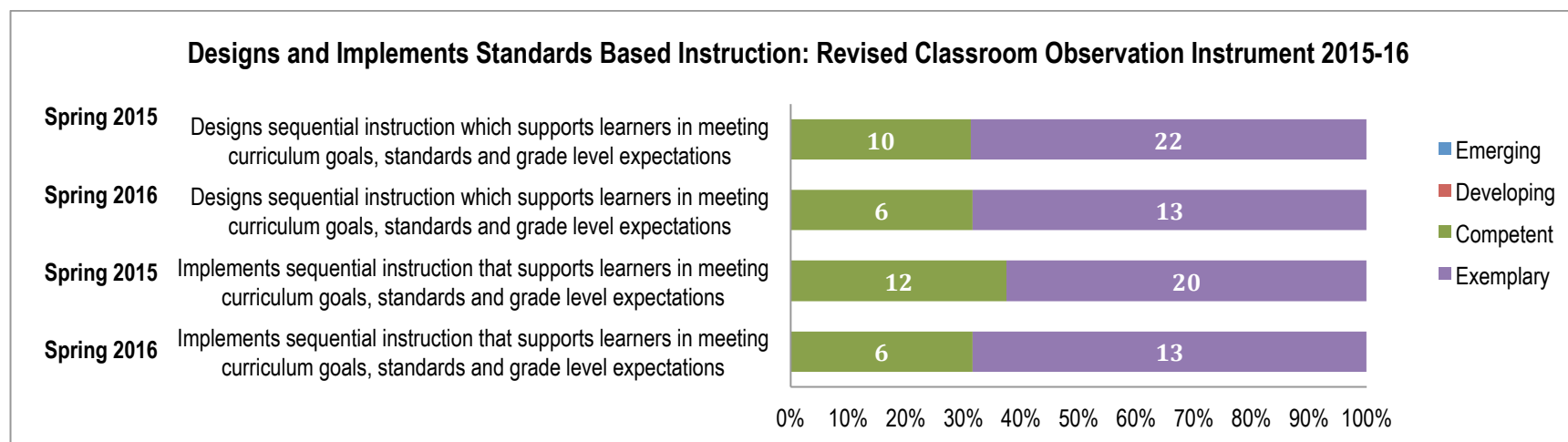


Candidates Demonstrate Skills and Commitment that Afford Students Access to Rigorous College- and Career-ready Standards

UPRM teacher candidates prepare lesson plans and learning assessments in their Evaluation of Learning and The Use of Microcomputers in the Classroom courses as well as in their methodology and teaching practice courses. Every lesson plan and learning assessment must use Puerto Rico's Academic Standards (see <http://www.de.gobierno.pr/soy-maestro/531-recursos-del-maestro/1851-estandares-academicos>). The Puerto Rico Academic Standards were revised in 2014 and 2015. See 1.4.2 PRDE Standards are College and Career Ready for more information.

In the Seminar on the Nature and Needs of Exceptional Children, candidates are required to observe exceptional education situations; document special educational needs and the reasonable accommodations, behavior management, and teaching strategies used to address these needs as well as suggest how to create more opportunities or more effective teaching strategies for these students to meet the standards. See 1.4.4 Service Learning Field Experience Exceptional Child Rubric for a thorough description of the task and the corresponding rubric.

Early introduction to and emphasis on planning and implementing instruction by the state Standards as well as evaluating student learning against the learning expectations specified in those Standards has proven effective. The following chart shows UPRM Teacher Candidate scoring over the spring semesters of 2015 and 2016 on two items in the revised Classroom Observation Instrument measuring designing and implementing classroom instruction to meet Puerto Rico Content Standards. The chart shows 100% of the 51 candidates scoring the target Competent or better (Exemplary) level on these two key items.

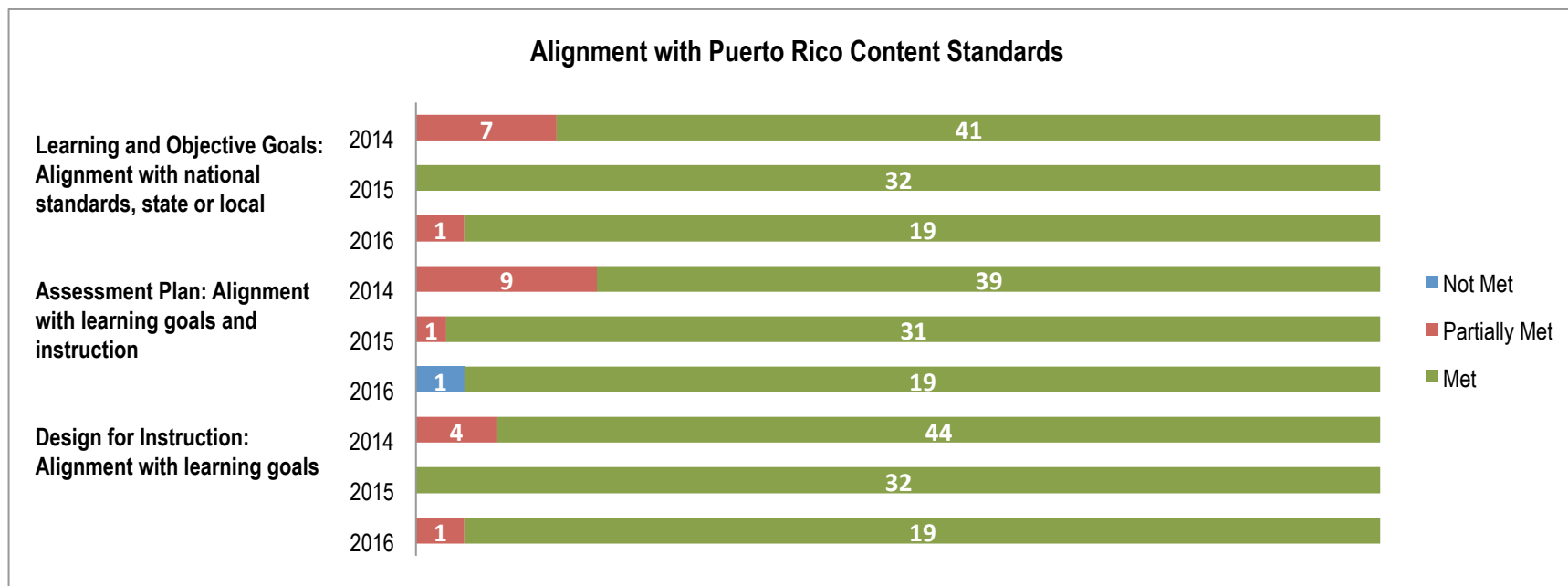


The following table shows the requirements (a partial rubric) candidates must meet to be rated competent (acceptable level) or exemplary on the two criteria in listed in the chart above. For a complete rubric see **1.1.2**.

Criteria	3 (Competent)	4 (Exemplary)
<i>Designs sequential instruction which supports learners in meeting curriculum goals, standards and grade level expectations</i>	Designs sequential instruction that includes step-by-step descriptions of procedures that are built around state curriculum goals.	Designs sequential instruction which articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.
<i>Implements sequential instruction that supports learners in meeting curriculum goals, standards and grade level expectations</i>	Implements sequential instruction that includes step-by-step descriptions of procedures that are built around state curriculum goals.	Implements sequential instruction which articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.

See page 4 in 1.1.2b to see candidate results in the spring of 2014 for comparable areas on the old Classroom Observation Instrument.

The following chart shows UPRM Teacher Candidate scoring over the spring semesters of 2014, 2015 and 2016 on three criteria in the TCWS about aligning learning goals, instruction, and assessment with the Puerto Rico Content Standards. The chart shows significant progress from Spring 2014 to Spring 2016 with 85% of the Spring 2016 candidates fully meeting expectations.



Both the TCWS and Classroom Observation Instrument rubrics are aligned with the Puerto Rico Professional Standards for Teachers (PR-PST). See 1.3.2a *Estandares Profesionales de los Maestros de Puerto Rico 2008* (1.3.2b for a translation of the PR-PST), 1.1.1a UPRM TPP Alignment with Applicable Professional Standards, 1.2.2 TCWS Manual with Standards Alignment, and 1.1.2 Observation Rubric with Standards Alignment.

With respect to specialty licensure area, of the 174 times that UPRM candidates took one of the five Puerto Rico High School Teacher Specialization Certification Exams (PCMAS) over the past three years, 153 (88%) were successful (see 1.3.3b for comparison with all exam takers and analysis by licensure specialty area). These exams are designed by the CollegeBoard® to measure the knowledge and skills needed to teach each subject competently (see 1.1.4b CC 23-2015-2016 Public Policy on PCMAS for the Puerto Rico Secretary of Education’s communication about the Puerto Rico Teacher Certification Exams). See 1.3.3a *Boletín Especialidades – PCMAS* for a detailed description of the five specialization exams.

With respect to Pedagogical Knowledge, the Puerto Rico Teacher Certification Exams include a Professional Skills Exam. The Professional Skills Exam has 6 parts: Methodology, Assessment and Research, Educational Philosophy, Educational Sociology, Human Development, and Educational Psychology. The exam requires a separate analysis of a pedagogical situation. There Professional Skills Exams at the Secondary and Elementary Levels. See 1.3.3c *Boletín-PCMAS-General* for a complete description of the

Professional Skills and Fundamental Knowledge exams. Only three UPRM teacher candidates have taken the Elementary Level over the past three years. Of the 262 times that UPRM candidates took either of the Professional Skills Exams over the past three years, 234 (89%) were successful (see 1.3.3d for comparison with all exam takers).

In summary, UPRM teacher candidates show that they meet UPRM standards applying content and pedagogical knowledge preparing lesson plans and learning assessments that align with the Puerto Rico Academic Standards. UPRM teacher candidates show that they meet Puerto Rico Department of Education content and pedagogical knowledge by their success on the Puerto Rico teacher certification exams, both specialty licensure area exams and professional skills exams.