

Candidate Research and Evidence Use

Formative Evaluation Instrument Assessment Old and Revised

The faculty of the teacher readiness program is a community that remains in constant learning about the latest trends in education. As educators, committed to a vision towards cognitive-humanistic, meaningful, thoughtful and high-meaning educational practices toward ethical and aesthetic values, they promote in educating them a vision translated into educational practices transforming at the elementary level manifested in the following competences: (1) Knowledge and Mastery of the Subject He/She Teaches; (2) Knowledge of the student and the learning process; (3) Mastery of language and communication skills; (4) Effective teaching planning; (5) Implementation/development of teaching; (6) Organizing and managing the learning environment; (7) Learning assessment; (8) Professional performance; (9) Professional and personal development; (10) Relationship with the school community. The Clinical Practice Office of the Department of Education and Physical Education of the University of Puerto Rico in Ponce, reviewed and updated this evaluation instrument (See 1.1.2a Revised Instrument) using as a reference framework the culture of the institution, the profile of the student, the new educational approaches of Puerto Rico Department of Education(DEPR) Policy curriculum documents, the Puerto Rico Teachers Professional Standards (PRDES),the Council for the Accreditation of Educator Preparation (CAEP)and the Interstate Teacher Assessment and Support Consortium (InTASC) Professional Standards. There are rubrics for each of the ten competencies (see 1.1.2b Old & 1.12a Revised Manual).

The following table shows the requirements (a partial rubric) candidates must meet to be rated **Accomplish** (acceptable level Old Instrument) or **Exemplary** (Revised Instrument) on the ten criteria listed in the chart above. For a complete rubric see 1.1.2b Old & 1.1.2a Revised Manual.

Accomplish = At this level, the teacher candidate demonstrates that understands and teaches the concepts implicit in the components of each competency. He/She does consistently and effectively.

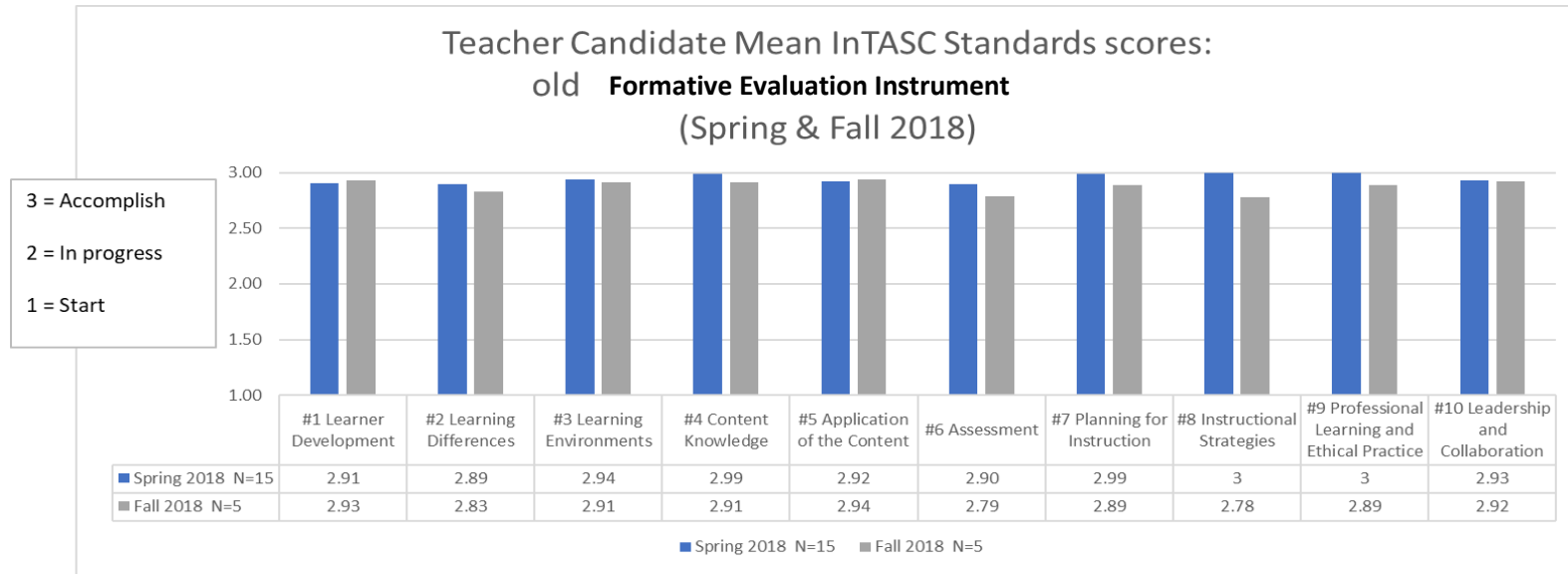
Exemplary = At this level, the teacher candidate demonstrates an exemplary execution - exceptional that understands and teaches the explicit and implicit concepts in the components of each competency. He/She does consistently and effectively.

Competencies	Accomplish (3) Old Instrument	Exemplary (4) Revised Instrument
Knowledge and Mastery of Matter	The teacher candidate demonstrates broad and deep mastery of the subject matter and discipline he teaches according to the content included in standards and level and organizes learning experiences considering teaching with aimed at building knowledge for all students.	The teacher candidate demonstrates broad and deep mastery of the subject matter and discipline he teaches according to the content included in standards and level and organizes learning experiences considering teaching with aimed at building knowledge for all students.
Knowledge of the student and the learning process	The teacher candidate demonstrates student knowledge, designs his classes considering diversity and different learning styles, and organizes his learning activities to address special cultural and socioeconomic needs and talents of all students.	The teacher candidate demonstrates student knowledge, designs his classes considering diversity and different learning styles, and organizes his learning activities to address special cultural and socioeconomic needs and talents of all students.
Mastery of language and communication skills	The teacher candidate demonstrates the ability to communicate with property and correction orally, in writing and digitally.	The teacher candidate demonstrates the ability to communicate with property and correction orally, in writing and digitally.
Effective teaching planning	The teacher candidate plans his classes considering the Circular Plan of Planning, the current grade standards and expectations, the knowledge and nature of the discipline, the	The teacher candidate plans his classes considering the Circular Plan of Planning, the current grade standards and expectations, the knowledge and nature of the discipline, the

	variability of students, the community and the goals and curriculum objectives. It incorporates the methods, techniques and means of teaching validated by the professional community, research and pedagogical practice.	variability of students, the community and the goals and curriculum objectives. It incorporates the methods, techniques and means of teaching validated by the professional community, research and pedagogical practice.
Implementation/development of teaching	The teacher candidate selects different strategies, methods and techniques consistent with the teaching and learning objectives and approaches that consider the student as the protagonist in the construction of his knowledge. The teacher candidate knows and has the potential of emerging technology as an essential tool in the modern world to obtain, process and analyse information to build knowledge. It incorporates varied methods, techniques and means of teaching, research and pedagogical practice.	The teacher candidate selects different strategies, methods and techniques consistent with the teaching and learning objectives and approaches that consider the student as the protagonist in the construction of his knowledge. The teacher candidate knows and has the potential of emerging technology as an essential tool in the modern world to obtain, process and analyze information to build knowledge. It incorporates varied methods, techniques and means of teaching, research and pedagogical practice.
Organizing and managing the learning environment	The teacher candidate demonstrates an ability to distribute time and to use various techniques that promote active student participation in an effective learning environment.	The teacher candidate demonstrates an ability to distribute time and to use various techniques that promote active student participation in an effective learning environment.
Learning evaluation and assessment	The teacher candidate uses assessment techniques and means to gather information on learning from his students in the cognitive and affective dimension. The teacher candidate knows and understands that evaluation, assessment and measurement must address the social, cultural and physical diversity of students, planning in a recovery to the stage of development of them.	The teacher candidate uses assessment techniques and means to gather information on learning from his students in the cognitive and affective dimension. The teacher candidate knows and understands that evaluation, assessment and measurement must address the social, cultural and physical diversity of students, planning in a recovery to the stage of development of them.
Professional performance	The candidate for a teacher demonstrates a behaviour in harmony with the values and principles demanded by his profession and those established by the educational institution in which he shares.	The candidate for a teacher demonstrates a behavior in harmony with the values and principles demanded by his profession and those established by the educational institution in which he shares.

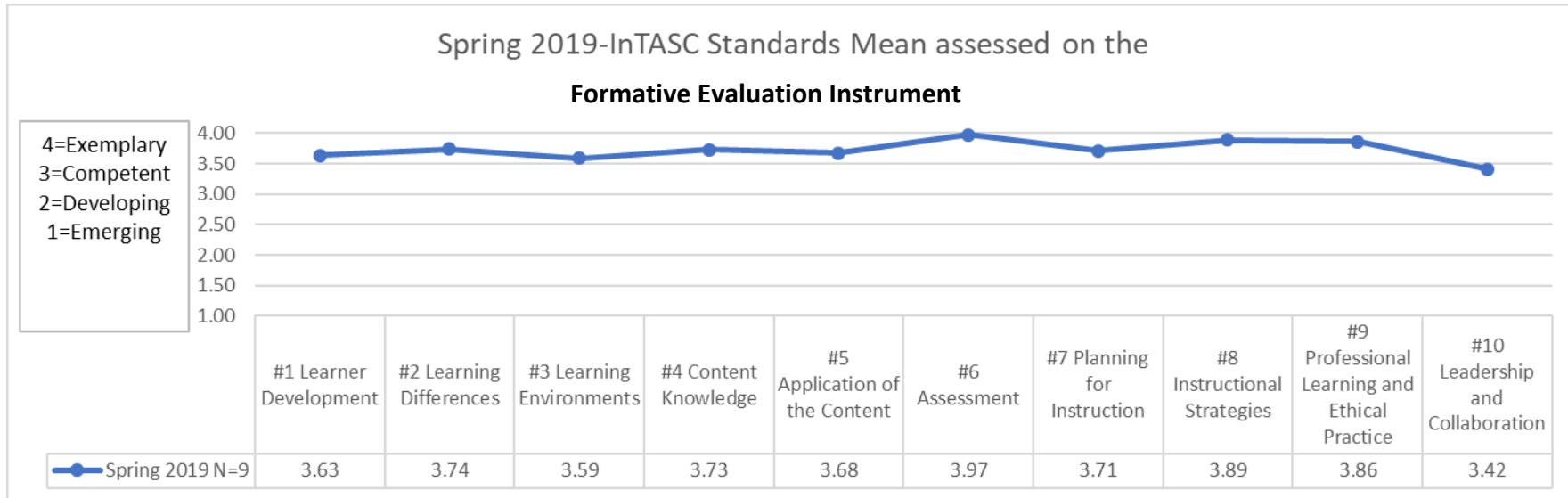
Professional and personal development	The candidate for teacher demonstrates the ability to reflect on their educational practice by identifying strengths and areas of improvement, participates in professional development activities and transfers what they have learned to their classes.	The candidate for teacher demonstrates the ability to reflect on their educational practice by identifying strengths and areas of improvement, participates in professional development activities and transfers what they have learned to their classes.
Relationship with the school community Leadership & Collaboration	The teacher candidate establishes relationships with his or her co-workers, parents, and other components of the school community that influence student learning. It stimulates and encourages the cultural exchange that already exists in the community and the home. In addition, it models a social relationship of equity between members of the internal and external community.	The teacher candidate establishes relationships with his or her co-workers, parents, and other components of the school community that influence student learning. It stimulates and encourages the cultural exchange that already exists in the community and the home. In addition, it models a social relationship of equity between members of the internal and external community.

The following graphics shows the samples of the three last semesters: Spring & Fall 2018 where the 100% of the teacher candidates fully meet all the criteria of the assessment indicators.



As established on the UPRP Education Assessment Plan, on the old instrument, the teacher candidate should get at least an average of **2.6** of scale 1 to 3 (See UPRP Education Assessment Plan 1.2.4) of each competency to reach the goal of **Accomplish** (Old) and, an average of **3.47** of scale 1 to 4 on the revised instrument.

The following graphics shows the sample of Spring 2019 where the 89% of the teacher candidates fully meet all the criteria of the assessment indicators. Only 11% (Leadership and Collaboration / 3.42) didn't reach the goal average but was very close.



In summary, the collected Formative Evaluation Instrument show that UPRP teacher candidates use research and evidence for planning, implementing, and evaluating student progress; to develop and understanding of the teaching profession; and to reflect on their teaching effectiveness at competent performance levels during the spring semesters 2018, 2019 and fall 2018.