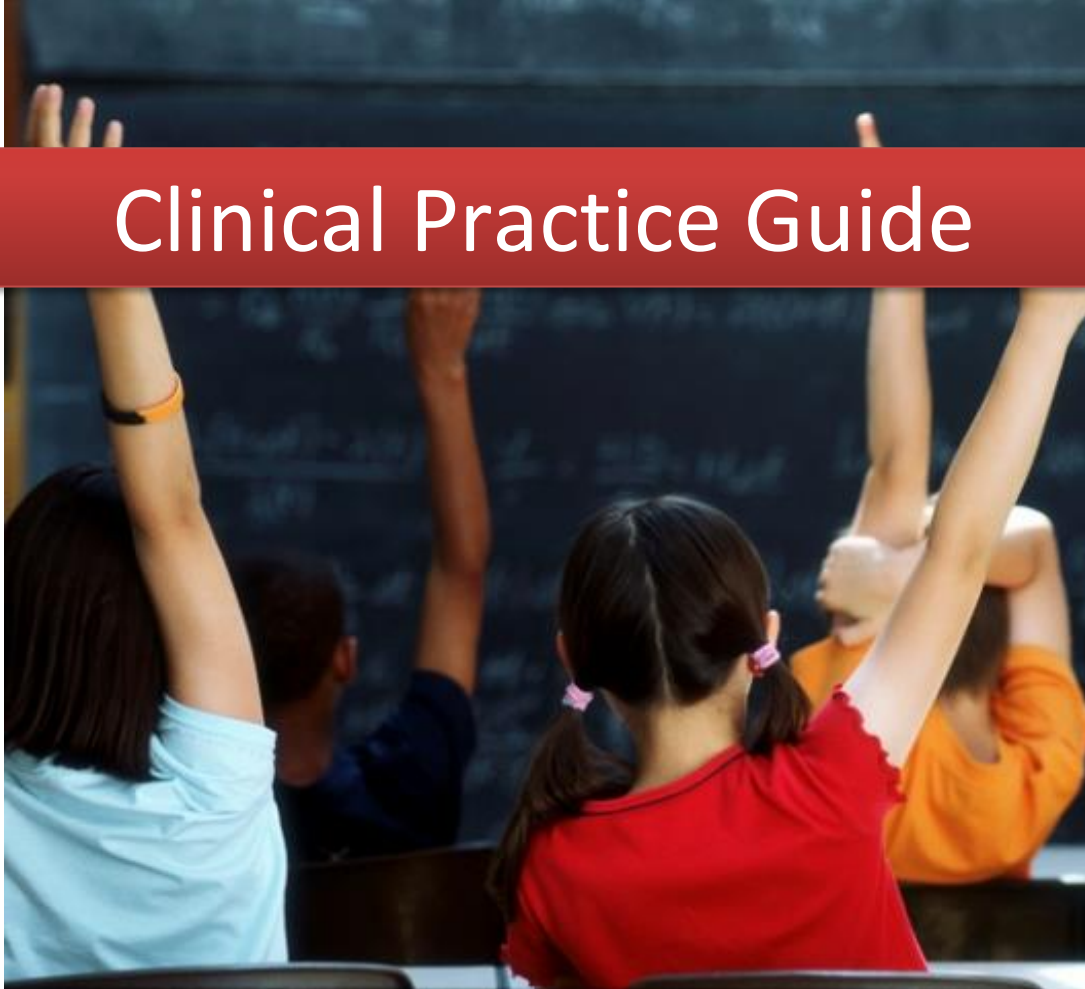


Clinical Practice Guide



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Introduction

A successful Clinical Practice experience is crucial in the development of future teachers. Clinical Practice is the culminating experience that links the fundamental and pedagogical knowledge to which teacher candidates have been exposed through constructive and practical experiences in the courses of Programa de Elementary Education. It provides them with the opportunity to gain valuable experiences working with children, while receiving continued support, guidance and supervision. This is achieved through the cooperation and collaboration of the team of cooperating teachers, university supervisors and school principals participating in the Program.

The purpose of this guide is to guide students-teachers, co-ordinator teachers, school principals and university supervisors on the practices and policies of the Program Clinical Practice University of Puerto Rico in Ponce. Although it aims to answer many questions about the teaching experience of students, its intention is not to replace the contact and personal dialogue that must exist between the students' components of the Program, which is an essential element to the success of the candidate of our Program.

Conceptual Framework of the Bachelor of Arts Program in Elementary Education

Vision

The Bachelor of Arts Program in Elementary Education at the University of Puerto Rico in Ponce, is committed to the professional development of the teacher candidate and visualizes it as the center of its educational management. He places the teacher candidate as an ever-developing apprentice and builder of his knowledge that promotes effective learning in students at K-3 and 4-6 levels. He envisions the teacher candidate as a social institution with ethical, aesthetic, civic and moral values; product and part of all the evolutionary processes of society. It aims to strengthen in the teacher candidate, through a humanistic cognitive approach, cognitive, affective, intellectual dimensions, the development of pedagogical knowledge and the various disciplines, to promote the quality of teaching in the different educational scenarios.

Mission

The Bachelor of Arts in Elementary Education program aims to train future education professionals so that they are leaders who contribute to social transformation in educational scenarios and to the strengthening of a democratic society. They will be able to learn to learn, learn to teach, learn to undertake and educate dynamically and effectively, taking into account the diversity of their students.

The Baccalaureate Program Mission in Elementary Education is framed by the UPR System Mission and UPR-Ponce. It shares with the other units of the system the responsibility of contributing to the achievement of the mission in accordance with the Law of the University of Puerto Rico. It promotes a collaborative interaction with the academic departments of the unit that contribute to the development of knowledge of the content of the different disciplines in the

candidates. The Bachelor's Program in Elementary Education serves the university community with administrative and organizational resources to promote authentic and transformative learning.

Goals

The Baccalaureate Program in Elementary Education of the University of Puerto Rico in Ponce aims to achieve, from a comprehensive perspective, the following goals:

1. Train in teacher candidates the cognitive and affective dimensions, with knowledge of the content and mastery of the subjects and their integration
2. To train candidates for master with the mastership of pedagogical content and the various strategies, methodologies and means of appraisal.
3. Train in candidates for teachers the ability to reflect and be critical and analytical using research and creation.
4. To train teacher candidates who demonstrate in their actions the disposition, ethical, moral and civic values, collaboration, dialogue and teamwork, the ability to learn to learn, learn to teach and to undertake (UNESCO 1998).
5. Train teacher candidates capable of facing new educational challenges that integrate technology and information skills into teaching and learning processes.
6. Develop teacher candidates with respect, knowledge and acceptance of diversity and physical differences.

Philosophical Postulates

Philosophical postulates are beliefs that serve as the basis for facilitating understanding of the world and are influenced by culture, experiences and the sci-go environment. In accordance with the above, we believe that:

1. Knowledge is an instrument of action for the individual. It must be judged for its usefulness and serves as a rule for the experience that will lead to the construction of meaningful knowledge in the individual (Dewey, 1938).
2. Learning is a process of discovery where apprentices build knowledge for themselves and require learning experiences (Bruner, 1952).
3. The person is a social entity with ethical, aesthetic, civic, moral, product and part of all the evolutionary processes that occur in society in its particular context (Hostos, 1903).
4. The educational process is a social process that should prepare the candidate as a person in the intellectual, cognitive, affective and psychosocial dimension for the challenges of life. It is transformed into an integral being that contributes to effective educational practices in society (Hostos, 1903; Piaget, 1969; Vygotsky, 1962).
5. From a sociocultural perspective, education is a complex undertaking to adapt to society, to the needs of its members and to the ways of knowing the needs of culture (Vygotsky, 1962; Bruner, 1952; Hosts, 1903; Dewey, 1938).

Profile of the Graduate of the Elementary Education Program

The graduate of the Bachelor's Program in Elementary Education at the University of Puerto Rico in Ponce will possess the following knowledge, skills and dispositions:

1. Knowledge of the student and their development, and of the teaching processes and learning.
2. Proper use of various appraisal strategies to learn and evaluate daily learning.
3. Knowledge of the various learning styles and strategies to address students' cognitive, physical, social and emotional differences.
4. Effective social interaction in a context of collaboration and dialogue with students, family and school unity.
5. Knowledge of the content they teach.
6. Development of thoughtful, critical and creative thinking of research skills.
7. Effective planning of teaching
8. Commitment to personal and professional development, willingness to self-learning, independent study, adapt to change, and effectively face challenges.
9. Knowledge and effective use of technological resources of learning and search for training.
10. Mastery of language and communication skills.

Overview of the Clinical Practice Program Department of Education Commonwealth of Puerto Rico

The Clinical Practice Program, attached to the Secretary for Academic Affairs of the Department of Education of the Puerto Rico, is one of the basic components related to one of the main commitments programmatic of the education area of the Puerto Rican Project for the XXI century: *Develop together with the universities a strategic vocational training plan for teachers, as well as an incentive plan to attract the best students to the magisterio. Teacher preparation is a shared responsibility between universities, the education system and professionals (Circular Letter No. 10-1999-2000, Puerto Rico Department of Education).*

The vision of the Clinical Practice Program is based on contributing to the training of future teachers capable of improving the quality of life of society through effective pedagogical practice. Basically, Clinical Practice is the culminating laboratory experience, whereby the student-teacher assumes responsibility for teaching one or more subjects to groups of students of elementary or secondary level or special needs or performs direct-to-student service tasks that are complementary to teaching. In the professional preparation of the student-teacher, the Clinical Practice is an essential phase in which it manifests empirically and pragmatically, in a real scenario, all its theoretical knowledge and skills acquired through the school years and University. Through the practice process, the apprentice shows, tunes and reaffirms the skills developed in the course of the learning done throughout his life.

The mission of the Program is to join forces with accredited public and private universities to arrange the personal and professional development of cooperating teachers and student-teachers. Likewise, the Program is committed to establishing effective Clinical Practice Centers that allow

students-teachers to apply the theoretical knowledge acquired in the pedagogical preparation programs of universities.

The legal basis underlining the Program are the provisions of Law No. 79 of August 23, 1989, which authorizes the creation of the Clinical Practice Centers. In the same way, it is supported by Law No. 149 of July 15, 1999, as amended, known as organic law of the Department of Education of Puerto Rico. Legal requirements are made effective through the Regulations for the Organization and Operation of Clinical Practice Centers.

What is Clinical Practice?

It is a culminating and intensive activity in which teacher candidates teach elementary-level students at a variety of qualified practice centers. Clinical Practice has been described as the most significant experience in the professional preparation of the student-teacher because it makes possible the location of the future teacher in a real world of work during his university vocational training. It is the stage at which the student-teacher applies the theories, knowledge and skills he develops during his years of study. Students-teachers are immersed in a learning community where they are provided with the opportunities to develop and demonstrate their ability to skills related to the professional roles for which they are preparing.

Beginner teachers teach three hours a day, four days a week for one semester in Puerto Rico public schools, under the guidance and supervision of cooperating teachers and a Clinical Practice supervisor. This teaching experience is enriched through conferences, demonstrations, directed observations, and participation in all activities inherent in the work of an active-duty teacher.

Clinical Practice Objectives

General Goals

At the end of internship with elementary school students in real teaching situations, students-teachers will demonstrate

1. Knowledge and mastery of the subject matter they teach.
2. Mastery of the educational practices necessary to effectively serve as teachers.
3. Professional ethical conduct in the educational scenario.

Specific Goals

Following observations and active participation in teaching and learning processes in real educational environments, interaction with university supervisors and school community staff, and through participation in professional improvement activities, teacher candidates:

1. Will demonstrate a broad and deep mastery of the subject matter it teaches according to the content included in the standards and level and will organize learning experiences considering the characteristics of learning with understanding.
2. Will demonstrate knowledge and mastery of how the student develops and learns and will organize learning activities to meet the intellectual and emotional needs, interests and talents of the students.
3. Will plan the teaching based on the knowledge and nature of the discipline, students, community, and curriculum goals and objectives.
4. Will use appropriate modes and materials for the achievement of teaching and learning objectives consistent with the approaches that consider the student as the protagonist in the construction of his knowledge.
5. Will use various assessments to promote and evidence the learning of your students.
6. Will teach and adapt evaluation tools and make use of their results to ensure continuous development in the physical, cognitive, social and emotional aspects of the learner.
7. Will distribute time effectively to appropriately use various techniques that promote active student participation in an effective learning environment.
8. Will demonstrate proper and correctness in the use of the language to communicate in oral and written form.
9. Will exhibit a behavior in accordance with the values and principles required by his profession and those established by the educational institution in which he performs.
10. Will reflect on his educational practices.
11. Will participate in professional development activities and transfer what he have learned to his classroom.
12. It will establish good relationships with their co-workers, with parents and with the other components of the educational scenario that contribute to learning and well-being of students.

13. Will demonstrate responsibility and commitment in the participation of Clinical Practice seminars.

Admission to Clinical Practice

Teacher candidates usually to the clinical practice during the last semester of their program.

The requirements to be admitted to the Clinical Practice are:

1. Complete the "Clinical Practice Application" and submit it with an updated official academic assessment.
2. Have academic progress.
3. Have completed the required courses according to the curriculum established in the Program of Studies of the Baccalaureate in Elemental Education of the UPR – Ponce.

The Clinical Practice consists of a six-credit course that includes three hours of teaching for four days a week at practice centers and a meeting day (three hours) in seminary with the university supervisor. The Certification Number 1999-2000-44 of the Academic Senate of the UPR – Ponce states that this course is equivalent to a complete academic load.

It is required to attend an orientation meeting during the semester prior to which the student is interested in practicing teaching. During the course, the process of admission to the Clinical Practice, as well as the requirements and the enrolment process of the course, is explained. Students are given a general explanation of the selection of practice centers and university supervisors and are given the application to complete.

Because Clinical Practice requires a student-teacher to commit a great commitment of their time, the student is advised to enroll in a reasonable academic load during the semester in which he/she performs it. The student-teacher should also consider not working during that period.

Instructional Activities and Strategies

The instructional objectives of the Clinical Practice course will be achieved through the following activities:

1. Orientation seminars on various topics to the student teacher by the university knew for a period of approximately three days at the beginning of the course.
2. Visit the practice centers to locate the student teachers.
3. Observation by the student - teacher of demonstrative classes led by the cooperating teacher during the first two weeks of class.
4. Start of the intern as a classroom teacher during the third week of the course, teaching three hours a day, four days a week.
5. Daily observation of the student-teacher in all the activities of the teaching and learning process by the cooperating teacher and discussion of the observations and recommendations made.
6. Individual student interviews-teachers with the university supervisor.
7. Visits of evaluation, guidance and follow-up by the university supervisor to internal students.
8. Meeting-seminar once a week of the practice supervisor with students-teachers.
9. Professional development activities.
10. Guidance and follow-up of the university supervisor in the preparation by students-teachers of the following documents and materials:
 - a. Plan folder
 - b. Registration and Letronic (Student Information System)
 - c. Test book and tabulations
 - d. Student Profile and Notes (Roll book)
 - e. Professional notebook
 - f. Information folder
 - g. Comment and recommendation book
 - h. Student-Teacher Work Sample (MTEM)
 - i. Autobiography
 - j. Location letter, class program and tuition sheet
 - k. Plans for individualized teaching
 - l. Professional execution portfolio
 - m. Posters, friezes and artifices

Special Project for Academic Impact

11. Development of special projects in the Practice Center.
12. Visits to the school dining room of the Practice Center and planning a nutrition-related integration class.
13. Performing assigned readings and official documents of the Ddepartmentof Educación de Puerto Rico.
14. Participation in group discussions during seminar sessions to clarify doubts, share experiences, discuss issues of impact on Puerto Rican education, and attend conferences on curriculum innovations and other matters of interest.
15. Writing reflective teaching journals.
16. Development of a professional execution portfolio.

General Standards of the Clinical Practice Program

Here are some rules that the student-teacher must meet during their Clinical Practice:

1. The student-teacher must meet the attendance of three hours a day of teaching from Monday to Thursday to his/her Practice Center and on Fridays to the Seminary with his supervisor.
2. You must arrive at the school 10 minutes before check-in and sign the attendance sheet when you enter and leave.
3. When absent it must be for good cause. You must notify the supervisor and agree with the supervisor how to repay the absence.
4. That day's absence plan should leave it in advance of the cooperating master with the artifices and materials.
5. At no time should you use corporal punishment or mistreatment with your students to modify inappropriate behavior.
6. The student-teacher must watch appropriately (uniform use, tie, long sleeve shirt and name identification).
7. The plans folder must be well presented and divided according to the requested information.
8. The student-teacher must deliver two plans in advance according to his cooperating teacher.

9. The plan must be well written in all its parts, with proper syntax and spelling; in addition, the use of the teaching strategy must be evident.
10. You must deliver the materials and artifacts you have prepared in advance to the master-cooperator to be evaluated.
11. The plan must be written on a computer or on hoop paper in a black ink pen.
12. In the learning process you must use variety of techniques, teaching methods and materials according to the needs of the students and level.
13. Carry out strategies for teaching, including values, evaluation process and assessment and maintaining good group control.
14. You must comply with all required documents such as:
 - Professional folder
 - “Roll book”
 - Student-Master Work (MTEM)
 - Professional notebook
 - Comment and recommendation book
 - Information Folder
 - Special Academic Community Impact Project
15. Make three visits to the dining room to learn about their services and use the observations to help the student develop good eating and nutrition habits.
16. The classroom should be set according to teaching topics.
17. You must produce the following material: 2 friezes, 3 door decorations, card holder, calendar, weather poster, artifacts (posters, games), teaching cards, pictures, task sheets and tests.
18. The cards, pictures, and other materials must be arranged in the room.
19. Carry out a special project of academic impact for your students.
20. Exhibit professional conduct at all times in the Practice Center and in professional development activities.

Student-Master as substitute teacher absence of the Master Cooperator

The Department of Elementary Education at the University of Puerto Rico at Ponce **does not** promote the use of student-teachers as substitutes in the absence of the cooperating teacher. The intention of the Clinical Practice is to provide the student with supervised teaching experience and the opportunity to learn and develop as an education professional under the direct supervision of cooperating teachers.

Student-teachers are not legally responsible if left unsupervised in the absence of the cooperating teacher. The school principal must provide substitute teachers, even if the student-teacher is responsible for the class of the day. The student-teacher must notify the school principal when a cooperating teacher is absent and must inform other teachers that he or she is alone with the teachers Students. Leaving a student-teacher alone without a substitute teacher puts the school, administration, and student-teacher in legal danger in the event of a classroom situation.

Selection of Clinical Practice Centers

University supervisors will select Clinical Practice centers according to criteria established by the Puerto Rico Department of Education. These must meet the following requirements:

1. Having a faculty of recognized professional and academic competence, which must be evidenced by the results of the evaluations carried out, the strategies established for the cognitive and affective development of the student, the projects carried out and quality of activities.
2. Integrate curriculum standards of excellence in the planning of teaching and learning activities.

3. Evidence of the implementation of the nueva pedagogical policy established by the Department of Education of Puerto Rico.
4. Establish strategies to use the necessary services in the integral development of the student in an appropriate and effective way.
5. Have a professional development program available to the cooperating teacher and the student-teacher determined by their particular needs.
6. Keep the necessary physical facilities available, according to the specific circumstances of the school core.
7. Allow periodic observations of classes and other pre-practice experiences.
8. Provide necessary technical assistance to staff using school, district, and other system resources.

Selection of Cooperative Teachers

In the selection of co-operative teachers, it will be taken into consideration that:

1. To make possible the integration and participation of students, school staff, parents and others in the educational process.
2. Knowledge of curriculum reform and implantn in the classroom.
3. Knowledge of the subject, the subjects you teach and the standards that guide them.
4. Have the corresponding preparation and certification in the area and at the level it teachesn.
5. Have a minimum of three (3) years of experience and have passed the preparatory course of forty-five (45) hours to practice as a master cooperador. The course will be valid for five years after which they will have to take training to update knowledge in areas related to the public policy of the Puerto Rico Department of Education, with innovative projects and strategies for teaching and Clinical Practice.
6. Knowledge of professional standards set for Puerto Rico teachers.
7. Encourage the development of human values fostered by our educational system: solidarity, respect for human dignity and understanding of cultural diversity.
8. Have a written recommendation from the director of the Clinical Practice Center to practice as a cooperating teacher.

9. Show proven professional competence, which is evident in visit reports, evaluation results, teaching strategies and techniques used, activities, projects, trainings and others.
10. Have the ability to communicate effectively orally and in writing, in Spanish and/or English.

Student Duties and Responsibilities - Teacher

The experience of Clinical Practice provides the student -teacher a culminating laboratory experience where the student assumes responsibility in teaching in one or more subjects to groups of students with the help of the practice supervisor teacher and the cooperating teacher. It is for this reason that it is of the utmost importance that it recognizes the value of this experience and the responsibilities it entails. The student-teacher shall have among other, the following duties and responsibilities:

1. Transfer to educational practice the knowledge, skills and attitudes of the role of being played as a teacher.
2. Regularly attend school three hours a day for four days and one day of the seminary. In case of being absent with good cause, this time during the day indicated for educational practice.
3. Complete and organize the documents required by the university supervisor and the cooperating teacher.
4. Design the daily plan according to the model suggested by the university supervisor in union with the cooperating teacher.
5. Actively draft objectives that promote understanding of content, skills and attitudes.
6. Keep up-to-date teaching materials, daily plans, teaching units, and different school documents.
7. Select, adapt and create teaching materials that promote effective learning, such as: audiovisual, task sheets, manipulative, testing, etc.

8. Carry out an anecdotal record according to the different situations existing in the classroom.
9. Visit the school canteen, prepare a written report and offer a class of good eating habits.
10. Keep a record or history of your progress in educational practice.
11. Model unimpeachable professional behavior, both in the way you act and in the way you dress.
12. Comply with recommendations from the practice supervisor, cooperating teacher, and principal.
13. Provide students with varied educational experiences according to their learning style and based on approaches that promote authentic learning.
14. Know the organization of the school and the educational policy that it promotes.
15. Attend, when invited, to orientation meetings and co-curricular activities.
16. Prepare your autobiography and include it in your professional folder.
17. Offer in the school community, when requested, some educational activity.
18. Conduct a Special Academic Impact Project to meet the academic and/or social needs of its students.
19. To serve special education students with the advice of the cooperating teacher.
20. Develop a teaching unit to be included in the Master Student Job Sample.
21. Prepare the construction, correction and tabulation of tests, as well as the action plan to follow according to the result of them.
22. Provide help to your students and corrective work.
23. Reflect on your educational practice according to the instruments delivered.

School Superintendent's Functions

These school officials are required to:

1. Send to universities the list of names of qualified principals and teachers in each center.

2. Viabilize, in coordination with the school principal, the participation of cooperating teachers in activities of universities and other institutions.
3. Conduct, in coordination with the school principal, activities and meetings aimed at the best functioning of the Clinical Practice Centers.
4. Promote and facilitate the professional development of cooperating teachers.

Functions of the Directors of the Clinical Practice Centers

The role of directors in relation to their professional activities is to:

1. Participate, with the superintendents of schools or their representatives and with the Clinical Practice coordinators of the universities, in the selection of cooperating teachers.
2. Guide and inform the student-teacher about the Center of Practice, its composition and the social and physical environment of the same.
3. Facilitate the professional development of the student-teacher.
4. Participate in the planning, organization and development of professional activities designed for the student-teacher of the Clinical Practice Center.
5. Promote the implementation of the educational policy of the Department of Education of Puerto Rico in the operation of the Clinical Practice Center and in the teaching process.
6. Encourage student-teacher participation in the activities of the Practice Center.
7. Encourage and encourage the Clinical Practice Center to develop the curriculum core component of the Puerto Rico Department of Education within the context of the established theoretical framework.
8. Participate in technical assistance and evaluation of the work of cooperating teachers and student-teachers.

The role of directors in relation to the administrative aspect is to:

1. To adequately address the functioning of the Clinical Practice Program.
2. Prepare the reports required by the Clinical Practice Program of the Department of Education of Puerto Rico and by the university institutions that represent the students-teachers.

3. Participate in the process of locating students-teachers in conjunction with the cooperating teachers and Clinical Practice coordinators of the universities or their representatives.
4. Know the documents that are used for the evaluation of the work of the student-teacher.
5. Ensure that the Clinical Practice includes the time necessary for guidance, observation, execution and analysis with the master cooperator.
6. Prepare and submit the reports required to process bonus payments on time.

The role of principals in relation to student-teacher evaluation is to:

1. Observe the student-teacher in their schoolwork and discuss with him the observed class or activity.
2. Collect evidence and prepare reports requested by Clinical Practice staff at the Puerto Rico Department of Education and universities.

Functions of the Cooperative Teacher

The cooperative teacher, in carrying out his duties as such, must:

1. Participate in study committees and activities that contribute to your career improvement, without interrupting or harming your regular duties as a Department of Education teacher.
2. Be a researcher, thoughtful and innovative in the curriculum and teaching strategies, as well as exhibit the characteristics of the educator who follows the humanist and constructivist postulates.

The cooperating teacher, in his student-teacher orientation assignment, must:

1. Promote an appropriate professional attitude and exhibit the professional standards of the teacher.
2. Promote the vision and teaching mission of the Puerto Rico Department of Education and guide on professional standards.
3. Facilitate and make it easier to progressive and systematically adapt the student-teacher to the school environment.

4. Share responsibilities with the principal and the teacher practice supervisor in the organization of the student-teacher work program.
5. Accept the cognitive-intershareholder paradigm, through which learning occurs in both the student and the teacher, and cooperate in its implementation.
6. Systematically guide the student-teacher in the application of the principles that govern teaching and learning processes.
7. Guide the student-teacher to know the current curriculum reform, the standards of excellence of their subject and the materials for professional use.
8. Coordinate, together with the student-teacher, educational activities, in tone with the new pedagogical approaches and the particular needs of the students.
9. Model teaching techniques adapted to the nature of the subject and to the specific level and needs of the students.
10. To guide the student-teacher in the preparation and use of the required records in the fulfillment of their responsibilities.
11. Offer the opportunity to the student-teacher to develop his initiative in all teaching activities.
12. Encourage the student-teacher to participate in professional and other meetings, inside and outside the Clinical Practice Center.
13. Guide the student-teacher to know and/or use the services offered by the school in which he or she is located during his/her activity period; i.e.: school canteen, orientation, social work, health, library, technology services and others.
14. Provide the student-teacher with opportunities to observe, identify, and solve problems.
15. Provide evidence on student-teacher execution using a variety of authentic assessment resources and tools.
16. Guide the student-teacher on the laws and circular letters in force.
17. Participate with the university supervisor in the student-teacher evaluation.

University Supervisor's Functions

1. Guide the student-teacher in all aspects included in the Clinical Practice Guide.
2. Make a minimum of four (4) visits to each student-teacher and follow-up visits depending on accommodating and special needs of the students.
3. Attend meetings of additional Practice Supervisors to those of the Department.
4. Conduct orientation visits to directors and cooperating teachers.
5. Collaborate with the cooperating teacher in case you need help with the student-teacher.
6. Discuss training and summative assessments with the student-teacher and the cooperated teacher.
7. Offer support to the student-teacher in office hours of the supervisor and by email.
8. Review evaluation documents completed by cooperating teachers.
9. Locate students-teachers in the Practice Centers in consultation with the cooperating principal and teacher.
10. Collect student-teacher assessment data and submit statistical reports to the Teacher Practice Coordinator.
11. Deliver requested documents and reports relating to Clinical Practice.
12. Provide career improvement opportunities to strengthen teaching skills for both the student-teacher and the cooperating teacher.
13. Gather your groups once a week in seminary sessions.
14. Deliver materials to both students-teachers and cooperating teachers, coordinate activities, run announcements, and report workshops.
15. Serve as communicators and coordinators between the Office of Clinical Practice and students-teachers.
16. Attend ingesthe-generated extra-curricular activities.
17. Advise the student-teacher on school and classroom-specific problems.

18. Collaborate on special projects of the Clinical Practice Program.
19. Check student-teacher records.
20. Consult with the Teacher Practice Coordinator for any situation that arises with your students-teachers, cooperating teachers or school principals.

Stages of Professional Internship

Below are the five stages for the Professional Internship.

First stage: Approximate time one week

1. Seminar on the different aspects of the academic and administrative phase of the Clinical Practice.
2. This seminar is offered at the University where everyone participates in plenary form.

Stage Two: Observation

1. The cooperating teacher directs the planning and development of the teaching-learning process.
2. The student-teacher observes the cooperating teacher, as it serves as a model and later takes part in the planning of the activities.
3. Their contribution to learning-teaching is limited to helping.
Examples:
 - Copy something on the board
 - Distributes materials
 - Set the living room
 - Correct jobs and assignments

Third stage: Partial teaching (Approximately one week time)

1. The master cooperators still controls the planning process. The student-teacher is acquiring more active participation in planning and execution.
2. He participates in teaching as a collaborator of the cooperating teacher.
3. Executes a part of the planning. You can offer motivational activity at the beginning, a development section, or perform class closure.

Fourth stage: Total teaching of an area or class

1. Together with the cooperating teacher the student-teacher selects and plans class activities.
2. The student-teacher plans the class in its entirety. Example: Spanish or mathematics using guide, curriculum material, standards, curriculum framework, among others.
3. The student-teacher takes direction of the teaching process in the selected area or class.
4. Prepare the artifices, worksheets, or examinations of those classes.

Fifth stage: Intensive (Approximately two weeks)

1. The student-teacher assumes full responsibility for the entire class period.
2. It offers all classes during this period.
3. The master cooperater acts as a passive resource guiding, guiding and evaluating total work.
4. The classmate will offer classes to other grades and subjects while their classmate is in intensive practice and will then be alternated.

Course Content and Time Distribution

The distribution of time required for the optimal performance of the teacher candidate is related to the development of competencies by the student, taking into account that there are areas of content that require more time than others. The integration of the student teacher into the teaching and learning process will be carried out gradually according to the previously established stages. During the course of the semester, the teacher candidate will demonstrate their execution in all content areas.

A. Introduction to the course (approximately 9 hours)

1. Course content, requirements and operation
2. Discussion of the record
3. Initial orientation
4. Location at The Clinical Practice Centers

B. Seminars

The university supervisor will coordinate professional development activities according to the needs of students-teachers. In addition, it will discuss and offer guidance during seminars on the following topics:

1. Nature, Standards and Purposes of the Clinical Practice Program
2. Rules governing the organization and implementation of Clinical Practice centers (Circular Letter No. 2-2012-2013)
3. Relevant laws, regulations and circular letters (Puerto Rico Department of Education Organic Law, Magi Sterial Career Act, Law 51, EStudent Regulations and other legal and regulatory provisions relevant)
4. Professional folder
5. Handling required school records and documents
6. Stages of the Clinical Practice and model of assessment of competences of the student-maestro
7. Student-Teacher Work Sample (MTEM)
8. Visits to the school canteen
9. ESpecial Project Academic Community Impact
10. Special education and individualization of teaching
11. Curriculum integration
12. Professional and academic standards

13. Creating effective learning environments
 - a. Organizing an appropriate environment
 - b. Climate and social environment
 - c. Classroom rules
 - d. Participation and interest of the students

14. Teaching planning
 - a. Relationship of objectives and activities to school standards and curriculum
 - b. Sequence of lesson units
 - c. Short-term and long-term planning
 - d. Time management and teaching

15. Knowledge of the subject
 - a. Knowledge of content
 - b. Integration of knowledge of the matter and its knowledge with other subjects.
 - c. Discipline standards
 - d. Appropriate methodology for discipline content

16. The student and his or her learning process
 - a. Student profile
 - b. Teaching process
 - c. Learning resources and activities that address the needs of educators.

17. Implementing teaching
 - a. Managing time in teaching
 - b. Selection and use of resources and materials suitable for learning.
 - c. Developing critical thinking
 - d. Effective integration of technology

18. Learning assessment
 - a. Means to collect information
 - b. Design and adaptation of evaluation instruments
 - c. Presentation and analysis of evaluation results

19. Communication skills
 - a. Correction, ownership and consistency of oral expression
 - b. Correction, ownership and consistency of written expression
 - c. Responsibility and commitment of the vernacular
 - d. Question technique

20. Professional performance
 - a. Attitude towards criticism
 - b. Responsibility
 - c. Professional conduct
 - d. Punctuality

21. Professional and personal development
 - a. Professional commitment
 - b. Attendance at teacher practice seminars and participation in other professional development activities
 - c. Reflection on educational practice (written and oral)
22. Relationship with the school community
 - a. Interaction with the school community
 - b. Participation in school activities
23. Other topics of interest
 - a. New trends in the field of education at the elementary level
 - b. Situations of validity and necessity for optimal teacher performance.

C. Clinical Practice Centers

The student teacher will become familiar with the Practice Center where it is located and will assume its role gradually. The school principal and cooperating teacher will provide guidance on:

1. The school campus, classroom, faculty, services, educational resources, planning, school registration, material preparation and classroom management.
2. Use of curriculum guides, texts and discipline standards.
3. Curriculum, co-curricular and extracurricular teaching aspects

Evaluation Criteria

The criteria for evaluating student-teacher execution are explained below:

1. The student-teacher will be evaluated using class observations and assessment and follow-up visits according to the requirements and criteria set out in the evaluation forms. The university supervisor will coordinate the work of the monitoring and evaluation team, where the student-teacher will participate. The fundamental purpose of the evaluation is to facilitate the appreciation of the student's professional growth-master. Skills are

identified and where the student-teacher needs additional guidance and direction. **The university supervisor has the responsibility to grant the final certification to the student-teacher.**

2. The university supervisor will make the student-teacher a **minimum of four** visits, in addition to the follow-up visits necessary to offer additional guidance to the inmate and allow the student to show his progress.

3. The course evaluation criteria will be as follows:

	Weight
a. Location Tour ---	
b. Documentary exploration visit (Appendix 9)	10%
c. Exploration visit teaching and learning process	0%
d. Evaluation training visit (Appendix 10)	30%
e. Final visit and evaluation	35%
f. Special project	10%
g. Sample of student-teacher work	15%

4. Using the evaluation form (Appendix 2)s and will evaluate the student-teacher's next competencies:

- a. Mastery and knowledge of the subject
- b. Knowledge of the student and the learning process
- c. Teaching planning
- d. Implementing teaching
- e. Learning assessment
- f. Creating the learning environment
- g. Communication skills
- h. Professional performance
- i. Professional and personal development
- j. Relationship with the school community

5. Other documents to consider: School records

Qualification System

The final note shall be awarded in accordance with the following scale:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

References

- Puerto Rico Department of Education. (2006). *Collaboration between the Department of Education and Universities in Teacher Preparation*.
- Puerto Rico Department of Education. (2005). *Implementation of the Clinical Practice Program in Elementary and Secondary Schools*.
- Puerto Rico Department of Education. (1989). Law #79 of 23 August 1989. (Law to Regulate the Clinical Practice Program).
- Department of Education of Puerto Rico. (2012). Circular Letter No.2-2012-2013: Rules governing the Organization and the Implementation of Clinical Practice Centers.
- Puerto Rico Department of Education. (2012). Regulations for the Organization and Operation of Clinical Practice Centers.