Candidates Demonstrate Skills and Commitment that Afford

Student Access to Rigorous College - and Career – ready Standards

Functional diversity and Special Needs

UPRP teacher candidates take into consideration the functional diversity and special needs when they did their lessons plans and learning assessments. The following partial rubrics shows the different specific criteria related to diversity and special needs that are included in multiples instruments as Field experiences, Formative Evaluation Instrument and Teacher Work Sample.

After each partial rubric, the graphics shows the candidates scoring in three cycles (Spring 2018 & 2019, and, Fall 2018). As other criteria presented before, the media expected in each criteria is 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)

Field Experience – Class execution *-Diversity criteria*

Class execution partial rubric (5.6)	Level 1 Not Met	Level 2 Partially Met	Level 3 Met
Diversity InTASC 2 (a, b, c, d); PRDES 5.1, 5.2, 5.3, 5.4, 5.7	The candidate shows that he/she does not consider the diversity of students to make the necessary curricular accommodations and achieve fulfillment with the scheduled objectives.	The candidate shows that he/she considers in some way the diversity of the students to make the necessary curricular adaptations and achieve the scheduled objectives.	The candidate shows that he/she considers the diversity of students to make the necessary curricular accommodations and achieve the programmed objectives.

Field Experience – Class execution -Diversity criteria

3=MET
2= PARTIALLY MET
1=NOT MET

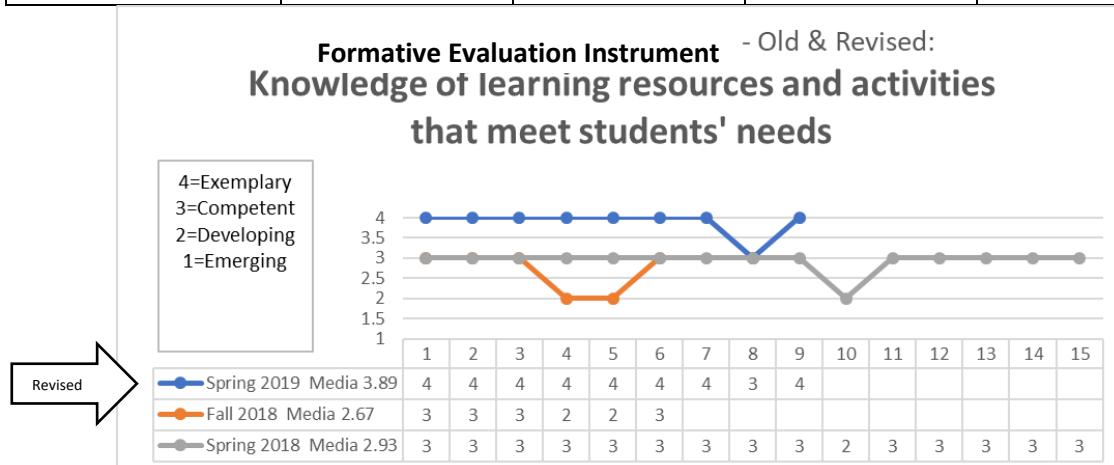|	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Spring 2018 - Media 2.87	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3									
Fall 2018 - Media 2.92	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3
Spring 2019 - Media 2.92	3	3	3	3	3	3	3	3	3	3	2	3													

Formative Evaluation Instrument – Old/Revised Instrument

| *Knowledge of the student and of the teaching and learning processes* Partial rubric (Competency 2C)	**Emerging (1) Old & Revised**	**In Progress (2) Old & Revised**	**Competent (3) Old & Revised**	**Exemplary (4) Revised**
Knowledge of learning resources and activities that meet students' needs CAEP; 1.1, 1.3, 1.4; *InTASC* 5(b, c); *CAEP* (1.1); PRDES (3.2, 3.3, 3.6); CAEP 2018 K-6 (3.a, b, c, d, e, f, 4.d)	Shows little or no understanding of how children grow, develop, and learn. The candidate does not collect information about student development.	It shows an understanding of how children grow and develop, how development affects growth, and how it impacts learning, but it does not use this knowledge in the appropriate development plan and learning experiences or environments. The candidate gathers information about student development but does not do so systematically or does not use this information to support student development.	It uses their understanding of how children grow and develop, how development at each stage affects growth at the other stages, and how they all work together to influence the appropriate learning and planning and implementation of Learning. The candidate considers the strengths and needs of the children individually. Observe and record student development, individually and as a group, to determine strengths and needs in each area of development.	Use your understanding of how children grow and develop, how growth affects at other stages, and how they all work together to learn how to plan and implement learning experiences and environments that consider the strengths and needs of children individually. The candidate is able to articulate the theoretical foundations for their plans and actions and evaluates the development of the students, using a variety of assessments, individually and in a group, to determine the strengths and needs in each area of development.

Formative Evaluation Instrument - Old & Revised:
Knowledge of learning resources and activities that meet students' needs

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

Revised →

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Spring 2019 Media 3.89	4	4	4	4	4	4	4	3	4						
Fall 2018 Media 2.67	3	3	3	2	2	3									
Spring 2018 Media 2.93	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3

Teacher Work Sample – MTEM – Old/Revised Instrument

Evaluation Plan Partial Rubric 3.3	**Emerging (1) Old & Revised**	**In Progress (2) Old & Revised**	**Competent (3) Old & Revised**	**Exemplary (4) Revised**
Adaptations based on student needs CAEP 1.1; InTASC 2, 6, 8; PRDES 5,6; CAEP 2018 K-6 (3.d)	The candidate has no plans for differentiated instruction according to the needs of subsets of students or individual students in the classroom.	Candidate plans are based on the strengths or needs of a subgroup of students in the classroom and include modification of teaching processes or content. The candidate proposes specific strategies for the development of learning subsets of students, but not for individuals.	Candidates' plans are based on students' individual strengths and needs and include a variety of teaching methods, modifying content, teaching processes, products, and learning environments that serve interests and learning environments that serve interests and student preferences. The candidate plans specific strategies for learning using knowledge of the levels of skill comprehension, motivation, and individual strengths and needs of each student.	Candidates' plans are based on student readiness, student strengths, weaknesses, interests and motivations and include the use of a variety of teaching methods, modifying content, teaching processes, products, and environments learning based on each student's interests and preferences. Plans differentiate content with a variety of options that modify the difficulty, depth, or complexity of materials. The plans present specific strategies for learning by using knowledge of the levels of understanding, skill, motivation, and individual strengths and needs. Plans express how students will demonstrate their learning.

TWS-MTEM Old & Revised Instrument
Adaptations based on student needs

4 = Exemplary

3= Competent

2 = In Progress

1 = Emerging
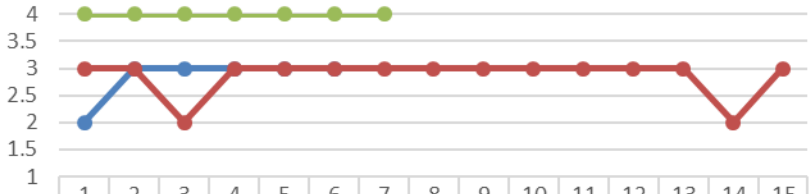
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fall 2018 Media 2.83	2	3	3	3	3	3									
Spring 2018 Media 2.87	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3
Spring 2019 Media 4.0	4	4	4	4	4	4	4								

Revised