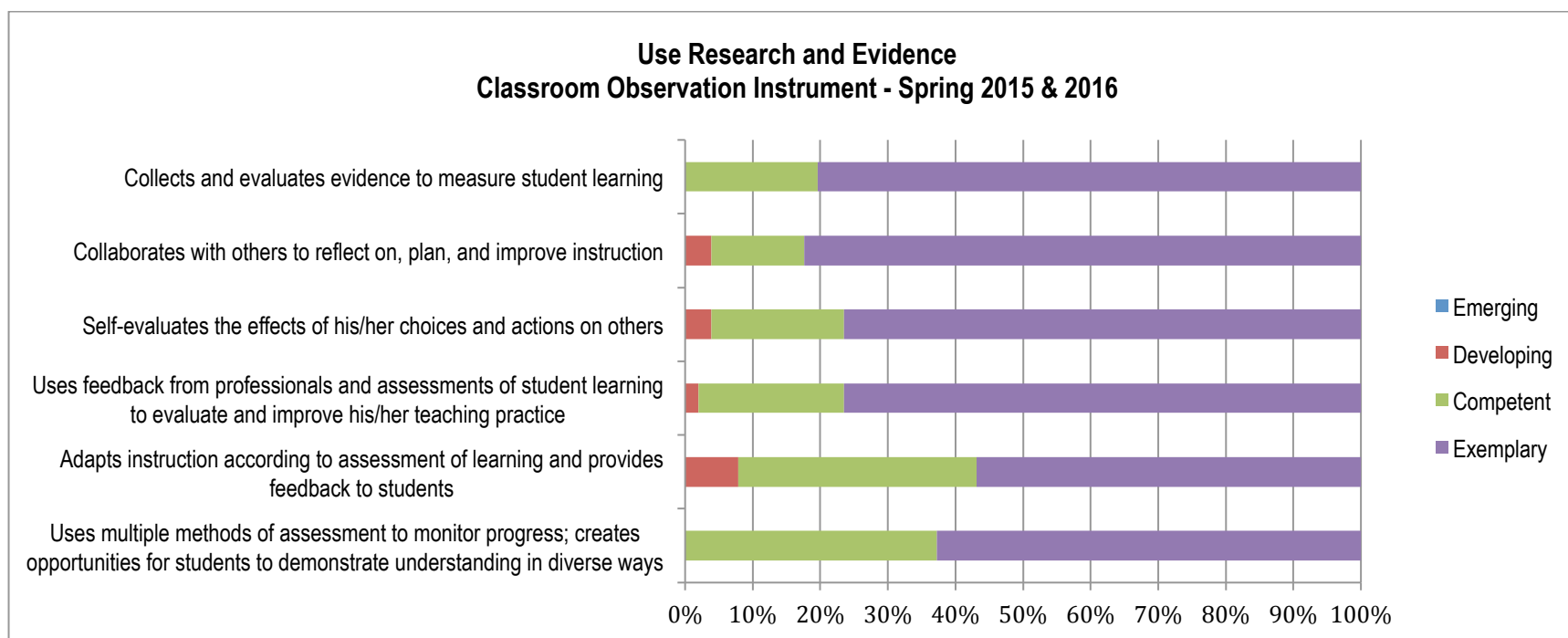


### Candidate Research and Evidence Use Classroom Observation Instruments Assessments

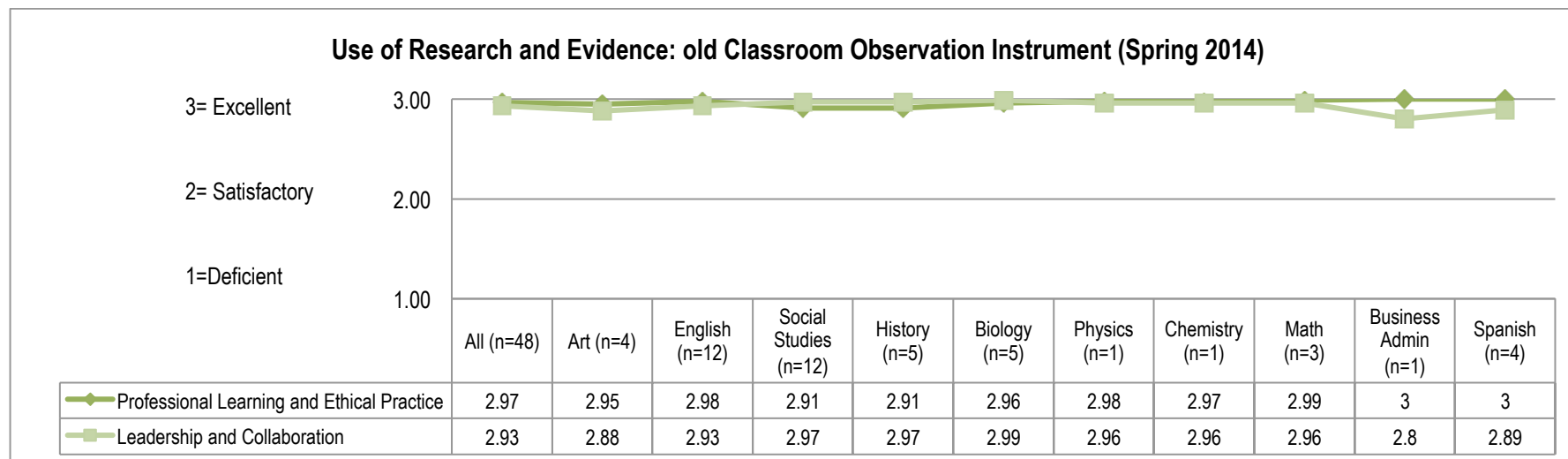
The following chart shows UPRM Teacher Candidate scoring over the spring semesters of 2015 and 2016 on items in the revised Classroom Observation Instrument relevant to the use of research and evidence for planning, implementing, and evaluating student progress; to develop an understanding of the teaching profession; and to reflect on their teaching effectiveness. The chart lists the relevant items and shows 92% to 100% of the 51 candidates scoring the target Competent or better (Exemplary) level on each of the six relevant items.



The following table shows the requirements (a partial rubric) candidates must meet to be rated competent (acceptable level) or exemplary on the six criteria in listed in the chart above. For a complete rubric see **1.1.2**.

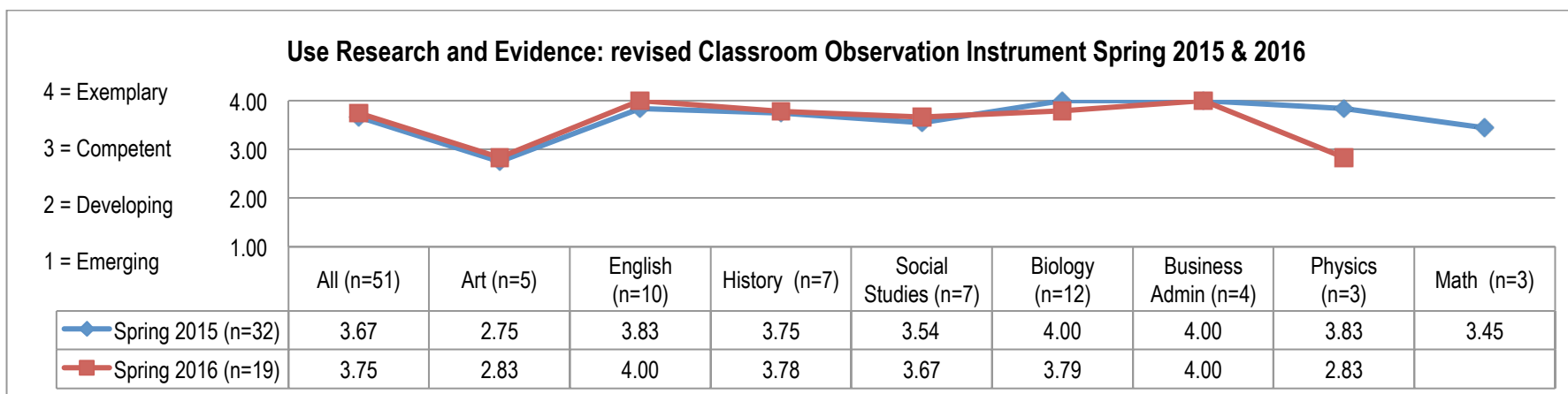
Criteria	3 (Competent)	4 (Exemplary)
<i>Uses multiple assessment methods to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways</i>	Uses constant, but at times repetitive, diagnostic, formative, and summative assessments to monitor progress toward learning objectives and to adapt instruction; uses a variety of assessment tools.	Uses constant and varied diagnostic, formative, and summative assessments to monitor student progress toward learning objectives and to guide instruction; creates diverse assessment opportunities to address students' needs and strengths.
<i>Adapts instruction according to assessment of learning and provides feedback to students</i>	Uses assessment data to guide planning, but may not take individual student needs into account; provides specific and timely feedback.	Effectively uses assessment data to guide planning by identifying each student's learning needs and developing differentiated learning experiences; provides timely, effective, and descriptive feedback to guide students to do quality work.
<i>Uses feedback from professionals and assessments of student learning to evaluate and improve his/her teaching practice</i>	Seeks, analyzes, and implements pertinent feedback and advice from various professional sources to improve instructional practice.	Demonstrates autonomy in the constant search for, discussion of, and implementation of information and advice from various professional sources in order to improve instructional practice.
<i>Self-evaluates the effects on others of his/her decisions and actions</i>	Provides evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behavior.	Provides substantial evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behavior.
<i>Collaborates with others to reflect on, plan, and improve instruction</i>	Collaborates with colleagues and is willing to work to create a positive learning atmosphere. Accepts and uses input from others to improve lessons.	Actively and regularly collaborates with colleagues (cooperating teacher, peers in the seminar, parents, and the school community) which helps create a positive, progressive, and professional learning environment. Demonstrates respect and appreciation for contributions from others, and incorporates suggestions into teaching practices.
<i>Collects and evaluates evidence to measure student learning</i>	Establishes a procedure for collecting student learning evidence; uses multiple measures to evaluate student understanding.	Establishes a procedure for continuous evaluation of multiple and varied student learning measures; reflects on the evidence collected as measures of student understanding.

The following chart compares average UPRM Teacher Candidate scores across licensure areas on the two standards most relevant to candidate use of research and evidence included in the 2014 Classroom Observation Instrument. The 48 candidate spring 2014 cohort sample rated excellent on 98% of the instances in which they were evaluated on various aspects of Professional Learning and Ethical Practice and Leadership and Collaboration. These are the areas on the old Classroom Observation Instrument that correspond to reflection on their teaching practice and to developing an understanding of the teaching profession.



The spring 2014 cohort also rated excellent on 97% of the instances in which they were evaluated various aspects of Instructional Practice in the classroom during their teaching practice (see 1.1.2b page 7). These aspects included, but were not limited to the use of research and evidence for planning, implementing, and evaluating student progress.

The following chart compares average UPRM Teacher Candidate scores across licensure areas on items in the revised Classroom Observation Instrument candidates relevant to the use of research and evidence for planning, implementing, and evaluating student progress; to develop an understanding of the teaching profession; and to reflect on their teaching effectiveness. The items are the same six items listed in the chart on page 1. Over the two semesters, 45 of the 51 candidates scored competent (acceptable level) or better on all items relevant to the use of research and evidence.



The UPRM TPP collected samples of the Classroom Observation Instrument evaluations over the three spring semesters from 2014 to 2016. The samples are the final (end of semester - Transition Point 4) evaluations of 99 candidates in 8 licensure areas by their university supervisors. The Classroom Observation Instrument used in spring 2014 included 78 items evaluated on a 1 to 3 scale. The revised Instrument used in spring 2015 and 2016 included 28 items evaluated on a 1 to 4 scale. The table below shows the number of candidates in nine licensure areas as well as the total for each semester. The collected evaluations include 48 (87%) of the 55 spring 2014 TPP candidates in teaching practice, 32 (71%) of 45 spring 2015 TPP candidates in teaching practice, and 19 (61%) of 31 spring 2016 candidates in teaching practice.

Candidate Sample (n)	All	Art	English	Social Studies	History	Biology	Physics	Chemistry	Math	Business Administration	Spanish
<b>Spring 2014</b>	48	4	12	12	5	5	1	1	3	1	4
<b>Spring 2015</b>	32	4	5	4	4	8	2	0	3	2	0
<b>Spring 2016</b>	19	1	5	3	3	4	1	0	0	2	0
<b>TOTAL</b>	<b>99</b>	<b>9</b>	<b>22</b>	<b>19</b>	<b>12</b>	<b>17</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>4</b>

In summary, the collected Classroom Observation Instruments show that UPRM teacher candidates use research and evidence for planning, implementing, and evaluating student progress; to develop an understanding of the teaching profession; and to reflect on their teaching effectiveness at acceptable performance levels during the spring semesters of 2014, 2015, and 2016.