Candidate application of Content and Pedagogical Knowledge to meet Standards

Multiple Sources

UPRP candidates prepare lessons plans and learning assessments in their Clinical Practice. But prior of these experience, they did it in their Methodology Courses of: Native Language K-3rd, Native Language 4th-6th, Science K-3rd , Science 4th-6th, Social Studies K-3rd, Social Studies 4th-6th and Mathematics K-3rd, Mathematics 4th-6th and Seminar and Curriculum Course. Every lesson plan and learning assessment must use Puerto Rico's Academic Standards (See https://dedigital.dde.pr/course/view.php?id=81). Puerto Rico Department of Education (PRDE) has elevated academic expectations for students by adopting new, more rigorous standards. In the 2014-2015 fiscal year, the PRDE developed the Puerto Rico Core Standards (PRCS) with the support of Puerto Rico's higher education institutions, education industry and stakeholder groups composed of the school communities that support the Prek-12 model. UPRP certified the implementation of Puerto Rico Common Standards in our Educator Preparation Program.

Early introduction to and emphasis on planning and implementing instruction by the state Standards as well as evaluating student learning against the learning expectations specified in those Standards has proven effective. The following chart shows UPRP Teacher Candidate scoring over the Spring semesters 2018 & 2019 and Fall 2018 on two items in the old and revised Formative Evaluation Instrument measuring designing and implementing classroom instruction to meet Puerto Rico Content Standards. The charts show **<u>100%</u>** of the sample scoring a media of *2.6 in a scale 1 to 3*(Old Instrument) or a media of *3.47 in a scale of 1 to 4* (Revised Instrument) on those two key items.

The following table shows the requirement (a partial rubric) candidates must meet to be rated Accomplish (Old Instrument) or Competent (acceptable level) or Exemplary (Revised Instrument) on the two criteria listed the chart above. For a complete rubric see 1.1.2a revised instrument and 1.1.2b old instrument.

Criteria	3=Accomplish Old Instrument	3=Competent (Revised Instrument)	4=Exemplary (Revised Instrument)
Effective Teaching Planning: The teacher candidate plans his classes considering the *circular Plan,* in force, the standards and expectations of degree and subject, the knowledge and nature of the discipline, the students, the community and the curriculum's goals and objectives.			
Relationship of Objectives and Activities **CAEP; 1.1, 1.3, 1.4; *InTASC* 7(9), 8(k); PRDES (3.1, 3.2)**	The objectives and activities are relevant, meaningful to students and are aligned to standards, circular letter and instructional goals of the discipline.	Demonstrates mastery in the ability to write objectives and align them with activities. They are generally adequate and meaningful for students. They are aligned to the standards, circular letter and instructional goals of the subject.	Demonstrates deep and exemplary mastery in the writing of objectives and their alignment with learning activities. They are very relevant, challenging and of great significance for students. They are fully aligned with the standards, circular letter and the instructional goals of the subject and the school and community context.
Sequence of planning, units and lesson **CAEP; 1.1, 1.3, 1.4; PRDES (3.3, 3.4) CAEP 2018K-6 (4.b)**	Plans, units, and lessons present an appropriate sequence that promotes learning with understanding.	The candidate constantly uses varied teaching methods and follows a coherent sequence of lessons. The candidate provides students with enough opportunities to learn basic concepts and skills with the intention of moving to the most advanced content in later lessons.	The candidate consistently uses varied teaching methods and follows a coherent sequence of lessons. The candidate distinguishes instruction based on the needs of each student. The variety of means and activities provide students with opportunities to learn fundamental skills and concepts that then extends to the most advanced content based on students' needs.
Short-term and long-term planning **CAEP; 1.1, 1.3, 1.4; *InTASC* 7(p) 9**	Write short and long lesson plans according to students' needs and diverse skills.	Write short-term and long-term lesson plans according to students' needs and diverse skills.	It is consistent, organized in the correct, appropriate and relevant drafting of plans for short-term and long-term lessons according to the needs and

			diverse skills of the students.
Time and teaching management **CAEP; 1.1, 1.3, 1.4;** *InTASC* **7(p) 9**	Distributes time appropriately, which allows to carry out the planned activities, fulfill the written objectives and complete the phases of Start, Development and Pedagogical Closing, satisfactorily.	It distributes time appropriately, allowing you to carry out the planned activities, meet the objectives you have drafted and complete the phases of Home, Development and Pedagogical Closure, satisfactorily.	It is very consistent in the effective management of time, which allows to carry out the planned activities and meet the objectives drafted. In addition, complete the Home, Development and Pedagogical Closure phases excellently.

Teaching Implementation/Development: The teacher candidate elects 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 their knowledge.

Multiplicity of strategies, methods, techniques and activities **CAEP; 1.1, 1.3, 1.4;** *InTASC* **4(p), 8(k); PRDES (3.2)**	Select and use a variety of strategies and activities in harmony with the nature of the discipline. They are carried out in an appropriate way to meet the needs and interests of the students and promote the active role of the students.	Selects and uses diversity of strategies, methods, techniques and activities in harmony with the nature of the discipline. They are carried out in an appropriate manner to meet the needs and interests of the students and encourage their active role in them.	It is highly consistent in selecting diversity of strategies, methods, effective and innovative techniques. It identifies varied activities consonant with the nature of the discipline. They are done in an excellent way to meet the needs and interests of the students. It encourages active and meaningful learning in them.
Selection and use of resources and appropriate materials for learning **CAEP; 1.1, 1.3, 1.4; PRDES (3.6)**	It uses multiplicity of materials and resources that are suitable for the development of concepts and their understanding.	It shows that it uses various materials and resources that are suitable for the development of concepts, various content and their understanding and application.	It demonstrates that it correctly uses multiplicity of materials and resources that are adequate, relevant and in accordance with the development of concepts, various content, their understanding and application.
Developing critical, thoughtful and creative thinking **CAEP; 1.1, 1.3, 1.4;** *InTASC* **5(m), 8(j)**	It often uses activities that provoke thoughtful, critical, creative thinking, and problem solving to give meaning to matter.	It uses activities that provoke thoughtful, critical, creative thinking, inquiry and problem solving to give meaning to the study of disciplines and apply them to their life scenarios.	It is very consistent and organized in using a wide variety of activities that provoke the development of thoughtful, critical, creative thinking, inquiry and problem solving to give meaning to the study of disciplines and apply them to their life scenarios.
Integrating technology **CAEP 1.5;** *InTASC* **5(l), 8(n); PRDES (3.5, 7.1, 7.2, 7.3, 7.6)**	It generally uses technology as an effective tool for teaching and gives students the opportunity to demonstrate what they have learned through	Demonstrates mastery by using emerging technology as a tool in troubleshooting and research processes and for various teaching modes. It gives	Demonstrate total proficiency by integrating emerging technology as an effective tool for problem solving, research, and various teaching and

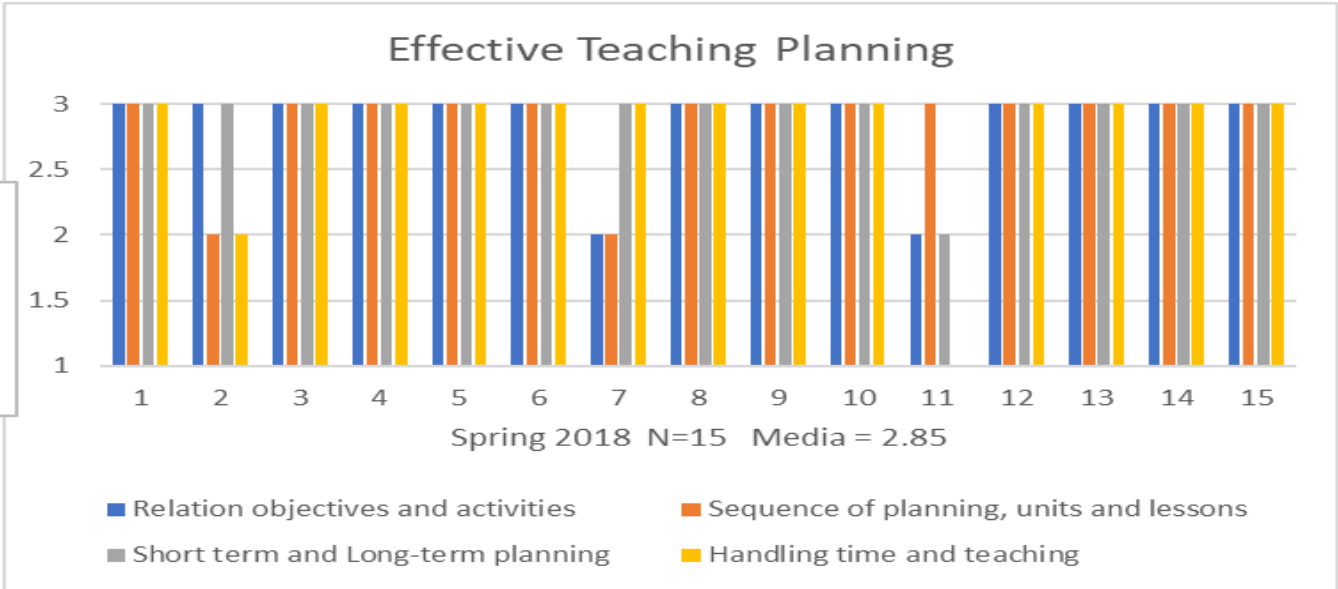|		technology.	students an opportunity to demonstrate what they have learned through technology.	learning modes. It always offers the opportunity for all students to demonstrate what they have learned in various ways using technology.

The following chart shows the planning item score of the Fall and Spring 2018 Old Formative Evaluation Instrument.

On Fall 2018, with a media of *2.96 (N=6)*, the planning item reach the goal to achieve *more than 2.6* to Accomplish the target.
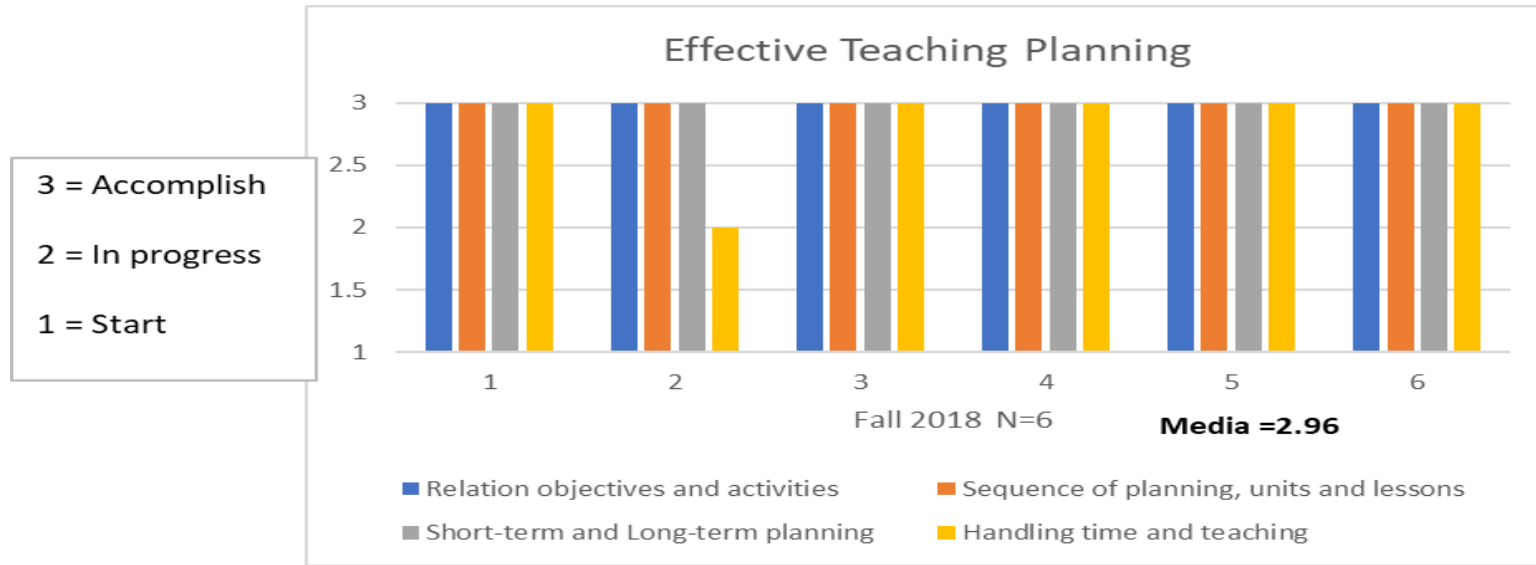
On Spring 2018, with a media of *2.85 (N=15)*, the planning item reach the goal to achieve *more than 2.6* to Accomplish the target.

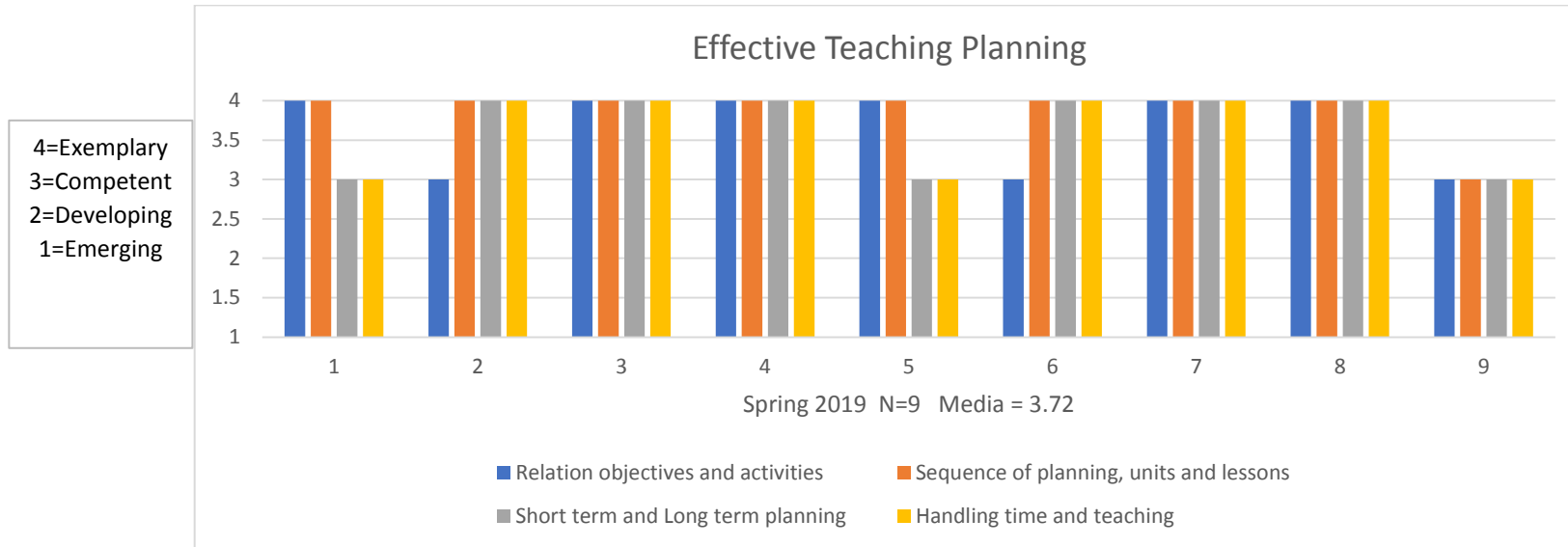Effective Teaching Planning

3 = Accomplish

2 = In progress

1 = Start

Spring 2018 N=15 Media = 2.85

■ Relation objectives and activities
■ Sequence of planning, units and lessons
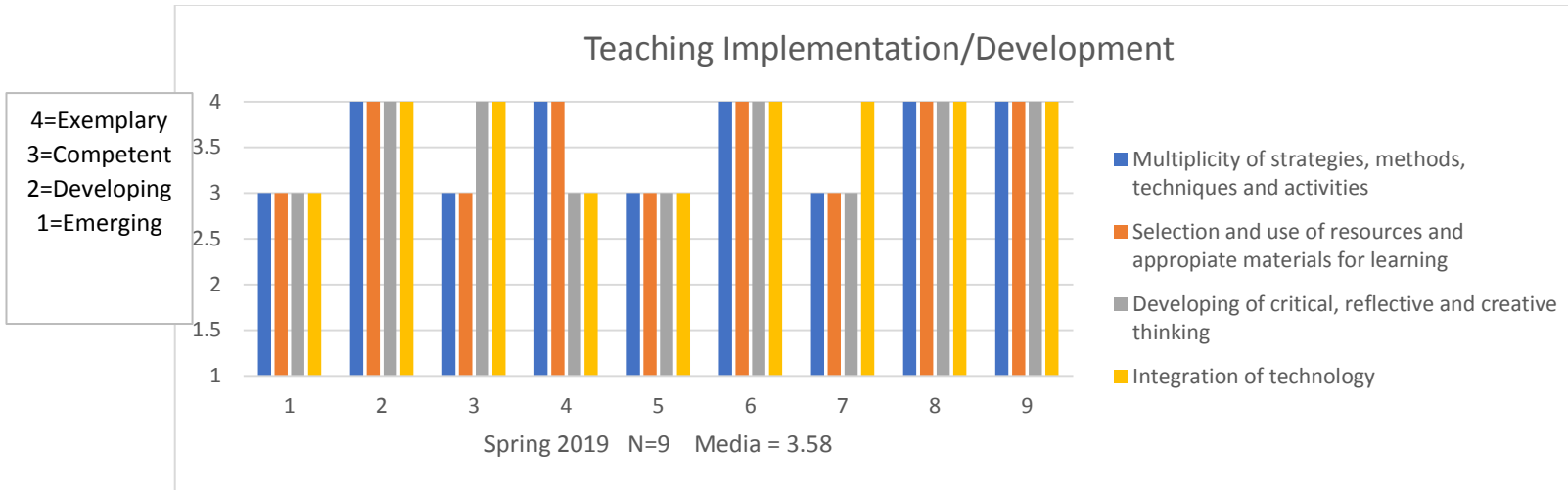■ Short term and Long-term planning
■ Handling time and teaching

On the other hand, the following chart shows the implementation of learning item of the same instrument. On Fall 2018, with a media of **2.88 (N=6)**, the teaching implementation/development item reach the goal to achieve **more than 2.6** to Accomplish the target. Otherwise, on Spring 2018, a media of **2.92 (N=15)**, the teaching implementation/development item reach the goal to achieve **more than 2.6** to Accomplish the target.
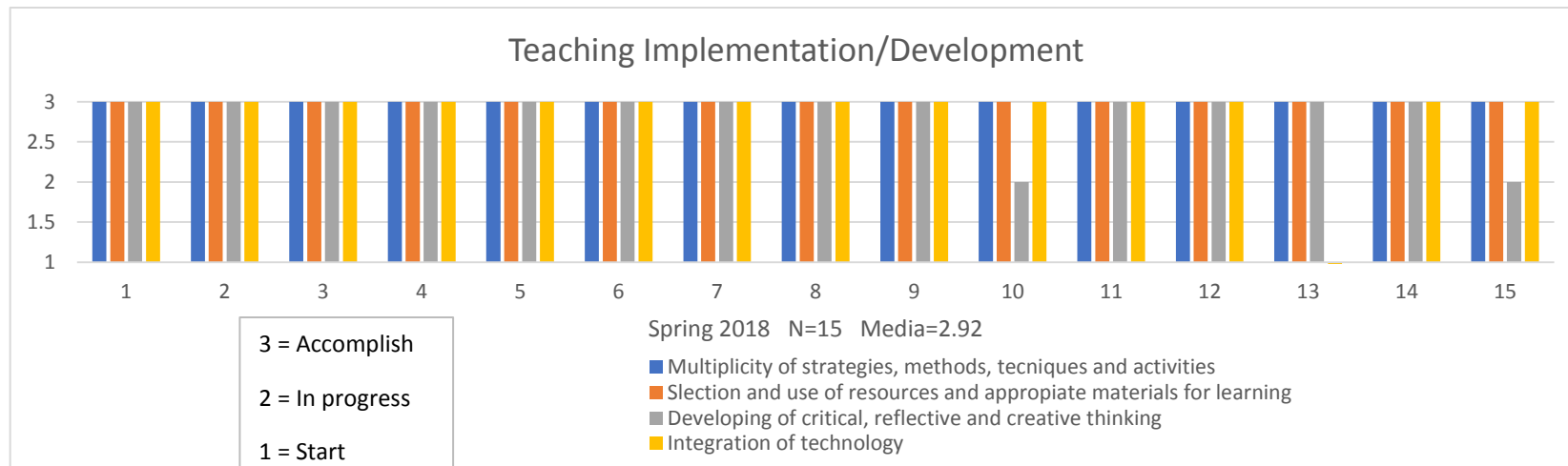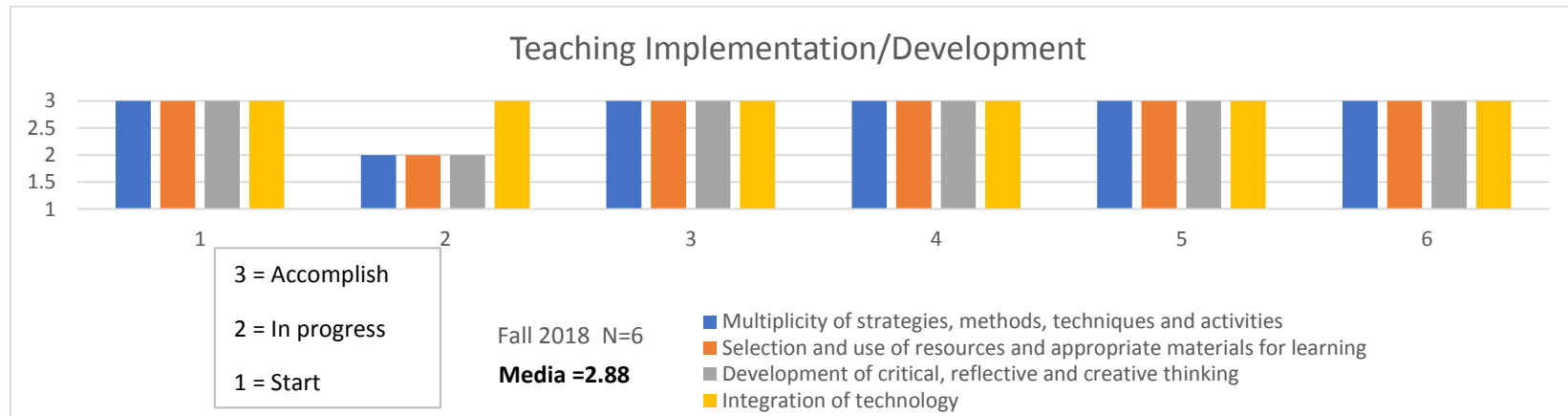
On Spring 2019, with a media of **3.72 (N=9)**, the effective teaching planning item reach the goal to achieve ***more than 3.47*** to achieve the target, Competent or Exemplary. Otherwise, the teaching implementation and development, had a media of **3.58 (N=9)**, achieve also the target.

Teaching Implementation/Development

4=Exemplary
3=Competent
2=Developing
1=Emerging

- Multiplicity of strategies, methods, techniques and activities
- Selection and use of resources and appropiate materials for learning
- Developing of critical, reflective and creative thinking
- Integration of technology

Spring 2019   N=9   Media = 3.58

The Formative Evaluation Instrument rubric and TCWS are aligned with the Puerto Rico Professional Standards for Teachers (PR-PST). See 1.3.2 *Puerto Rico Professional Teacher Standards 2008,* 1.1.1a UPRP EPP Alignment with Applicable Professional Standards, and 1.1.2 Formative Evaluation Rubric and Teacher Candidate Work Sample with Standards Alignment.

With respect to pedagogical knowledge and implementation, the Puerto Rico Teacher Certification Exams (PCMAS) includes a separate analysis of a pedagogical situation. UPRP teacher candidates meet the mean of **50** in the last three years of licensure exams to achieve assessment goals.

Analysis of a Pedagogical Situation

YEAR	MEAN UPRP	MEAN PUERTO RICO
2017	52	48
2018	53	53
2019	52	53

In summary, UPRP teacher candidates show that they meet UPRP standards applying content and pedagogical knowledge preparing lessons plans and learning assessments that align with the Puerto Rico Academic Standards. UPRP teacher candidates show that they meet Puerto Rico Department of Education content and pedagogical knowledge by their success on the Puerto Rico teacher certification exam PCMAS.