate has maintained a GPA of 3.00 or higher for their cumulative, professional, and concentration averages.
6. Applications are sent to the Registrar's Office, which is responsible for notifying the student of their acceptance or rejection into the course.
7. Students who are rejected may request an appointment with the Director and/or Student Affairs Officer of the Program to seek reconsideration or to present new evidence that may assist them in their goal of taking the course.

Transition Point #4: Completion of Program Requirements.

- a. The candidate completes their Professional Certification in Education when they have finished the following education courses with a GPA of 3.00 or higher: EDFU 3007, EDFU 3012, EDFU 4019, EDES 4006, EDES 4055, EDPE 3077, one methodologies course (EDPE), and one student teaching course (EDPE). The courses may vary according to the concentration; for example, EDUC 5005 is required for candidates seeking certification in science or mathematics.
- b. Additionally, they must have passed the following Department of Education requirement courses with a B or higher: History of Puerto Rico (HIST 3241 or 3242) and History of the United States (HIST 3111 or 3112)
- c. Have completed twenty-one (21) credits in their area of specialty with a GPA of 3.00 or higher.
- d. Have a cumulative GPA of 3.00 or higher

Candidate profile

The goal of the Teacher Preparation Program (TPP) at the Mayagüez Campus is to prepare candidates with the following profile of knowledge, skills, and dispositions.

Knowledge

1. **Possesses content knowledge** - Prepare teachers who understand the central concepts, research tools, and structure of the discipline, so they can provide educational experiences that make the material relevant and important to students. Encourage teachers to seek a deep understanding of their discipline, whether it be natural sciences, social sciences, mathematics, physical education, Spanish, English, health, humanities, business, agriculture, technology, or others.
2. **Possesses pedagogical content knowledge** - Develops knowledge of pedagogical content and a broad understanding of active teaching-learning methodologies that enable the planning of instruction reflecting professional standards and curricular goals.
3. **Possesses knowledge of human development and learning** - Prepare teachers who understand how students develop and learn, in order to provide opportunities that promote their intellectual, social, and personal development, fostering the integration of knowledge in all its manifestations. Prepare teachers who will be consumers of solid research to identify fundamental strategies for fostering academic proficiency.

Skills

1. **Demonstrate critical and creative thinking** - Contribute to the development of free individuals who think reflectively, creatively, and critically, for whom these attributes are important in their professional, social, and personal lives.
2. **Exhibit comprehensive formation – leadership communication skills** - Contribute to the comprehensive formation of the individual by developing their intellectual, emotional, and psychological capacities, as well as their communication and leadership skills, along with ethical and aesthetic values. Prepare teachers to effectively use both verbal and non-verbal communication, as well as technology, to foster active research, collaboration, and support interaction.
3. **Demonstrate community-building skills** - Prepare teachers to foster relationships with their colleagues, parents, and fellow educators in the community to support student learning and well-being by encouraging the development of ethical, civic, moral, and aesthetic values that align with individual and collective needs to achieve a culture of peace and justice.

4. **Assessment of student learning** - Prepare teachers to use formal and informal assessments to provide experiences that contribute to the intellectual, social, and physical development of each student. Use the assessment process to improve the quality and effectiveness of the teaching-learning process.

Dispositions

1. **Demonstrate dispositions of solidarity** - Prepare teachers to face new social and educational challenges and contribute to the improvement of Puerto Rico and the world. Prepare teachers who can promote relationships and provide stability, trust, and affection to enhance students' sense of belonging, self-respect, self-acceptance, and generate a positive climate for learning.

2. **Demonstrate sensitivity to diversity** - Prepare teachers to recognize and value diversity in learning styles, social and cultural experiences, intelligences, and talents. Prepare teachers to respond to this diversity among students with a variety of instructional opportunities that promote the development of critical thinking, problem-solving, and the individual's skills formation.

3. **Demonstrate reflective practice** - Promote that teachers stay informed about educational innovations and foster a commitment to continuous learning in order to meet the technological, educational, scientific, social, and cultural demands of work at a global level. Develop reflective habits to continuously evaluate the effectiveness of classroom practices, which leads to ongoing professional development.

Responsibilities and duties of the candidate

Dress Code

The dress code required for candidates is the same as that required for professionals in any field. The Program has established a uniform to reduce students' clothing expenses. Both men and women may wear the same uniform: a royal blue shirt with the college insignia and black pants. Some women prefer to wear a black skirt. Shoes must be closed-toe, and black is recommended



Identification card

In addition to the uniform, the candidate must carry and display the campus identification while visiting a school. They can obtain it in Office 409 of the Student Center during regular hours. The cost is \$10.00, and to request it, they must bring their enrollment, a photo ID, and the \$10.00 receipt from the Collections Office.

Duties and responsibilities of the candidate

1. Attend punctually at the campus for the professional seminars assigned by the Coordinator of Methodologies and Practices..
2. Attend punctually for four (4) hours daily at their Teaching Center (School) from Monday to Friday, wearing their complete uniform and identification. The minimum hours to be completed during the semester are 180 hours of direct contact with students at the school.
3. Sign daily on the document assigned at the Teaching Center.
4. Attend punctually the weekly meetings with their practice supervisor. A minimum of one hour weekly is required with each intern.
5. Prepare instructional materials, including the unit plan, weekly plans, development activities, and formative and summative assessment activities at least one week in advance so they can be reviewed and approved by the Cooperating Teacher and the supervisor.
6. Prepare adequately to deliver their daily class.
7. Respect the differences that may exist between themselves and their students.
8. Recognize individual differences in their classroom and establish appropriate strategies to address them.
9. Attend professional meetings held at the Teaching Center.
10. Keep the Program, the Supervising Professor, the Coordinator of Methodologies and Practices, and/or the Director of the Program informed of any matters related to their role as a teacher intern.
11. Make up for hours missed due to family or health emergencies. Document and sign the replacement of work hours with the Cooperating Teacher and Director of the Teaching Center.
12. Prepare the Electronic Portfolio with Candidate Samples as specified in the rubric of that instrument.
13. Attend and present their achievements at the Closing Activity for Teaching Practice on the date and time agreed upon in the teaching practice calendar.

Documents to be submitted weekly in the PPM

1. The intern must submit the attendance sheet for the Teaching Practice Center each week to the PPM Office, duly signed by the Cooperating Teacher, the Director of the Teaching Center, stamped by the school, and with the signature of the Teaching Practice Supervisor. An electronic link is provided at the beginning of each semester for this purpose. The candidate should ask their University Supervisor.
2. If the intern is absent and makes up for the absence, they must submit the sheet with the corresponding signatures during the week they made up for it

Documents to be submitted to the Teaching Practice Supervisor

1. The electronic portfolio with all its parts completed as established in the teaching practice course.
2. The intern must submit to their supervisor a minimum of three (3) evaluation instruments regarding their performance, duly completed by the Cooperating Teacher.

Candidate Rights

Observations and evaluations from the Cooperating Teacher

The candidate has the right to have their Cooperating Teacher observe their work and evaluate it to provide appropriate recommendations that will help them develop their competencies, skills, and dispositions as a future teacher.

Observation and evaluation visits conducted by the teaching practice supervisor

The candidate has the right to have their teaching practice supervisor visit them during six (6) occasions. These visits may be broken down as follows:

- i. Visit to meet the Director, the Cooperating Teacher, and to understand the assigned class schedule and attendance of the intern.
- ii. Visit to explore how the intern manages and conducts a class.
- iii. Formative evaluative visit to make recommendations.
- iv. Formative evaluative visit to observe if the recommendations were implemented.
- v. Formative evaluative visit without recommendations.
- vi. Final visit for a summative evaluation.

Specific Responsibilities of the Student

1. Attend the Practice Center punctually during the assigned days and times.
2. Complete a minimum of 180 hours of practice throughout the semester.
3. Plan, teach classes, and assess the learning of the students under their responsibility.
4. Maintain ethical and professional conduct at all times. Any act of inappropriate conduct will be addressed according to the Student Regulations of the University of Mayagüez, following the established steps below:
 - a. The Observing Teacher, School Principal, or other school personnel will make a referral if they observe inappropriate conduct by the student teacher.
 - b. The University Supervisor will address the case during the same week, in accordance with the stipulations in the Student Regulations of the University of Mayagüez. Actions may include, but are not limited to:

Meeting with the complainant to assess the severity of the inappropriate conduct.

1. Interview the student teacher to obtain their version of the events.

2. Meeting of the University Supervisor with the Program Director to determine the appropriate disciplinary action, if applicable, as stipulated by the Student Regulations. Sanctions may include anything from a reprimand and behavioral correction to suspension from the Teaching Practicum.
3. Follow-up with the parties involved to ensure the correct implementation of the agreed-upon actions.

Cooperating Teacher

The cooperating teacher has been selected because they are a qualified professional who provides their students with enriching educational experiences.

It is through the preparation, guidance, and knowledge of the cooperating teacher that each teacher candidate experiences an important instructional role in the classroom.

The cooperating teacher sets the working style with the teacher candidate through modeling, mentoring, and support.

Open communication between both is essential when discussing the teacher's expectations, instructional decisions, and evaluating the teacher candidate's performance.

When a cooperating teacher agrees to mentor a teacher candidate, they are making a vital contribution to the future of the teaching profession.

Functions of the Cooperating Teacher

Promote a professional attitude of excellence and exhibit the teacher's professional standards.

Participate in study committees and activities that contribute to their professional improvement, without interrupting or hindering their regular duties as a DEPR teacher.

Be an investigator, reflective, and innovative in the curriculum and teaching strategies; as well as exhibit the characteristics of an educator who follows humanistic and constructivist principles.

Share responsibilities with the principal and the student teaching supervisor in organizing the work program and evaluating the student teacher

The cooperating teacher, in their role of guiding the student teacher, must:

Promote the internalization of the DE's vision and mission for teaching, and guide them on professional standards.

Facilitate and enable their progressive and systematic adaptation to the school environment.

Embrace the cognitive-interactionist paradigm, in which learning occurs in both the student and the teacher, and cooperate in its implementation.

Provide systematic guidance on the application of the principles governing teaching and learning processes, as well as their adaptations or innovations.

Guide them in understanding the current curriculum framework, the subject's standards of excellence, and the professional materials used.

Collaborate with the student teacher in coordinating educational activities that align with new pedagogical approaches and the particular needs of students.

Model instructional techniques adapted to the nature of the subject and the specific needs and levels of the students.

Guide them in the preparation and use of the required records to fulfill their responsibilities.

Provide opportunities for the student teacher to develop initiative in all teaching activities.

Encourage participation in professional meetings and training sessions, both within and outside the Student Teaching Center.

Guide them in understanding and utilizing the services offered by the Student Teaching Center during their period of activities, such as guidance, social work, health, library, technological services, and others.

Provide opportunities for them to observe, plan, teach, evaluate in various ways, and use scientifically-based strategies.

Provide evidence of the student teacher's performance using a variety of resources and authentic assessment tools.

Guide them on current laws, circular letters, and memorandums.

Promote the use of technology, multimedia, and available Internet resources, especially those provided by educational organizations supporting teachers in updating and enriching content across various subjects.

Guide them on the responsibilities and collaboration with parents.

Promote the integration of content across different subjects.

Guide them on respecting diversity and implementing reasonable accommodations.

Director of the Student Teaching Center

This is the official in charge of a school selected as a Student Teaching Center.

They will interpret and apply the official educational policy of the DEPR and the educational institutions they serve.

They will facilitate the procedures for the proper functioning of the Student Teaching Center.

They will participate in the selection of cooperating teachers in collaboration with School Superintendents or their representatives and with the coordinators of student teaching from universities.

They will participate in the placement of student teachers with the coordinators and supervisors according to the conditions at the Student Teaching Center.

They will provide time within the cooperating teacher's schedule for the orientation of the student teacher.

They will prepare the reports required by the DEPR.

They will encourage and facilitate the participation of cooperating teachers in professional activities offered by universities.

They will participate in the planning, organization, and development of professional activities to be carried out at the Student Teaching Centers

The role of principals in relation to administrative aspects consists of:

Properly attending to and following up on the functioning of the Student Teaching Program.

Authorizing the placement of a maximum of two student teachers per cooperating teacher and per university institution per school semester.

Maintaining a file of the Student Teaching Program that includes: a copy of the law, regulations, circular letter and memorandums, information forms on cooperating teachers, a record of the student teachers supervised during the past three years, and letters from institutions requesting permission for students to observe classes.

Being familiar with the documents used for evaluating the work of the student teacher.

Preparing, fully completing, and sending on time (October 31st for the first semester and March 31st for the second semester) the reports required by the DE Student Teaching Program and by the teacher preparation institutions representing the student teachers.

Certifying the number of hours, the student teacher has spent in interaction with students and parents during their teaching practicum. Notifying the student teaching coordinator or supervisor from the universities about possible schedule or operational changes in the school and any situation affecting the student teacher. (DEPR 2012-2013)

Student Teaching Supervisor

This is the professor from the university institution who is responsible for coordinating, guiding, and evaluating the work carried out by the student teacher or any other professional related to teaching

Responsibilities of the Student Teaching Supervisor

The supervisor must make six visits to the Student Teaching Center. The number of visits may vary among teacher candidates, depending on what the Supervisor deems necessary to improve their performance as a practitioner. These visits can be broken down as follows:

1. **Initial Visit:** To introduce themselves and meet the Director, the Cooperating Teacher, and to review the assigned class schedule and attendance of the practitioner.
2. **Class Management Visit:** To explore how the practitioner manages and delivers a class.
3. **Formative Evaluation Visit:** To make recommendations.
4. **Follow-Up Evaluation Visit:** To observe if the recommendations were implemented.
5. **Evaluation Visit Without Recommendations:** To assess without making further recommendations.
6. **Final Visit:** To conduct a summative evaluation.

The supervisor must document each visit using the school attendance sheet, which must be signed by the cooperating teacher. Additionally, they must provide the office of the director with a sheet that evidences their visit to the Student Teaching Center. This sheet will be retained by the Director as evidence of the functioning of the Center and the supervision of the practitioner.

Similarly, they must maintain a record of evidence regarding the performance of the practitioner in the Student Teaching Center and the recommendations provided during school visits as well as at the university. Any formative or summative evaluation conducted for the practitioner must be signed by them. The evaluation instrument must be submitted electronically (maryluz.acevedo@upr.edu) and in paper format to the PPM office.

The supervisor will prepare an updated course syllabus and present it to the practitioner for discussion, detailing the topics to be covered in the weekly meetings held on campus.

They must discuss each part of the rubric for the electronic portfolio that the practitioner will build, as well as the essay on their personal educational philosophy. The electronic address of the portfolio must be included in the grade report submitted at the end of the semester. The supervisor is required to submit the Grade Report and the electronic evaluation evidence by the agreed-upon date in the Administrative Board Calendar of the campus.

Emerging Educators Society (EES)

The Emerging Educators Society (EES) is the official student organization of the PPM. Every student enrolled in the Curriculum Sequence must join it. It is a source of pride to belong to an organization that represents our intention and vocation to become teachers.

Each semester, the organization conducts activities for the development and enjoyment of all future teachers. You can find them on Facebook at: <https://www.facebook.com/ees.rum>.



Teacher Certification Exams (PCMAS)

The state exam, abbreviated as PCMAS, is an additional requirement for obtaining the Regular Teacher Certificate in Puerto Rico under Regulation 9375 of 2022 from the Office of Teacher Certifications of the Department of Education of Puerto Rico. These tests are offered every year in March. Occasionally, they are offered in November; however, it is at the discretion of the PPM to authorize candidates to take the tests. For this, the PPM must ensure beforehand that the candidate is prepared to succeed.

The routine application to request the exam is submitted during the months of January and February at the PPM office. If it is for the occasional administration of the first semester, the application must be submitted before October. Candidates must have completed and passed the professional courses in the fundamentals of education and the course in teaching methodology. Additionally, they must have completed 18 credits in their concentration. The application deadline is important, as there will be an additional cost if submitted past the indicated date. The results are usually available by May.

FORMS FOR STUDENT TEACHING SUPERVISORS



**University of Puerto Rico
Mayagüez Campus
Dean of Academic Affairs
Teacher Preparation Program**



**INFORMATION SHEET
UNIVERSITY SUPERVISORS**

1. Name _____
2. Residential Address _____
3. Mailing Address _____
4. Email Address _____
5. Phone _____ CellPhone _____ Ext. RUM _____
6. Social Security Number _____
7. Degrees Obtained
 - a. Masters _____ Specialization _____
 University _____ Year _____
 - b. PHD _____ Specialization _____
 University _____ Year _____
8. Faculty _____ Department _____
9. Years of experience at RUM ____ Years of experience at PPMES ____ Years of experience DEPR ____
10. Range _____ 11. Permanent in RUM _____
12. Courses Taught at RUM _____

13. Courses Taught in RUM _____



**Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros**



**TRAVEL REPORT OF THE UNIVERSITY SUPERVISOR
STUDENT TEACHING CENTER**

Supervisor Name: _____

Specialization: _____

Month: _____

Type of visit: _____

Candidate	Date	Teaching Center	Schedule	Cooperating Teacher's Signature

I certify that the information presented is correct.

_____ **Name of Student Teaching Supervisor**

_____ **Date**



Universidad de Puerto Rico



**Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros**

Report on Visits to Teacher Practice Centers

I. General Information:

Date:

Schedule: _____ () am () pm

University Supervisor's Name: _____

Teacher Practice Center (school): _____

School District : _____

Candidate's Name : _____

Cooperating Teacher : _____

Subject: _____ Grade level: _____

II. Purpose of the Visit

() Exploratory Visit () Follow-up Visit () Requested Visit

- () Follow-up every two weeks.
- () The teaching-learning process was observed.
- () The administration of an exam was observed.
- () Another educational activity _____

III. Attendance

- () Candidate present () Candidate absent
- () Cooperating Teacher present () Cooperating Teacher absent

IV. Unit : _____

Topic : _____

Supervisor's Signature



Universidad de Puerto Rico



**Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros**

Final Report of Candidates' Averages

A. Cooperating Teacher

Evaluations (3)	Date	Score	Average
1. Follow-up Visist #1	_____	/	= _____
2. Follow-up Visist #2	_____	/	= _____
3. Summative Visist	_____	/	= _____
		Average	= _____
		Average x <u>.40</u> %	= _____
		% assigned by the Cooperating Teacher	

B. University Supervisor (6)

Evaluation	Date	Score	Average
1. Introductory Visist	_____	N/A	
2. Exploratory Visit	_____	N/A	
3. Follow-up Visit	_____	/	= _____
4. Follow-up Visit	_____	/	= _____
5. Follow-up Visit.	_____	/	= _____
6. Summative Visist	_____	/	= _____
7. Electronic Porfolio	_____	/	= _____
8. Other Criteria	_____	/	= _____
		Average x <u>.60</u> %	= _____
		% assigned by the Cooperating Teacher	

C. Suma de Porcientos

- | | | |
|---------------------------------|---|-------|
| 1. From the cooperating teacher | = | _____ |
| 2. % from the Supervisor | = | _____ |
| 3. Total, % (sum 1-2) | = | _____ |
| 4. Final Average | | _____ |
| 5. Final grade | = | _____ |

Student's Signature

Date

University Supervisor's Signature

FORMS FOR PRACTICING STUDENTS



Universidad de Puerto Rico



**Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros**

PLAN DE UNIDAD

Name of the teacher:	Title of the unit:
Duration in weeks:	Date:
Subject:	Grade:
Reforming Strategies:	
Cross-Cutting Themes: a. Cultural Identity ____ b. Civic and Ethical Education ____ c. Education for Peace ____ d. Environmental Education ____ e. Technology and Education ____	Integration of Subjects a. Spanish ____ National Goal Teaching Materials Manual _____ page ____ b. English ____ c. Sciences ____ d. Mathematics ____ e. Arts ____ f. History ____ g. Others _____
Essential Questions	
Objectives of the Unit: a. Transfer and Acquisition for: Science, Mathematics, English, and Spanish b. General for: Social Studies, Business Education, Physical Education, Fine Arts...	



Universidad de Puerto Rico



**Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros**

GUIA SEMANAL DEL DOCENTE

Teacher's Name:	Unit Title:
Week Number:	Date:
Grade:	Subject:
Expected Outcomes: a. Enduring Understanding	
Learning Assessment	
Formative Assessment	Summative Assessment
Learning Plan	
Standards	Expectations and Indicators
Academic Strategy/Strategies: a. Cooperative Learning ____	Levels of Thinking

b. Project-Based Learning ____
 c. Problem-Based Learning ____
 d. ECA (Extracurricular Activities) ____
 e. Learning Cycle ____
 f. Literacy ____
 g. Others: ____

Date

Learning Objectives with Audience, Observable Action, Situation, and Appropriateness

Integrated Concepts from National Goal/Teaching Materials Manual

Daily Learning Activities and Level of Depth

Beginning	Development	Closure

Formative Assessment

Materials		
Assignment		
Preparation	Practice	Elaboration
Differentiated Instruction Strategy		
Reflection on Practice		
Differentiated Instruction Strategies		
Student with Disabilities		
Strategies	Techniques	Activities

Cooperative Teaching ____ Reciprocal Teaching ____ Curricular Adaptations ____ Centers of Interest ____ Starting Points ____ Active Learning ____	Inquiry - I ____ Directed Task ____ Cooperative Work ____ Debate ____ Supervised Study ____	Word Wall ____ Question Sequence ____ Classroom as Gallery ____ Story Acting ____ Inner/Outer Circle ____ Immediate Response ____ Writing Journals ____ Visual Support ____ Outline ____ Continuous Verification Questions ____ Semantic Maps ____ Use of Symbols ____ Task Demonstration ____ Reviews ____ Reading Portfolio ____ Active Learning ____ Focused List ____ Work Centers ____ Puzzles ____ Playful Activities ____ Peer Tutoring ____ Clear and Written Instructions ____ Role Assignment ____ Debates ____ Forums ____ Discussions ____ Simulations ____ Modeling ____ Group Work and Exams ____ Creative Work ____ Reflective Journals ____
--	---	---

SAMPLE OF CANDIDATE TEACHER'S WORK			
	Processes	Standars	Instructions
PRACTICE	Contextual Factors	<i>The teacher uses information about the teaching-learning context and individual</i>	<ul style="list-style-type: none"> ▪ Knowledge of the community, the school, and classroom factors ▪ Knowledge of students' characteristics

SAMPLE OF CANDIDATE TEACHER'S WORK			
	Processes	Standars	Instructions
		<i>differences to establish learning objectives and plan instruction and assessment</i>	<ul style="list-style-type: none"> ▪ Knowledge of students' different learning styles ▪ Knowledge of students' prior knowledge and skills ▪ Implications for instructional planning and assessment
	Learning Goals	<i>The teacher establishes meaningful, challenging, varied, and appropriate learning objectives.</i>	<ul style="list-style-type: none"> ▪ Importance, Challenge, and Variety ▪ Clarity ▪ Suitability for Students ▪ Alignment with Standards
	Assessment Plan	<i>The teacher uses multiple modes and approaches to assess learning before, during, and after the teaching process, aligned with the learning objectives.</i>	<ul style="list-style-type: none"> ▪ Alignment with Learning Goals and Instruction ▪ Clarity of Criteria and Performance Standards ▪ Multiple Modalities and Approaches ▪ Technical Rigor ▪ Adaptations to Students' Individual Needs
	Instructional Design	<i>"The teacher designs instruction for specific learning objectives and for the characteristics and needs of students within the educational context</i>	<ul style="list-style-type: none"> ▪ Alignment with Learning Goals ▪ Accurate Representation of Content ▪ Structure of the Unit and Lesson ▪ Use of a Variety of Instructional Media, Activities, Assignments, and Resources ▪ Utilization of Contextual Information and Data to Select Relevant Activities, Assignments, and Resources ▪ Use of Technology

SAMPLE OF CANDIDATE TEACHER'S WORK				
	Processes	Standars	Instructions	Indicators
PRACTICE COURSE		Decision Making in Teaching	<i>The teacher continuously analyzes student learning to make decisions regarding instruction</i>	<ul style="list-style-type: none"> ▪ Strong Professional Practice ▪ Modifications Based on Student Learning ▪ Consistency Between Modifications and Learning Goals
		Analysis of Student Learning	<i>The teacher uses data and assessment to develop a profile of</i>	<ul style="list-style-type: none"> ▪ Clarity and accuracy of the presentation ▪ Alignment with learning goals

SAMPLE OF CANDIDATE TEACHER'S WORK			
Processes	Standards	Instructions	Indicators
		<i>student learning and to communicate this information regarding progress</i>	<ul style="list-style-type: none"> ▪ Data interpretation ▪ Evidence of impact on student learning
	Reflection and Self-assessment	<i>The teacher reflects on their teaching and on student learning to improve their educational practice.</i>	<ul style="list-style-type: none"> ▪ Interpretation of student learning ▪ Insights into effective instruction and assessment ▪ Alignment between goals, instruction, and assessment ▪ Implications for future teaching ▪ Implications for professional development



Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros



Guía para el desarrollo de la clase

Teacher Candidate _____ Date _____

Cooperating teacher _____ Grade _____ Class _____ Subject _____

Unit _____ Topic _____

Criterion	Yes	No	Observation
Unit plan book and weekly guide			
Submitted the unit plan			
Submitted the weekly guide.			
The revised plan includes all the components required by CC 3-2016-2017.			
The daily objective is aligned with the expectations and/or indicators.			
The objective is written with all four (4) parts.			
The activities are related to the expectations and the objective.			
The formative assessment is related to the planned activities.			
First Part: Introduction Activity		Hour _____	
Presented the topic and objectives of the lesson.			
Successfully introduced the concept(s) of the day through the introductory activity.			
Achieved motivation and participation from the majority of the group.			
Developed the introductory activity as outlined in the plan.			
The duration of the introductory activity was appropriate.			
Second Part: Development Activity		Hour _____	
A transition between the introductory activity and the development phase was observed.			
Demonstrated the concept or skill with several examples.			
Explained the development activity or exercise to the group.			
Provided a reasonable amount of time for the activity to be developed.			
Discussed the development activity, and there was participation from the group.			
Adequately clarified all the questions presented by the students regarding the activity.			
Demonstrated that the concept presented was understood by the group.			

Developed the activity as outlined in the plan.			
Third Part: Closure and Assessment Activity Start Time _____			
A transition between the development activity and the pedagogical closure was observed.			
The technique used allowed participation from all students.			
Employed an assessment technique to evaluate the achievement of the objective			
Wrote the activity on the board, distributed copies, or used technology.			
Clearly explained the assessment activity.			
The time provided for the assessment was adequate, allowing it to be completed.			
Developed the closure and assessment activity as outlined in the plan.			
Finished the class on time.			
Provisions presented by the candidate			
Demonstrated an attitude of respect and professionalism with all students.			
Showed preparedness by mastering the concepts and skills at all times.			
Clarified all questions that arose during the lesson and did not show any anger about them.			
Used appropriate vocabulary for the level and content being taught.			
Modulated their voice so that everyone could hear.			
Achieved eye contact with all students.			
Attended to the individual needs of the students while they were completing their practice exercise.			
Evidenced inclusive activities for all groups of students.			
Wore the complete uniform, including identification.			
Administrative evidence related to teaching			
Took attendance using their record.			
Provides evidence of the tabulations of formative and summative assessments conducted.			
Maintains a professional notebook where notes from meetings with the director,			

cooperating teacher, supervisor, students, parents, and other staff are recorded.			
--	--	--	--

Observations:

Signature of the supervisor

Signature of the candidate



**Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros**



**REPLACEMENT OF ABSENCES OF THE STUDENT CANDIDATE
(Practice)**

Name of the Candidate _____ School _____

Cooperating Teacher _____ Subject _____

Dates of the absence(s)

Reasons for the absence(s)

Evidence Presented

Replacement plan for the absence(s)

Signature of the candidate

Date

Signature of the cooperating teacher

Signature of the supervisor



Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Programa de Preparación de Maestros



CANDIDATE ATTENDANCE SHEET

WEEK OF ____ TO ____ OF _____ OF 20__

Candidate Name _____ Specialty _____

Date (month,day,year)	Candidate Signature	Hour		Observations
		Entry	Exit	

Date (month,day,year)	Candidate Signature	Hour		Name of the workshop
		Entry	Exit	

Date (month,day,year)	Candidate Signature	Hour		Supervisor Signature
		Entry	Exit	

COOPERATING TEACHER

PRACTICE CENTER

COOPERATING DIRECTOR

SELLO DE LA ESCUELA

Note: The attendance sheet for the Teacher Practice Centers must be submitted every Monday at the PPM.