

Candidate application of Content and Pedagogical Knowledge to meet Standards

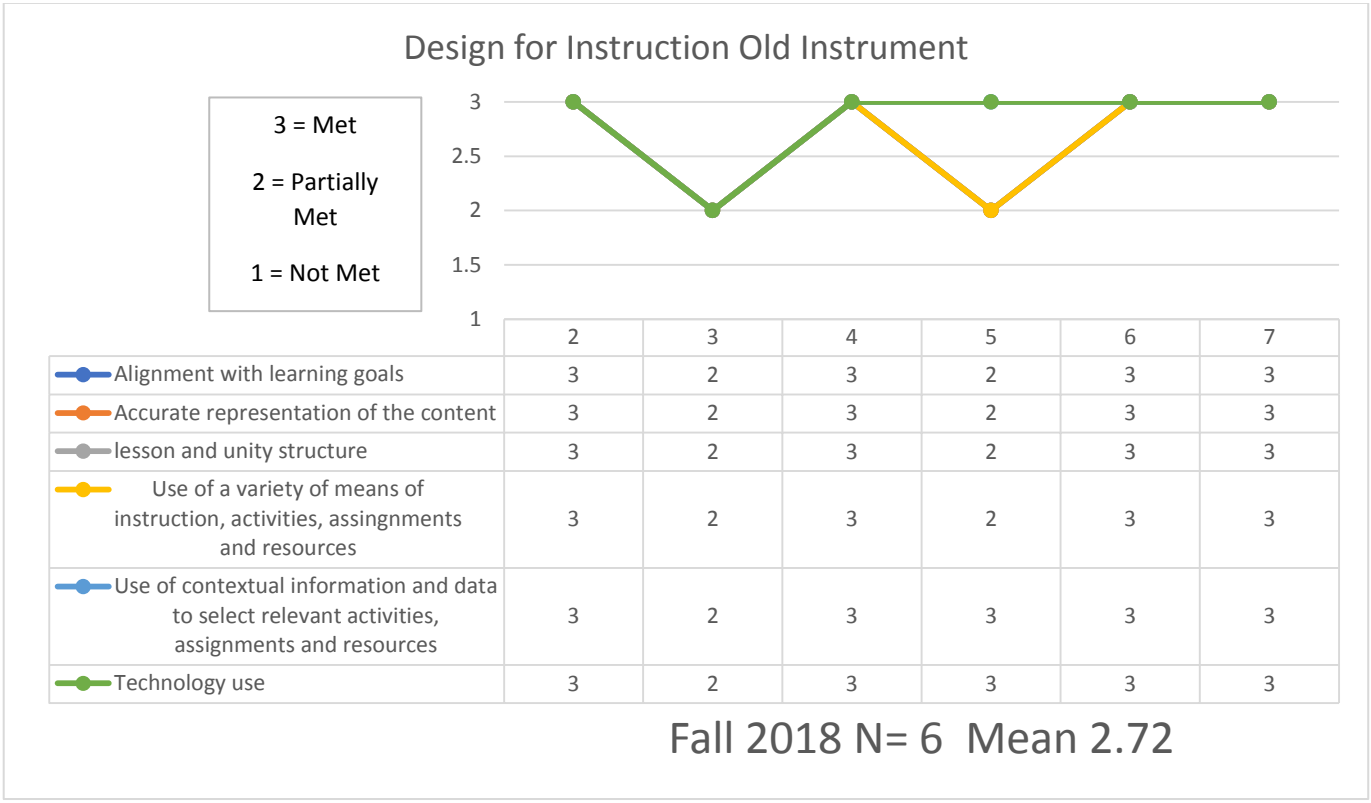
Pedagogical Content Knowledge TCWS(MTEM)

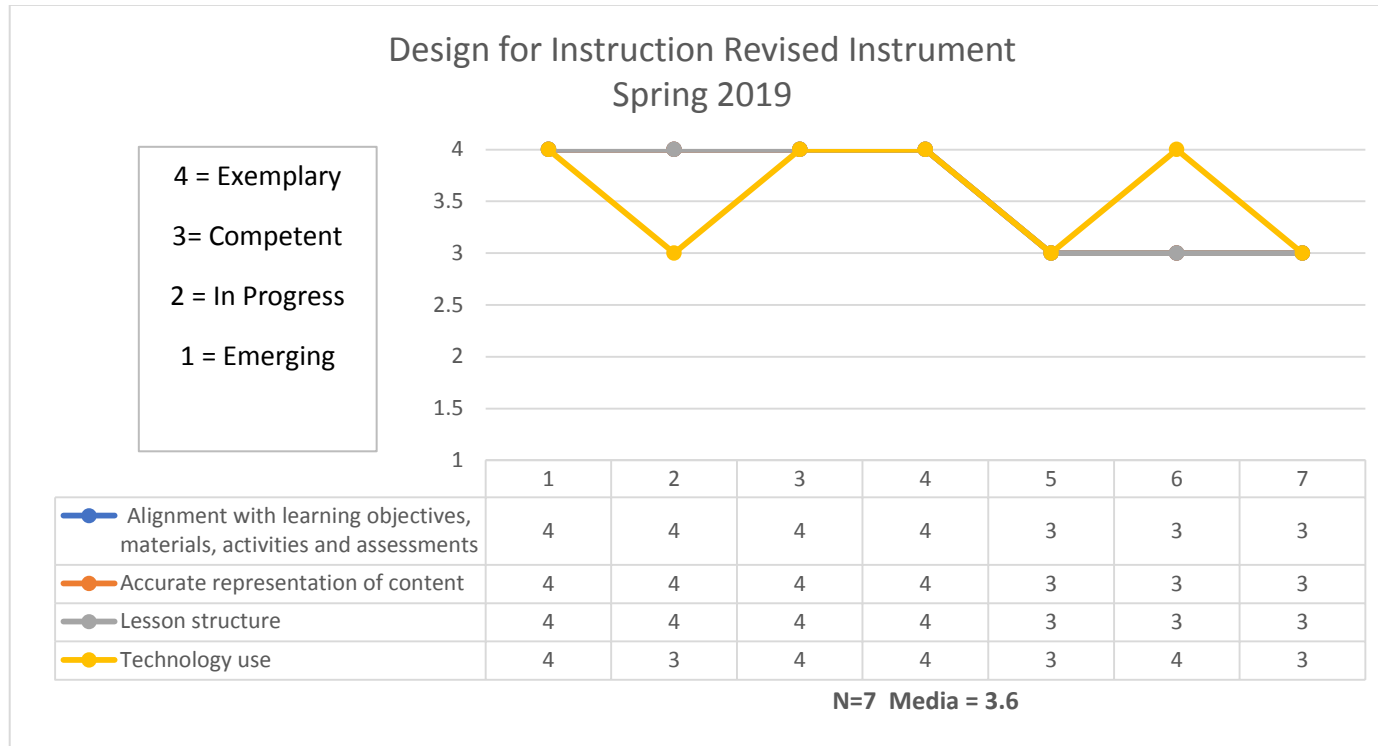
The following table show both proficiencies (Design for Instruction & Decision Making) and indicators as demonstrated in the TCWS of Spring 2018 & 2019 and Fall 2018.

Process	Proficiency	Indicators	Standards		
			PR-DES	CAEP/ <i>InTASC</i>	CAEP 2018 K-6
Design for Instrucion	The teacher candidate designs instruction for specific learning objectives, and for the characteristics and needs of students in the educational context.	<ul style="list-style-type: none"> • Alignment with learning goals. • Accurate representation of the content of the matter. • Unity and Lesson Structure. • Use of a variety of means of instruction, activities, assignments and resources. • Use of contextual information and data to select relevant activities, assignments and resources. • Using technology. 	1.1, 1.4 2.1, 2.2, 2.3, 3.1, 3.2 3.3, 3.4 3.5, 3.6 4 7	CAEP 1.5 <i>InTASC</i> 3, 4, 5, 7, 8	2.a,b,c 2.d 3.c
Decision Making	The teacher candidate continuously discusses students' learning to make teaching decisions.	<ul style="list-style-type: none"> • Changes based on student learning. • Consistency between changes and learning goals. 	6.14, 6.15 6.17, 6.18	CAEP 1 <i>InTASC</i> 1, 2, 3, 9	2.a, b, c, d 3.b, 3.c 4.a, 4.b 4.c

The following table shows the requirements (a partial rubric) candidates must meet to be rated *Met (3)* (acceptable level Old Instrument), *Competent (3)* and *Exemplary (4)* (Revised Instrument) on those criteria listed in the chart above. For a complete rubric see 1.1.2c Old & 1.1.2d Revised Manual.

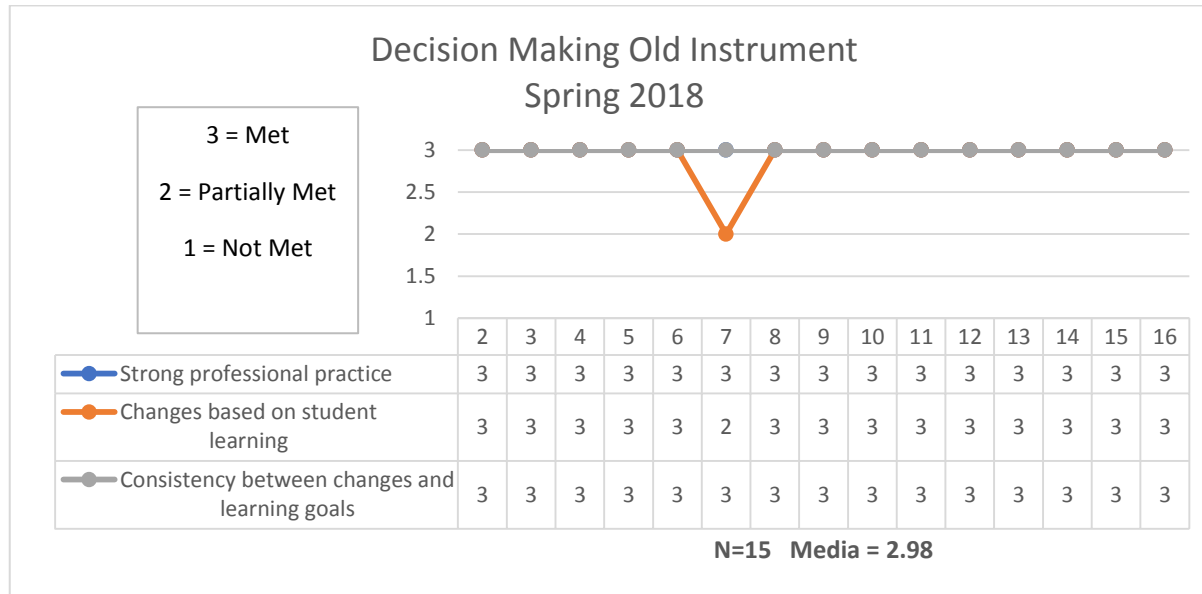
Process	Competency	Met (3) Old Instrument	Competent (3) Revised Instrument	Exemplary (4) Revised Instrument
Design for Instruction	The teacher designs instruction for specific learning goals, and for the characteristics and needs of students in the educational context.	At this level, the teacher candidate demonstrates that understands and teaches the concepts implicit in the components of each competency. He/She does consistently and effectively.	At this level the teacher candidate demonstrates that understands and teaches the concepts implicit and explicit in the components of each competency. He/She does it consistently.	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.
Decision Making	The teacher continuously discusses students' learning to make teaching decisions.			





Decision Making

In the old instrument, the teacher candidate should get at least an *average of 2.6* (See UPRP Education Assessment Plan 1.2.4) of each process to achieve the goal of *Accomplish (Old)* and, an *average of 3.47* on the revised instrument.



3 = Met
 2 = Partially Met
 1 = Not Met

Strong prof
 Changes ba
 Consistency
 le

4 = Exemplary
 3= Competent
 2 = In Progress
 1 = Emerging

