



University of Puerto Rico in Ponce
Department of Education
Office of Clinical Practice



Professional Improvement Plan for Cooperating Teachers and Directors

2016-2020

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Introduction

The Puerto Rico Department of Education requires candidates applying for their Regular Teacher Certificate to have the experience as a teacher candidate in their area of expertise that in our context is (K-3) (4th-6th). The Teacher Preparation Program (PPM) facilitates this experience through their integration into schools considered as Centers of Practice in which teacher candidates do their teaching internship. Therefore, the University performs an analysis for the selection of practice centers in rural and urban areas so that candidates are exposed to the diversity of environments and students. This selection identifies the right centers, directors to support them, and cooperative teachers who possess the knowledge and skills to be facilitators in the process of offering teacher candidates the real environment and explain to them the best practices that help the candidate demonstrate the skills developed during their university studies. Therefore, it is the responsibility of the Institutional Teaching Practice Program to expose both cooperating principals and teachers to ongoing professional development experiences that strengthen their knowledge so that teacher candidates optimize their performance and can be prepared to meet the professional standards of the state and those of the accreditation process.

It is therefore that the Department of Education of the University of Puerto Rico at Ponce (DEUPR) and as part of the ongoing process of Professional Improvement to cooperating teachers and directors prepares a Professional Development plan for them to strengthen their knowledge about new trends in education and can transfer them to their educational scenarios and thus can monitor the practice process in teacher candidates more effectively. Cooperating principals and teachers must possess mastery of the required management skills to interact with teacher candidates and have knowledge of the means of appraisal, effective methodologies for teaching, planning, construction of tests, and proper use of technology.

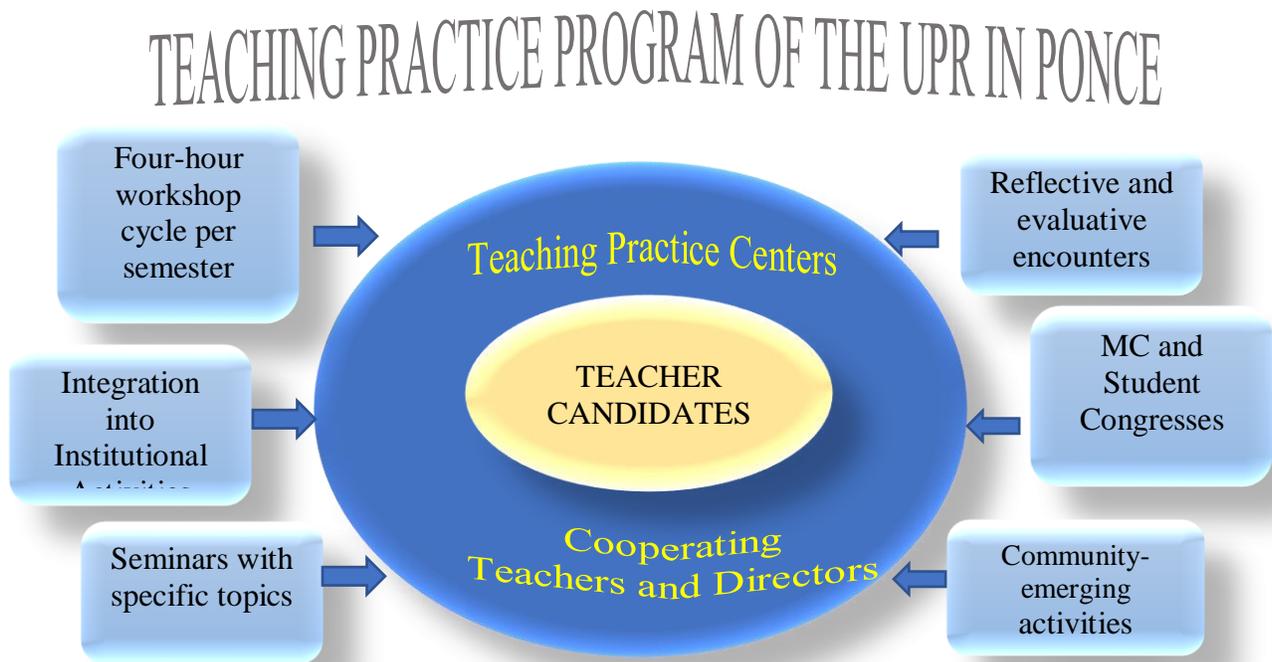
As part of our Institutional commitment to community service and partnerships with cooperating teachers and directors, we aim to offer a cycle of workshops, orientations, dialogues, conferences and other activities based on their arising needs in the educational process.

The calendar has four hours per semester for their professional development, outside of their school time, usually offered in the hours of 4:30 to 6:00 pm or Saturday from 8:00 am to 12:00 m.

This career improvement plan is a continuous and rigorous one that aims to strengthen the professional competencies of the teacher and cooperating director and thus improve the academic skills of the students, the offers and services available to the student sector.

This plan is designed for five years and a report is given at the end of each semester of each year with the calendar of activities, letters of approval, achievement of activities and other documents that demonstrate participation and collaboration.

It is important to emphasize in this plan that in the first dialogue meeting is with the candidates who will participate in the Teaching Practice and inform them about the teaching practice centers available and in which they will be located considering the diversity factor to optimize their development.



PROFESSIONAL DEVELOPMENT PLAN ORGANIZED WITH COLLABORATIVE FORCES

Professional Development Plan

GOALS:

1. THE PROFESSIONAL DEVELOPMENT OF THE COOPERATING TEACHERS AND DIRECTORS OF THE SCHOOL WHERE OUR TEACHERS ARE LOCATED.
2. ACHIEVE A CULTURE OF UPDATING, EXPERIMENTATION AND RENEWAL IN VARIOUS AREAS THAT ENRICH THE CONTENT AND SKILLS NEEDED FOR AN EFFECTIVE EDUCATIONAL PRACTICE.

OBJECTIVES

After completing each academic semester of each year (2016-2020), cooperating teachers and directors and other staff will:

- a. meet the teacher candidates who will do their internship in their respective schools,
- b. strengthen the knowledge about the new paradigms of education,
- c. establish empathy and effective communication with teacher candidates in each semester,
- d. collaborate with the teacher candidate in the process of implementing effective educational practices promoted in the education department and innovative strategies that are referred to as a priority in the education system.
- e. identify strengths and areas to strengthen in the teacher candidate to strengthen their educational practice and result in learning gains in the students they serve.

Activities	Staff Responsible	Dates	Achievements indicator	Evidence
1. Dialogue with cooperating teachers and directors and candidates to carry out the Teaching Practice so that they know each other, develop empathy and discuss the Manual of Teaching Practice and clarify doubts.	1. Coordinator and Supervisors Office Teaching Practice and department Director	August and January 2016, 2017, 2018, 2019, 2020.	Teacher and directors duly oriented	1. Agendas 2. Logins 3. Calendar of activities. Achievements Report 4. Attendance sheets Summary of the questionnaire.

2. Design and manage needs study for directors, CTs and Teacher candidates	2. Coordinator and Supervisors office Teaching Practice and Director department	August and January 2016, 2017, 2018, 2019, 2020.	Teacher and directors duly oriented	Questionnaire Questionnaire analysis and needs list
3. Tabulation of the needs study.			Questionnaire answered	List of needs and determination of priority
4. Structure the action dates for the realization of the various professional development activities aimed at strengthening the competences of cooperating teachers and directors	3. Teacher Practice Office Coordinator. 4. Coordinator teaching practice office.	August and January 2016, 2017, 2018, 2019, 2020.		Tabulation of questionnaires
5. Meeting with cooperating teachers and directors to share the plan and request recommendations.	5. DP SupervisorPD Coordinator	August and January 2016, 2017, 2018, 2019, 2020.	List of selected activities and topics	Letters sent to cooperating teachers and directors
6. Design together the final itinerary for the celebration of professional development activities according to: - workshop cycle - Special seminars - Institutional activities - Congresses - Community activities	6. DP SupervisorPD Coordinator	August and January of the years 2016, 2017, 2018, 2019, 2020.	Professional Development Plan with their respective itinerary and calls	Agenda and action logs. Assessments completed with 90% or more located on the scale and levels 3 and 4 (good and excellent)

<p>7. Reflection meeting with focus groups each year to receive retro communication of the professional development activities held and their impact on the performance of teacher candidates.</p>	<p>2. Director, DP Coordinator and DP Supervisors</p>	<p>August and January 2016, 2017, 2018, 2019, 2020.</p>	<p>May</p>	<p>7. Report with qualitative data taken from the reflective process using focus group</p>
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