

University of Puerto Rico Aguililla  
 Teachers' Preparation Program  
 Assessment 4 – Student Teaching Evaluation

Aggregate - Secondary Level

N=5

Competence	Points by Area	Excelling				Proficient				Acceptable				Poor				Not Evidenced			
		1st	%	2nd	%	1st	%	2nd	%	1st	%	2nd	%	1st	%	2nd	%	1st	%	2nd	%
1. Knowledge and mastery of the subject-matter and the effective teaching planning process	56	1	20	1	20	2	40	1	20	2	40					1	20			2	40
2. Knowledge of the students, their learning process, and comprehension of student diversity	28	4	80	2	40			1	20			2	40	1	20						
3. Classroom management	28	3	60	3	60	1	20			1	20									2	40
4. Communication skills	16	3	60			1	20	4	80	1	20	1	20								
5. Learning evaluation and assessment	40	5	100	4	80			1	20												
6. Professional development, ethics, collaboration, relationship with parents and the community	32	4	80	5	100					1	20										
7. Management of professional documents	28	2	40	2	40	3	60	3	60												

Michelle Crespo  
 Segundo Semestre 2011-12

University of Puerto Rico in Aguadilla  
Teacher Preparation Program

**Assessment 3 –Planning**  
Aggregate - Secondary Level

Academic year: 2011-12  
Second Semester

N=5

Pre-evaluation			Post evaluation		
Scale	Score	%	Scale	Score	%
51-46			51-46	2	40%
45-41	2	40%	45-41	2	40%
40- 36	2	40%	40- 36		
35 –	1	20%	35 –	1	20%



University of Puerto Rico – Aguadilla  
Teachers' Preparation Program

Assessment 7 – Community Service Project

**Aggregate - Secondary Level**

Academic Year: 2011 - 2012

Total students: N = 5

Excelling (27-24)		Proficient (23-21)		Acceptable (20-18)		Not acceptable (17-0)	
N	%	N	%	N	%	N	%
1	20%	4	80%				

Evidence to support dispositions  
Aggregate - Secondary Level

Academic Year 2011 - 2012

N=5

Dispositions	Assessments	Description	Excelling		Proficient		Acceptable		Not acceptable	
				%		%		%		%
1. Reflective practitioner, transforming professional and lifelong learner	Assess 4: Section VII, #5	Candidate reflects on the teaching and learning processes, writes weekly journals, and makes adjustments to improve the process.	2	40%	2	40%	1	20%		
	Assess 5: Section VII, #2	Candidate identifies assessments, techniques and activities that were successful or not and provides reasons.	3	60%	2	40%				
	Assess 5: Section VII, # 5	Candidate presents a professional improvement plan related to the clinical experiences.	4	80%	1	20%				
	Assess 7: # 8	Candidate evaluates procedures and reflects on the	4	80%	1	20%				
2. Create learning opportunities that have a positive impact on students, the family and community	Assess 4: Section II, #1	Candidate demonstrates sample knowledge of the characteristics of the community, school, students, and classroom that can affect learning.	2	40%	3	60%				
	Assess 4: Section VI, #4	Candidate provides activities to address students' learning styles, multiple intelligences, talents, strengths, and social and cultural differences.	5	100%						
	Assess 5: Section I, #1	Candidate maintains an effective relationship with parents and other community members.	3	60%	2	40%				
3. Commitment to help all students learn	Assess 5: Section I, #2	Candidate demonstrates general and specific knowledge of the students' individual differences that can affect their learning process	5	100%						
	Assess 4: Section V, #3	Candidate addresses individual differences based upon on-going assessment and keeps evidence	5	100%						
	Assess 3: #10	Candidate uses adequate strategies and techniques to maintain students engaged and provides for the integration of students.	4	80%	1	20%				
	Assess 7: #1	Candidate identifies situations that need modifications and make the necessary adjustments.	5	100%						
4. Promotes and demonstrates respect, fairness, justice, inclusiveness, and sensitivity towards all individuals	Assess 4: Section II, #3	Candidate establishes individual goals according to student's interests and abilities.	2	40%	1	20%	2	40%		
	Assess 5: Section IV, #4	Candidate integrates a variety of instructional resources and activities which contribute significantly to the learning process.	3	60%	2	40%				
	Assess 4: Section III, #6	Candidate uses effective classroom environment techniques that promote dialogue and learning.	3	60%	2	40%				

**Exit Summary**

**Academic Term: 2011 – 2012**

Compilation of Final Results (summative) of the Unit's Assessment

**Comparison: Cooperating Teacher/ Clinical Practice Supervisor**

**Aggregate - Secondary Level**

Cooperating Teacher (final grade)	Practicum Professor (final grade)
N=5	N=5
A=5 (100%)	A=4 (80%) B=1 (20%)