STANDARD 1
CONTENT AND PEDAGOGICAL KNOWLEDGE
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The UPRP EPP aligns all course syllabi, rubrics, and evaluation instruments with the ten candidate proficiencies established in its conceptual framework (see UPRP Conceptual Framework). These proficiencies align with the InTASC 2013 Standards, the CAEP Standards, the Puerto Rico Professional Standards for Teachers (PR-PST), the ISTE Standards, and the UPRP Student Learning Outcomes (see 1.1.1a, 1.1.1b, 1.1.1c and 1.1.2 for alignments). The principle EPP evaluations that show UPRP teacher candidates meet or exceed criteria based on the InTASC standards are the Formative Evaluation Instrument [FEI] (see 1.1.2a FEI old instrument and 1.1.2b FEI revised instrument) and the Teacher Candidate Work Sample [TCWS] (see 1.1.2d TCWS old instrument and 1.1.2e revised instrument). These instruments are applied during Clinical Practice. See 1.1.2c (FEI) and 1.1.2f (TCWS) appendixes for overall performance levels in the four InTASC categories. The data for these instruments is provided for the last three semesters.

UPRP teacher candidates develop their initial knowledge of the learner and learning in Human Growth and Development I & II and a Seminar on the Nature and Needs of Exceptional Children. They follow a series of learner and learning courses to become elementary school teachers (K-3; 4-6). These courses are: Methods in Native Language Education K-3, Methods in Native Language Education 4-6; Methods in Social Studies Education K-3, Methods in Social Studies Education 4-6; Methods in Science Education k-3, Methods in Science Education 4-6; Methods in Mathematics Education k-3, Methods in Mathematics Education 4-6 and Seminar and teaching curriculum. With 3.0 average courses GPA in these courses over the past three academic years, teacher candidates demonstrate that they are more than meeting teacher expectations at this level. UPRP teacher candidates practice their skills and disposition working with the learner and learning primarily in their methodology and Clinical Practice courses. An analysis of the available data on the Contextual Factors portion of the TCWS over the past three semesters shows that 100% (N=31) UPRP candidates fully meet each of the four criteria (see 1.2.1.) An analysis of UPRP candidate performance on the five Learner and Learning items on the Formative Evaluation Instrument over the past three semesters shows 100% (N=31) reached or surpassed the target proficient level.(see 1.1.2c) The Formative Evaluation Instrument underwent a major revision and validation between 2019. All clinical practice rubrics under adjusted by adding a level to transform them four level rubrics.

The program completed by UPRP teacher candidates are characterized by content depth and breadth. Candidates enrolled in the program must meet specific content course credit and GPA requirements at transition points 2 and 3 to continue the EPP curricular sequence (see 1.1.5 Transition points and 1.1.5 a. Curricular Sequence). UPRP teacher candidates develop their skills using and applying content knowledge in their methodology and Clinical Practice courses. The principal evaluation instruments are the Formative Evaluation Instrument and the Teacher Candidate Work Sample. An analysis of the available data on the Content items in the TCWS over the past three semesters shows that 100% (N=31) of UPRP candidates
fully meet each of the seven criteria (see 1.2.1a). Also, all N=31 candidates reached or surpassed the target proficient level in the Formative Evaluation Instrument.

The data from the past three semesters show candidate meeting or exceeding the target proficient level on Application of Content Knowledge items (see 1.1.2b).

Since 2004, candidates’ percentage of passing rate exceeds the island-wide rate and has been among the top percentage of those classified as Excellent (90 to 94.9) and Exemplary (95 to 100 percent) of passing rate (See 1.1.3). The average passing rate for UPRP teacher candidates taking the Fundamental Knowledge and Communications Skills exam over the past three years is 95%. These tests are designed by the College Board® to measure the knowledge and skills needed to teach each subject competently.

UPRP teacher candidates develop their Instructional Practice skills and disposition in their methodology and Clinical Practice courses. Overall, UPRP candidates fully meet most of the instructional practice criteria in the TCWS (See 1.1.2f). An analysis of the available data on the TCWS over the past three semesters shows that over 90% of UPRP candidates fully meet each criteria under the aspects of Design for Instruction and Instructional Decision-Making (see 1.3.1b and 1.3.1c for more details regarding these aspects, and 1.3.1 for the partial rubric corresponding to this evaluation).

Half of the items on the Formative Evaluation Instrument measure some aspect of Instructional Practice. Our entire sample N=31 of UPRP teacher candidates reached or surpassed the target proficient level on these Instructional Practice items over the past three semesters. All the 31 candidates reached or surpassed the target proficient level on all seven items related to Strategies (InTASC Standard 8). The 100% of the candidates reached or surpassed the proficient level on the four items related to Assessment (InTASC Standard 7) and 100% candidates reached or surpassed the proficient level on the three items related to Planning (InTASC Standard 6). On the scale of the old instrument (1 to 3), 100% of the teacher candidates got more than 2.6 that was the goal of the assessment to qualify as Accomplish. On the other hand, on the scale of the revised instrument (1 to 4), 100% of the teacher candidates got more than 3.4 that was the goal of the assessment to qualify as Exemplary (see 1.1.2c and 1.1.2f for more details and see 1.1.2a FEI old instrument and 1.1.2b FEI revised instrument and [TCWS]). See 1.1.2d TCWS old instrument and 1.1.2e revised instrument for the corresponding evaluation rubric.

UPRP teacher candidates demonstrate their professional responsibilities in the methodology and Clinical Practice courses. An analysis of the available data on the TCWS over the past three semesters shows that 100% (N=31) of UPRP candidates fully meet each of the five professional responsibility criteria. See 1.1.2c and 1.1.2f for more details and see 1.1.2a FEI old instrument and 1.1.2b FEI revised instrument and [TCWS] (see 1.1.2d TCWS old instrument and 1.1.2e revised instrument) for the corresponding evaluation rubric. The current Formative Evaluation Instrument includes 13 items regarding Professional Responsibility. 1.2.1b show that UPRP 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. Two items of the Special Academic Community Impact Project measure candidate Professional Responsibility: Professional Performance and Relationship to the School Community. 100% of the sample (N=33) of UPRP teacher candidate reached or surpass the target proficient level on the past three semesters: spring and fall 2018, and spring 2019. See 1.1.6b for the data. See 1.1.6 for the SACIP revised instrument rubric and 1.1.6a SACIP old instrument rubric.

In the TCWS, the candidate must fully document the planning, execution, and student learning evaluation for a specific standards-based unit of instruction. With the TCWS, EPP ensures that its teacher candidates
use research and evidence to better understand the teaching profession. Successful completion of the TCWS is a requirement for the Clinical Practice course (See 1.2.1 and 1.2.1b for candidate performance and 1.1.2d (old instrument) and 1.1.2e (revised instrument). During the past three semesters, 100% of UPRP candidates have fully met each criteria used to evaluate their TCWS and in the process demonstrated that they are able to conduct classroom research, reflect on the evidence to improve their teaching effectiveness, and develop a better understanding of the teaching profession.

The Puerto Rico Professional Standards for teachers (see 1.3.1) are the state standards and are aligned in all clinical documents and assessments instruments of the program. The Teacher Certification Exams (PCMAS) (1.3.2. PCMAS study guide), assure that teacher candidates have the content and pedagogical knowledge and professional skills needed to teach competently. The average passing rate for UPRP teacher candidates taking the Fundamental Knowledge and Communications Skills exam over the past three years is 95%. These tests are designed by the College Board® to measure the knowledge and skills needed to teach each subject competently. See 1.3.2b and 1.3.3 and 1.3.3 a for a comparison of results for UPRP teacher candidates and those for all exam takers and a summary of the exam results.

UPRP teacher candidates prepare lesson plans and learning assessments in their Evaluation of Learning, Introduction of Educational Technology and The Use of Computers in the Classroom courses as well as in their methodology and Clinical Practice courses. Every lesson plan and learning assessment must use Puerto Rico’s Department of Education Academic Standards (see 1.3.2 and 1.4.3 for PRDE Teacher Digital Tool Kit links). Candidate Formative Evaluation Instrument scores on planning and implementing sequential instruction that supports learners in meeting curriculum goals, standards and grade level expectations have all reached the competent (acceptable) or exemplary level for the past three years. TWS scores for aligning plans, instruction, and assessment with Puerto Rico’s Academic Standards corroborate that UPRP candidates can effectively apply content and pedagogical knowledge to support learning at the appropriate grade level as defined by the standards. See 1.4.1 for further details.

The EPP recognizes its commitment to diversity and established its Diversity Statement in June 2006. It was approved unanimously by the EPP’s faculty. Diversity it is define as: The integration of a group of people with similar or different characteristics in relation to ethnicity, race, gender, religion, socioeconomic status, exceptionality, language, sexual orientation, geographical area, personality, and other differences. The EPP promotes respect to diversity and provides its candidates with opportunities for them to interact in diverse contexts and support the inclusive culture. This actively promotes the equality of all that live and work in diverse scenarios. Its commitment to educate the candidates in an integral way, with equal opportunities, guarantees their successful performance in diverse learning communities without prejudice or discrimination. UPRP teacher candidates carry out their clinical practice and field experiences in public and private elementary schools across the central and south area of Puerto Rico, both in rural and urban settings thus providing opportunities to interact and work with diverse communities. (see 1.4.1b)

In summary, UPRP teacher candidates use the Puerto Rico Department of Education Academic Standards in their methodology courses and Clinical Practice. The Standards were explicitly designed to prepare students to be college and career ready. Candidate work is evaluated against the standards and measures up. Candidates demonstrate commitment to preparing all students to be college and career ready in an inclusive classroom environment.

The Formative Evaluation Instrument (old and revised), the Teacher Candidate Work Sample (old and revised) and the Field Experience Guide include one or two criteria that specifically measure candidate use of technology in the classroom. All the candidates were rated competent (adequate level) or better on these
criteria. These criteria in each the instrument are aligned with ISTE standards. Also, at courses as Introducing Microcomputers at the Classroom and Educational Technology, candidates integrated the appropriate technology in a way that made a significant contribution to teaching and learning. See 1.5.2 for more about candidate performance with respect to the use of technology to design and deliver instruction and to assess learning during Clinical Practice. UPRP teacher candidates prepared an electronic portfolio and post in their class blog as a laboratory final assignment in their Using Microcomputers in the Classroom course. Since 2013 through May 2018, the class web page used was: http://teed4018.weebly.com/. Also, students design a WebQuest that it’s built around an engaging and double task that elicits higher order thinking of some kind. It's about doing something with information. The thinking can be creative or critical, and involve problem solving, judgment, analysis, or synthesis.

In the last three semesters, 91% (63 of 69) students who enrolled in the course posted an electronic portfolio that was rated good or excellent. See 1.5.1, 1.5.1b and 1.5.1c for the assignment instructions, scoring rubric, alignment with ISTE standards, results, and examples. On other hand, on the special project, designing the WebQuest as a learning tool, 93% (43 of 46) students were rated good or excellent. See 1.5.1 and 1.5.1b for the assignment instructions and scoring rubric.

UPRP teacher candidates show that they meet UPRP, ISTE, and CAEP standards for using technology effectively in the classroom to design and deliver instruction and to assess learning in their Using Microcomputers in the Classroom and Clinical Practice courses (See 1.5.1 and 1.5.2.).