

Candidates Demonstrate Skills and Commitment that Afford
Student Access to Rigorous College - and Career – ready Standards
Lessons plans and Learning Assessments

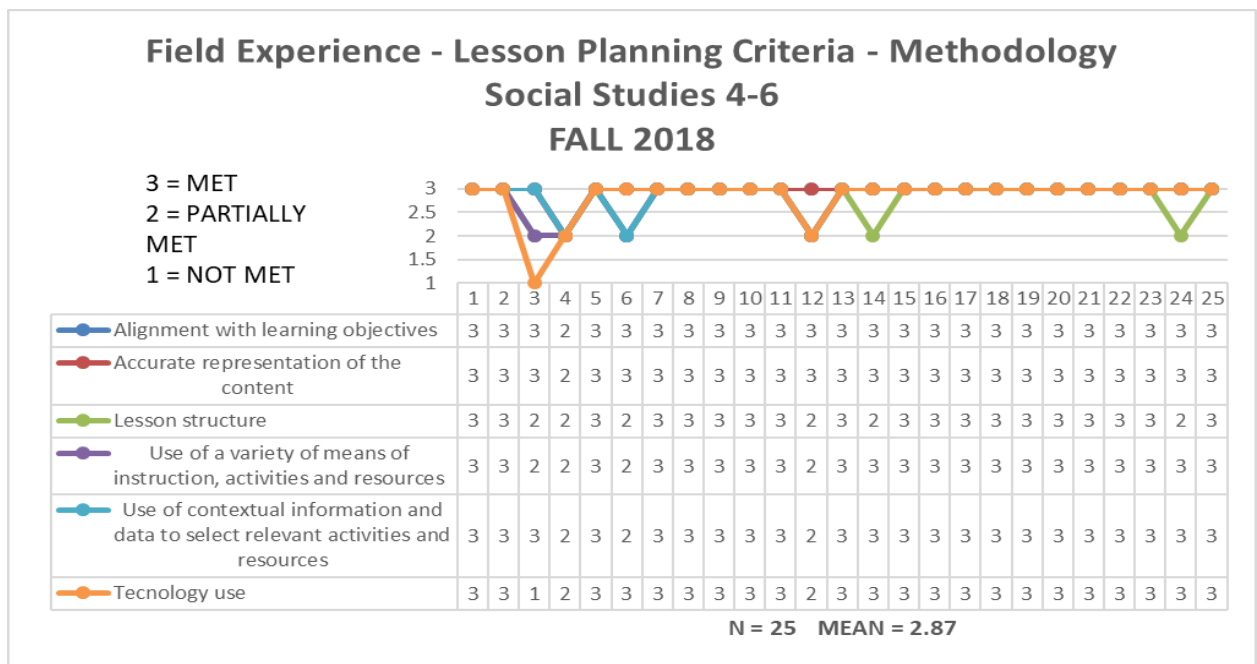
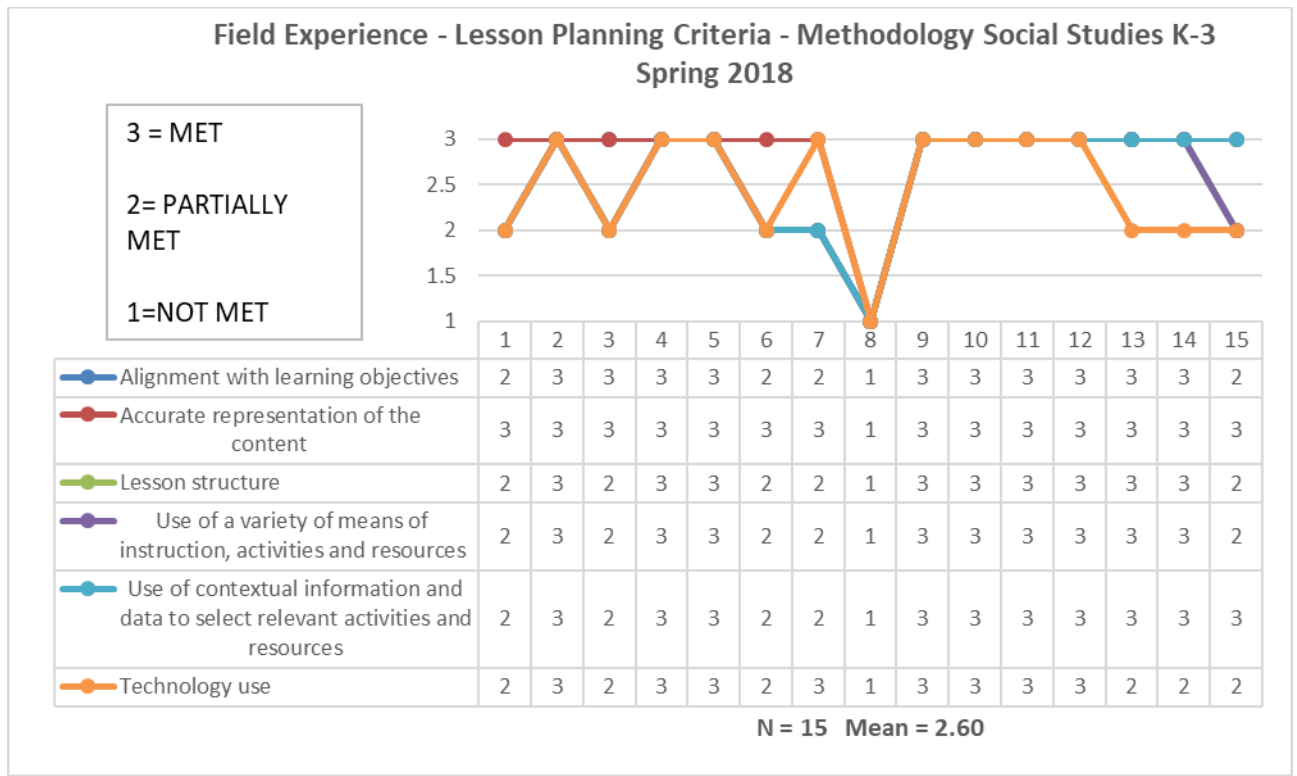
UPRP candidates prepare lessons plans and learning assessments in their Clinical Practice. But prior to these experiences, they did it in their Methodology Courses of: Native Language K-3rd, Native Language 4th-6th, Science K-3rd, Science 4th-6th, Social Studies K-3rd, Social Studies 4th-6th and Mathematics K-3rd, Mathematics 4th-6th and Seminar and Curriculum Course. All teacher candidates enrolled in the methodology courses of the teaching will conduct field experiences in public or private elementary schools in Puerto Rico. Experiences should be carried out at level k-3 and 4-6. Will be required that candidates complete five (5) contact hours coordinated in five visits per semester (10 hours per subject -5 hours K-3 and 5 hours 4-6 of each one). The fundamental purpose of the field experiences is to bring the candidate closer to the real scenario to show their willingness, skills, professionalism, evaluate execution and reaffirm their vocation. The teacher candidate must develop from the beginning of their professional training, a clear, precise and defined concept of the process teaching-learning, as well as the factors and variables involved in it. They must also know the functions, duties and executions of the teacher. The experiences field facilitate and provide an opportunity for the candidate to know the nature of the different disciplines and transfer their knowledge within a real context.

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.

The following table shows the requirement (a partial rubric) candidates must meet to be rated Accomplish on the Lesson planning criteria listed the chart above. For a complete rubric see 1.4.1b. ****Rubric is in process to be revise and validate on August 2019.*

Criteria	Level 1 Not Met	Level 2 Partially Met	Level 3 Met
1. Alignment with learning objectives <i>InTASC 7 (a,b,c); PRDES 3.1, 3.2</i>	The lesson is not linked to the objectives of learning. Learning activities and resources are not aligned with learning objectives. Not all learning objectives are covered in planning.	Most of the lesson is linked to the goals of learning. Most learning activities and resources are aligned with learning goals. Most of the learning objectives are covered in planning.	The entire lesson is explicitly linked to learning objectives. All learning activities and resources are aligned with the learning objectives. All learning objectives are covered in planning.
2. Accurate representation of the content <i>InTASC 4 (a, j, k); PRDES 3.3, 3.4, 3.9</i>	The candidate's use of subject content is not accurate. The content seems to look more like skills and isolated facts.	The candidate's use of subject content appears to be accurate. The focus of the content is consistent with some of the great ideas or the structure of the discipline.	The candidate's use of subject content is accurate. The focus of the content is consistent with the big ideas or the structure of the discipline.
3. Lesson structure <i>InTASC 7 (c); PRDES 2.1, 2.2, 2.3, 3.3, 3.4</i>	The lesson is not logically organized and does not follow any model.	The lesson has very little organization according to the established model.	The lesson is logically organized according to the established model.
4. Use of a variety of means of instruction, activities and resources <i>InTASC 7 (a, b, k); PRDES 3.2, 3.3</i>	Little variety of means of instruction, activities and resources. Emphasis on the use of textbook or a single resource	Some variety in the means of instruction, activities or resources but with limited contribution to learning.	Significant variety of means of instruction, activities and resources for learning.
5. Use of contextual information and data to select relevant activities and resources <i>InTASC 7 (b, d, i); PRDES 3.3, 3.7, 3.9</i>	The statement is not planned with reference to contextual factors. Activities do not appear to be productive and appropriate for students.	Part of the statement has been planned with reference to contextual factors. Some activities appear to be productive and appropriate for students.	The statement has been planned with reference to contextual factors. Most activities appear to be productive and appropriate for students.
6. Technology Use <i>InTASC 3 (g), 8 (g,n); PRDES 3.5, 7.1, 7.2, 7.3, 7.6, 7.8 ISTE 4.a, 6.b, 6.c</i>	The candidate does not use appropriate technology.	The teacher candidate integrates some appropriate technology, it that contributes in some way to teaching and learning.	The teacher candidate integrates appropriate technology that contributes significantly to teaching and learning.

The following chart shows a sample of the planning item score of the Spring 2018 & 2019 Methodology of Social Studies K-3, and, Fall 2018 of Methodology of Social Studies 4-6.



Field Experience - Lesson Planning Criteria - Methodology Social Studies K-3 Spring 2019

3 = MET
2= PARTIALLY MET
1=NOT MET



	1	2	3	4	5	6	7	8	9	10	11	12
Alignment with learning objectives	3	3	3	2	3	3	3	3	3	3	3	3
Accurate representation of the content	3	3	3	2	3	3	3	3	3	3	3	3
Lesson structure	3	3	2	2	3	2	3	3	3	3	3	2
Use of a variety of means of instruction, activities and resources	3	3	2	2	3	2	3	3	3	3	3	2
Use of contextual information and data to select relevant activities and resources	3	3	3	2	3	2	3	3	3	3	3	2
Technology use	3	3	1	2	3	3	3	3	3	3	3	2

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