UPRP EPP Alignment with Applicable Standards

Candidate Proficiencies UPRP EPP	Alignment with Applicable Professional Standards InTASC Principles 2013	ISTE Educator Standards (2017)	CAEP Standards	Puerto Rico Professional Standards for Teachers (PR-PST)	Institutional Students Learning Outcomes By the time of graduation UPRP students will:
UPRP EPP 1: Knowledge of the student and their development, as well as the processes of teaching and learning.	InTASC 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	ISTE 5: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. 5a: Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	CAEP 2: Clinical Partnership and Practice 2.2, 2.3 CAEP 5: Provider Quality Assurance and Continuous Improvement 5.5	PRDE 3: Instructional Strategies PRDE 5: Diversity and Special Needs	Develop candidates with knowledge, respect and acceptance of diversity and the physical, emotional and cognitive differences present in educational settings.

| UPRP EPP 2: Knowledge of the content they teach and emerging methodologies. | InTASC 4: Content knowledge. The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | ISTE 4: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

4a: Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
4c: Use collaborative tools to expand students' authentic, real world learning experiences by engaging virtually with experts, teams and students, locally and globally.
4d: Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. | CAEP 1: Content and pedagogical knowledge
CAEP 2: Clinical Partnership and Practice 2.2, 2.3
CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4
CAEP 4: Program Impact | PRDE 1: Content Knowledge

PRDE 7: Technology Integration

PRDE 8: Communication & Language | Develop in candidates the cognitive and affective dimensions with the content knowledge and mastery of the subjects they teach.

Develop candidates capable of work with educational challenges that integrate technology and information skills in teaching and learning processes. |

UPRP EPP 3: Proper use of various assessment strategies to learn and evaluate student learning.	InTASC 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	ISTE 7: Educators understand and use data to drive their instruction and support students in achieving their learning goals. 7b: Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c: Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	CAEP 2: Clinical Partnerships and Practice 2.1, 2.3 CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.5, 3.6 CAEP 4: Program Impact 4.3	PRDE 6: Evaluation & Assessment	Develop in candidates the mastery of educational content and the various strategies, methodologies and means of assessment.
UPRP EPP 4: Knowledge of the different styles of learning and strategies to meet the cognitive, physical, social and emotional differences of students.	InTASC 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and	ISTE 5: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. 5b: Design authentic learning activities that align with content area standards and use	CAEP 1: Content and pedagogical knowledge CAEP 2: Clinical Partnership and Practice 2.3 CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4, 3.5, 3.6 CAEP 4: Program Impact 4.1,4.2	PRDE 2: Pedagogical Knowledge PRDE 5: Diversity and Special Needs	Develop in candidates the mastery of educational content and the various strategies, methodologies and means of assessment.

	implements developmentally appropriate and challenging learning experiences.	digital tools and resources to maximize active, deep learning.			
UPRP EPP 5: Effective social interaction in a context of collaboration and dialogue with students, family, and the school community.	InTASC 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	ISTE 5: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

5c: Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. | CAEP 1: Content and pedagogical knowledge CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4, 3.5, 3.6 CAEP 4: Program Impact 4.1, 4.2 | PRDE 4: Learning Environments

PRDE 7: Technology Integration

PRDE 8: Communication and Language | Train candidates to demonstrate in their actions the ethical, moral and civic values, collaboration, dialogue and teamwork.

Develop in candidates the ability to reflect and be critical and analytical using research and creation.

Develop candidates capable of work with educational challenges that integrate technology and information skills in teaching and learning processes. |
| **UPRP EPP 6: Development of critical thinking and creative, moral, ethical, aesthetic, historic and civil** | InTASC 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to | ISTE 4: Educators dedicate time to collaborate with both colleagues and students to improve | CAEP 1: Content and pedagogical knowledge CAEP 2: Clinical Partnership and Practice 2.3 | PRDE 2: Pedagogical Knowledge

PRDE 7: Technology Integration | Develop in candidates the ability to reflect and be critical and analytical using research and creation. |

| consciousness. | engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | practice, discover and share resources and ideas, and solve problems.

4a: Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
4b: Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
4c: Use collaborative tools to expand students' authentic, real world learning experiences by engaging virtually with experts,
teams and students, locally and globally.
4d: Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. | CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4, 3.5, 3.6
CAEP 4: Program Impact 4.1,4.2 | PRDE 8: Communication and Language | Develop candidates capable of work with educational challenges that integrate technology and information skills in teaching and learning processes. |
| **UPRP EPP 7: Effective teaching planning.** | InTASC 7: Planning for Instruction. The teacher plans instruction that supports every student in | ISTE 5: Educators design authentic, learner-driven activities and environments that | CAEP 1: Content and pedagogical knowledge
CAEP 2: Clinical Partnership and Practice | PRDE 2: Pedagogical Knowledge

PRDE 3: Instructional | Develop in candidates the cognitive and affective dimensions with the content knowledge and |

			2.3 CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4, 3.5, 3.6 CAEP 4: Program Impact 4.1,4.2	Strategies PRDE 5: Diversity and Special Needs PRDE 6: Evaluation & Assessment PRDE 7: Technology Integration	mastery of the subjects they teach. Develop in candidates the mastery of educational content and the various strategies, methodologies and means of assessment. Develop candidates capable of work with educational challenges that integrate technology and information skills in teaching and learning processes.
meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	recognize and accommodate learner variability. 5b: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.				
UPRP EPP 8: Commitment to personal and professional development, provision for self- learning, independent study, adapt to change, and effectively address the challenges.	InTASC 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	ISTE 1: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. 1a: Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	CAEP 3: Candidate Quality, Recruitment, and Selectivity 3.4, 3.5, 3.6 CAEP 4: Program Impact 4.1,4.2	PRDE 11: Professional Development	Develop in candidates the ability to reflect and be critical and analytical using research and creation.
UPRP EPP 9: Knowledge and effective use of technological	InTASC 8: Instructional Strategies. The teacher understands and uses a	ISTE 6: Educators facilitate learning with technology to support	CAEP 1: Content and pedagogical knowledge CAEP 2: Clinical	PRDE 7: Technology Integration	Develop candidates capable of work with educational challenges

resources of learning and information and research skills.	variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	student achievement of the 2016 ISTE Standards for Students.	Partnership and Practice 2.3		that integrate technology and information skills in teaching and learning processes.
UPRP EPP 10: Mastery of the language and communication skills.	InTASC 10: Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	ISTE 2: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators. 4d: Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. 6d: Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	CAEP 4: Program Impact 4.3, 4.4	PRDE 8: Communication & Language PRDE 11: Professional Development	Develop in candidates the ability to reflect and be critical and analytical using research and creation.