

**Program Report for the
Preparation of Elementary School Teachers**
Association for Childhood Education International (ACEI)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

C O V E R S H E E T

Institution: University of Puerto Rico – Aguadilla **State:** Puerto Rico

Date submitted: September 15, 2008

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Program documented in this report:

Name of institution's program (s): Elementary Education

Grade levels for which candidates are being prepared: 4-6

Degree or award level: Bachelor degree in Elementary Education

Is this program offered at more than one site? Yes No

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared

Elementary Education

Program report status:

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes **No**

SECTION I- CONTEXT

I. Description of any state or institutional policies that may influence the application of ACEI standards

The Teacher Preparation Program (PPM-UPRAG) was developed to satisfy the educational needs of the Puerto Rican society. The PPM-UPRAG offers a curriculum that prepares highly qualified teaching professionals in Elementary Education, English with Multimedia Technology at the Elementary and Secondary Levels, and a major in Business Education in the Office Systems Department. It is the only one offered in the public university system in the northwestern area of the island.

The mission of the PPM-UPRAG is consistent with the mission statement of the UPR system and is in harmony with the commitment of the University of Puerto Rico at Aguadilla. The teacher candidates will develop sound knowledge in general education and pedagogical content area courses which emphasize the knowledge, skills and dispositions of the teaching profession and the use of multimedia technology throughout the curriculum. The teacher candidates will be distinguished as knowledgeable, ethical, reflective, and capable of adapting learning experiences in a diverse community. Graduates from the PPM-UPRAG demonstrate knowledge, commitment, and understanding of the professional standards as well as of the national state and institutional laws and policies that rule the field of Education. The by-laws that rule the program are:

Law 149 (July 15, 1999): Organic Law of the Department of Education

The Department of Education's purpose is to establish a public education system in Puerto Rico based on the Community Schools with fiscal and administrative autonomy. The law establishes the policies regarding students, teaching and administrative personnel, and community.

Law 107-110 "No Child Left Behind Act"

The law's purpose is to ensure that all children will receive quality education and to close the achievement gap that exists between children who typically perform well in school and those who do not. All teachers must be highly qualified with full state certification and competent for each subject taught.

Law 17 of June 16, 2003: Puerto Rico Council on Higher Education (PRCHE)

It establishes Higher Education quality standards which are in agreement with NCATE standards. The PRCHE is the governing body responsible for regulating the instructional system, for designing educational models, and the indicators to be followed in the planning of Higher Education in Puerto Rico. The PRCHE grants public and private institutions the license to offer Higher Education Programs in Puerto Rico.

Certification 138 2003-2004 from UPR Board of Trustees

This certification from UPR Board of Trustees at the UPR System, establishes the bylaws for all academic programs subject to accreditation.

Policy # 10-2204-2205 from the Department of Education of Puerto Rico

It provides the guidelines and qualifications required to collaborate as a cooperative teacher and to participate in the supervision process of clinical practice for teacher candidates. To this effect, the PPM-UPRAg offers in-service training and a course to address the qualifications, knowledge, and skills that a cooperative teacher should possess to help the candidates participate in a positive and intensive clinical experience.

I.2. Description of the field and clinical experiences required for the program, including the number of hours/ weeks for student teaching.

Field experiences and student teaching are important key elements for candidates' learning at the PPM-UPRAg. Therefore, the unit strongly believes in partnership with the community and schools to strengthen the educational experience of its candidates. Public school settings are selected according to the regulations established by the Department of Education of Puerto Rico. Teacher candidates participate in field and student teaching experiences which allow them to integrate content and knowledge skills, and dispositions in all learning communities. Highly qualified collaborating teachers serve as models so candidates can integrate theory and practice. As a result, candidates have the opportunity to demonstrate the proficiencies that exemplify the beliefs embedded in the vision, mission, and philosophy of the PPM-UPRAg. These interactions are developed in three levels of participation throughout the program to provide opportunities for discussion and reflection upon their dispositions to become teachers. These levels evolve progressively until the candidate reaches a more active role in the classroom.

The first two levels of participation correspond to the field experience. In the first level, they observe and collaborate with the teacher as they interact in the school settings. In the second level, the candidates observe the setting, develop a lesson plan, and conduct demonstrative classes. The assessment instruments used for the field experiences are the Field Experience Observation Instrument (FEOI) and the Field Experience Performance Evaluation Instrument (FEPEI). These two levels total 78 hours of field experience.

The third level corresponds to the student teaching which constitutes the culminating activity of the program. It allows the teacher candidates to apply pedagogical and philosophical theories as well as content and pedagogical knowledge, skills and dispositions at different levels of performance, such as one-on-one interaction, action research projects, and tutoring services to demonstrate their ability to plan, teach, and make their students learn.

At this stage, the candidates complete a four hour daily period during fifteen weeks for a total of 300 hours in public elementary schools. During the four hour period, each candidate will teach emphasizing two areas of learning which could include Spanish Language Arts, Science, Social Studies, and/or Mathematics. The candidates are evaluated using the Student Teaching Evaluation and the Teaching Planning assessment instrument. The candidates are supervised and assisted by a cooperative teacher and the supervisor of the student teaching. .

The following table includes the courses in which candidates participate in field and clinical experiences.

Table I. Field and Student Teaching Experiences

Courses	Total Hours per Semester	Experiences
EDFU 3001 – Crecimiento y Desarrollo Humano I	1	Observation in class (level 1-Field)
EDFU 3002 – Crecimiento y Desarrollo Humano II	3	Observation in class and school environment (level 1- Field)
EDPE 4115 – Enseñanza de Ciencias y Matemáticas en la Escuela Elemental	4	Observation in class and demonstrative class (level 2- Field)
EDPE 3006 – Enseñanza de Estudios Sociales en la Escuela Elemental	4	Observation in class, interview the social study teacher and field trip to cultural sites (level 1- Field)
EDPE 3095 – Enseñanza de Arte en la Escuela Elemental	1	Demonstrative class (level 2- Field)
EDPE 3001 – Enseñanza de la Lengua Materna en la Escuela Elemental	3	Observation in class and demonstrative class (level 2- Field)
EDES 3006 – Diagnóstico y Corrección en Deficiencias de Lecto-escritura	10	Observation in class, case study for individual tutoring, (level 2- Field)
EDPE 4335 – Seminario, Currículo y Enseñanza en la Escuela Elemental	15	Observation in class, ethnographic study, planning, demonstrative class, and tutoring (level 2- Field)
EDPE 4210 – Enseñanza de Educación Física en la Escuela Elemental	2	Observation of a physical education class, written report of standards worked in the group and motor abilities of students (level 1- Field)
EDES 4006 – Naturaleza y Necesidades del Niño Excepcional	4	Observation in class and immersion in contained classrooms or special ed. setting (level 1- Field)
EDPE 3018-Enseñanza de Inglés como Segundo Idioma	10	Observation in class and demonstrative class (level 2- Field)
EDES 3205 – Asistencia Tecnológica	2	Observation in class and develop assistive materials for a specific handicap (level 1 field)

EDPE 3305 – Programa Preescolar I	10	Observation in class and work in a research project related to appropriate practices in order to write conclusions related to theories (level1- Field)
EDPE 3306 – Programa Preescolar II	10	Observation in class and integration in a daily routine (level 2- Field)
EDPE 4340 – Práctica Docente	300	Full integration as a teacher in an educational setting developing, and implementing the curriculum based upon the state and professional standards (level3- Student Teaching)

I.3. Description of the criteria of admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program

The admission requirements for the PPM-UPRAg comply with the University of Puerto Rico Admissions Policy and Regulations (UPR Board of Trustees Certification 25-2003-2004).

Candidates for admission must meet the following criteria:

1. Complete high school with a grade point average (GPA) of 2.0 or higher, or approve the high school equivalency test administered by the Puerto Rico Department of Education.

2. Approve the College Entrance Examination Board, or Scholastic Aptitude Test (SAT) and its three Achievement Tests (SAT II). The College Entrance Examination Board assesses candidates in five areas: verbal and mathematical reasoning, and achievement in English, Mathematics and Spanish

3. Submit the admission application on or before the deadline, and meet the requirements established for its submission.

4. Comply with the PPM-UPRAg’s general admission index (IGS by its Spanish acronym) of 260 or higher. The IGS is computed using the following formula: 50% is the high school GPA, 25% is the CEEB verbal reasoning score and 25% is the mathematical reasoning score.

The IGS is analyzed by a Committee, composed of the Dean of Academic Affairs, the Auxiliary Dean of Academic Affairs, and the Directors of the PPM-UPRAg, who are responsible for determining the IGS for the program by means of an assessment process. The evaluation criteria are: 1) three-year trend of applicants, admitted, and enrolled teacher candidates; 2) three-year trend in IGS and enrollment quota for first-year students; 3) performance (credits approved with C or better and GPA) for the previous year’s cohort in their first year of studies; 4) retention and graduation rates; and 5) degrees granted. Based on these data, the committee presents the recommended IGS and the enrollment quota of teacher candidates to the Dean of Academic Affairs for the year’s cohort. At present, the established minimum IGS allowed for the PPM-UPRAg is 260.

Retention

By the end of first year of study, candidates who do not fulfill satisfactory academic progress will be interviewed and advised by the counselors at the Orientation Office. These candidates participate in workshops that address the skills they need to succeed and they are regularly monitored by their counselors with the collaboration of the PPM-UPRAg faculty. This intervention contributes to reduce the attrition rate of the program.

Exit requirements

The candidates of the PPM-UPRAg program should comply with the following requirements:

- 1) Approval of all credits that comprise the program (Elementary Education is 137).
- 2) Practice teaching approval with a B or higher; and a minimum GPA of 2.50.
- 3) An evaluation by the Chair of the Department who certifies that the candidate has accomplished all the requirements of the program.

I.4. Description of the relationship of the program to the unit's conceptual framework

The PPM-UPRAg conceptual framework provides direction to the performance and proficiencies of the teacher candidates. The goals of the unit are align with the vision and mission of the Institution. These goals provide direction for the courses, teaching processes, candidates' performance and dispositions, services, and unit accountability. The conceptual framework develops knowledgeable, reflective and transforming educators for today who inspire and foster their students' learning. The principles of the PPM-UPRAg are based on a humanistic-cognitive approach that lead the teacher candidates to develop knowledge, skills, and dispositions necessary within the field of education for success in diverse settings. The integration of technology as a tool for learning is an essential base in the teaching experience of the PPM-UPRAg candidates. The program develops codes of behaviors that will guide the candidates into a complex multicultural, socioeconomic and pluralistic society, allowing them to perform according to the ethics of the profession. A fundamental element of the practice at the PPM-UPRAg is the development of sensible, collaborative, and empathetic candidates who provide a quality education.

I.5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system.

The PPM-UPRAG possesses an assessment system to examine the efficacy of the program in the attainment of goals, and expected candidates' proficiencies. The unit has a professional responsibility to ensure that its program and graduates are of the highest quality. Unit and candidate performance assessment data is compiled and evaluated for decision making and improvement of the teaching and learning process. Formative experiences interrelate to provide opportunities for the acquisition of proficiencies and the key elements that represent the PPM-UPRAG candidate: knowledge, ethics, technology, assessment, life-long learning, and diversity. Teacher candidates must complete the following assessments at the transition points in order to demonstrate the effectiveness of the program: Licensure assessment (PCMAS) at program completion, Assessment of content knowledge (Grades) on course completion, Assessment of candidate ability to plan (Planning) during practice teaching, Assessment of student teaching (Formative Teaching Practice Evaluation) during practice teaching, Assessment of candidate effect on student learning (Formative Teaching Practice Evaluation) during practice teaching and two other assessments that address ACEI standards (Philosophical and pedagogical essay at the beginning and end of the program and Action research projects during practice teaching). This process is ongoing and is based upon reflection to allow for data collection, analysis and decision making for program improvement. These means of assessment are aligned with the ACEI standards and the student profile.

SECTION II – LIST OF ASSESSMENTS

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
1	Licensure assessment or other content based assessment	PCMAS (“Prueba de Certificación de Maestros”)	Upon completion of the program
2	Content based assessment	Grades	Upon completion of each content knowledge general course (see Table 2)
3	Assessment of candidate ability to plan instruction	Lesson Planning	During Student Teaching (course EDPE4340)
4	Assessment of student teaching	Student Teaching Evaluation	During Student Teaching (course EDPE4340)
5	Assessment of candidate effect on student learning	TWS: Effect on Student Learning	During Student Teaching(course EDPE4340)
6	Additional assessment that addresses ACEI standards	Philosophical/Pedagogical Essay	During their first year in the program and at the end of the program (courses EDFU3001, EDPE4335)
7	Additional assessment that addresses ACEI standards	Action Research Project	During Student Teaching (EDPE4340)

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III- RELATIONSHIP OF ASSESSMENTS TO STANDARDS

ACEI Standard	Instruments of Assessment
DEVELOPMENT, LEARNING AND MOTIVATION	
<p>1. DEVELOPMENT, LEARNING AND MOTIVATION-Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7</p>
CURRICULUM STANDARDS	
<p>2.1 English language arts-Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7</p>
<p>2.2 Science-Candidates know, understand, and use fundamental concepts in the subject matter of science-including physical, life, and earth and space sciences-as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7</p>
<p>2.3 Mathematics-Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7</p>

<p>2.4 Social studies-Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
<p>2.5 The arts-Candidates know, understand, and use-as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
<p>2.6 Health education-Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7
<p>2.7 Physical education-Candidates know, understand, and use-as appropriate to their own understanding and skills-human movement and physical activity as central elements to Foster active, healthy life styles and enhanced quality of life for elementary students.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7
<p>2.8 Connections across the curriculum-Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7
<p>INSTRUCTION STANDARDS</p>	
<p>3.1 Integrating and applying knowledge for instruction-Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

<p>3.2 Adaptation to diverse students-Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7</p>
<p>3.3 Development of critical thinking, problem solving, performance skills-Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7</p>
<p>3.4 Active engagement in learning-Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7</p>
<p>3.5 Communication to foster collaboration-Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7</p>
<p>4. ASSESSMENT FOR INSTRUCTION-Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7</p>
<p>5.1 Practices and behaviors of developing career teachers-Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7</p>

<p>5.2 Reflection and evaluation-Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7
<p>5.3 Collaboration with families-Candidates knows the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7
<p>5.4 Collaboration with colleagues and the community-Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and wellbeing.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7

SECTION IV – EVIDENCE FOR MEETING THE STANDARDS

Assessment 1 Content Knowledge: Puerto Rico Teacher Certification Examination (PCMAS for its Spanish acronym)

Description: The Puerto Rico Teacher Certification Examination is the state teacher certification test that all candidates must approve in order to be certified as highly qualified teachers. It is administered once a year and includes a Basic Battery Test which is subdivided in General Education Knowledge and Communication Competencies Exam, and a Professional Competence Exam in the area of Elementary Education.

In both examinations, the teacher candidate can score a maximum of 160 points. In the General Education Knowledge and Communication Competencies Exam the teacher candidate can score a minimum of 89 points and in the Professional Competence Exam a minimum of 84 points. This examination measures general knowledge and evaluates the candidates' ability to analyze a pedagogical situation. Teacher candidates take the exam at the end of the program, usually during the last semester.

The core content areas of the test are:

General Education Knowledge and Communication Competencies		Professional Competencies	
Social Science	14%	Human Development	15%
Humanities	19%	Educational Psychology	10%
Natural Science	11%	Social Foundations Educ.	13%
Computer Literacy	5%	Philosophical Education	12%
Spanish	23%	Methodology and Strategies in Teaching	25%
English	14%	Evaluation and Research	25%
Mathematics	14%		

These tests are utilized to place the Program according to the Teacher Report Card standards and for the evaluation of the effectiveness of the program.

Alignment: The PCMAS Battery Test measures content knowledge subject areas as well as the pedagogical knowledge that all Elementary level teachers should possess. The Professional Content Knowledge is aligned with ACEI standards as follows: Standard 1 (Development, Learning and Motivation), Standard 3 (Instruction 3.1, 3.2, and 3.3), and Standard 4 (Assessment), due to the fact that in this test elementary level candidate teachers must demonstrate mastery of the particular characteristics of learners in their diverse stages of development, and the theoretical perspective of Human Development, the fundamentals of Philosophy, Psychology, Sociology, and their implications in the teaching-learning process so that they can structure learning activities and evaluation

strategies pertinent to the grade level. The PCMAS General Education Knowledge and Communication Competencies Exam is aligned with ACEI Standard 2 (Curriculum 2.1, 2.2, 2.3, 2.4, 2.5, 2.8.) In this test the teacher candidate must show mastery of general subject areas such as Social Science, Humanities (History, Art, Literature, Philosophy, and Religion), Natural Sciences, Mathematics, and computer knowledge. It also evaluates language and communication competencies.

Analysis: Based on the results from the last two academic years (2006-2008), the PPM-UPRAg teacher candidates have passing rates between 86% and 90%. These results are above the passing rate of 80% established by NCATE. Data analysis demonstrates that the teacher candidates' performance is improving.

ASSESSMENT 1

Averages of Teacher Candidates tested in Professional Competencies at UPR Aguadilla

Year	Total of Candidates	Candidates who approved	Percentage of approval
2007	76	68	89%
2008	50	45	90%

Averages of Teacher Candidates tested in General Education Knowledge and Communication Competencies at UPR Aguadilla

Year	Total of Candidates	Candidates who approved	Percentage of approval
2007	94	69	73%
2008	85	75	88%

Assessment 2: Grades

Description: Candidates must have an overall academic grade point average of 2.50 or better in the PPM-UPRAg. They must demonstrate sound general content knowledge and in-depth understanding of the content that they plan to teach so that all students learn. The general courses provide a broad range of content knowledge and skills allowing the candidate to diversify the teaching experience. The candidates who do not meet a grade point average of 2.50 must retake the courses in order to meet this requirement Spanish, English, Sciences, Mathematics and Social Studies are the five core areas of the content area grade assessment. Candidates at the PPM-UPRAg must complete the courses included in Table 3.

Alignment: The courses mentioned in this section are aligned with ACEI standards: 1 (Development, Learning, and Motivation), 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 (Curriculum), 3.1, 3.2, 3.3, (Instruction), and 4 (Assessment)

Analysis: During the academic year 2006-2007, 97% of the teacher candidates approved the Science courses; 96% approved the Social Sciences courses; 92% approved the Humanities courses; 94% approved English courses; 97% approved Spanish general course, and 77% approved the Mathematic courses.

During the academic year 2007-2008 93% of the teacher candidates approved the Science courses; 58% approved Social Sciences courses; 74% approved the Spanish general course; 96% approved Humanities; 91% approved the English courses, and 66% approved the Mathematics courses. This data reflects that the teacher candidates approved the general knowledge content courses above average performance. (See Tables 2 and 3 for the Content Knowledge General Courses).

Table 2**Content Knowledge General Courses Academic Year 2006-07 and 2007-2008**

Courses	Title
ESPA 3101	Basic Spanish I
ESPA 3102	Basic Spanish II
ESPA 3291	Introduction to Spanish Grammar
INGL 3101	Basic English I
INGL 3102	Basic English II
INGL 3021	Oral and Written English I
INGL 3022	Oral and Written English II
CIIN 3001	Integrated Science I
CIIN 3002	Laboratory of Integrated Science I
CIIN 3003	Integrated Science II
CIIN 3004	Laboratory Integrated Science II
CISO 3121	Introduction to Social Sciences I
CISO 3122	Introduction to Social Sciences II
HIST 3241	Puerto Rico History I
HIST 3242	Puerto Rico History II
HIST 3115	Comp. History United States
HUMA 3111	Comp. Western Culture I-II
HUMA 3112	Comp. Western Culture III-IV
MATE 3041	Introduction to Math I
MATE 3042	Introduction to Math II

Table 3

Semestre	Curso	Content Knowledge General Courses Grades – Academic Years 2006-2007, 2007-2008(First and Second Semester)							
		N	A	B	C	D	F	I	W
			%	%	%	%	%	%	%
Fall 2006	CIIN3001	49	31%	51%	14%	0%	2%	0%	2%
Fall 2006	CIIN3002	56	89%	5%	2%	0%	0%	0%	4%
Fall 2006	CISO3121	36	36%	36%	11%	6%	6%	0%	6%
Fall 2006	CISO3122	6	50%	0%	33%	0%	0%	0%	17%
Fall 2006	ESPA3101	35	17%	51%	14%	3%	6%	0%	9%
Fall 2006	ESPA3102	1	0%	100%	0%	0%	0%	0%	0%
Fall 2006	ESPA3291	44	16%	39%	32%	7%	2%	0%	5%
Fall 2006	HIST3115	35	91%	6%	0%	0%	3%	0%	0%
Fall 2006	HIST3241	14	43%	57%	0%	0%	0%	0%	0%
Fall 2006	HIST3242	22	68%	23%	5%	0%	0%	0%	5%
Fall 2006	HUMA3111	33	58%	24%	9%	0%	3%	0%	6%
Fall 2006	HUMA3112	8	38%	13%	50%	0%	0%	0%	0%
Fall 2006	INGL3021	46	57%	28%	7%	0%	7%	0%	2%
Fall 2006	INGL3101	26	4%	38%	31%	15%	0%	0%	12%
Fall 2006	INGL3102	3	33%	0%	33%	33%	0%	0%	0%
Fall 2006	MATE3041	43	19%	26%	42%	5%	5%	0%	5%
Fall 2006	MATE3042	16	0%	13%	44%	31%	13%	0%	0%
Spring2007	CIIN3003	52	33%	40%	19%	2%	2%	0%	4%
Spring2007	CIIN3004	52	87%	10%	2%	0%	0%	0%	2%
Spring2007	CISO3121	1	0%	0%	0%	0%	0%	0%	100%
Spring2007	CISO3122	39	26%	56%	10%	0%	0%	0%	8%
Spring2007	ESPA3102	31	19%	52%	23%	6%	0%	0%	0%
Spring2007	ESPA3291	10	10%	30%	50%	10%	0%	0%	0%
Spring2007	HIST3115	13	0%	23%	46%	8%	0%	0%	23%
Spring2007	HIST3241	12	100%	0%	0%	0%	0%	0%	0%
Spring2007	HIST3242	26	31%	58%	0%	4%	8%	0%	0%
Spring2007	HUMA3111	3	33%	33%	0%	0%	33%	0%	0%
Spring2007	HUMA3112	47	32%	40%	21%	2%	0%	0%	4%
Spring2007	INGL3022	38	58%	34%	5%	0%	3%	0%	0%
Spring2007	INGL3101	1	0%	100%	0%	0%	0%	0%	0%
Spring2007	INGL3102	28	11%	36%	36%	4%	4%	0%	11%
Spring2007	MATE3041	14	7%	14%	43%	14%	7%	0%	14%
Spring2007	MATE3042	43	5%	30%	5%	9%	7%	0%	44%
Fall 2007	CIIN3001	47	2%	30%	45%	11%	9%	0%	4%
Fall 2007	CIIN3002	48	69%	23%	6%	0%	0%	0%	2%
Fall 2007	CISO3121	46	24%	26%	9%	7%	9%	4%	22%
Fall 2007	CISO3122	4	0%	25%	25%	0%	0%	25%	25%
Fall 2007	ESPA3101	45	22%	33%	27%	2%	7%	0%	9%
Fall 2007	ESPA3102	2	0%	0%	0%	50%	50%	0%	0%
Fall 2007	ESPA3291	33	0%	48%	27%	12%	6%	0%	6%
Fall 2007	HIST3115	20	55%	40%	0%	0%	5%	0%	0%
Fall 2007	HIST3241	20	60%	25%	10%	0%	0%	5%	0%
Fall 2007	HIST3242	20	90%	10%	0%	0%	0%	0%	0%
Fall 2007	HUMA3111	45	44%	27%	13%	4%	2%	4%	4%
Fall 2007	HUMA3112	6	17%	67%	17%	0%	0%	0%	0%
Fall 2007	INGL3021	55	73%	22%	5%	0%	0%	0%	0%
Fall 2007	INGL3101	43	21%	23%	26%	2%	5%	7%	16%
Fall 2007	INGL3102	2	0%	100%	0%	0%	0%	0%	0%
Fall 2007	MATE3041	50	8%	22%	40%	8%	14%	0%	8%
Fall 2007	MATE3042	15	7%	13%	27%	7%	40%	0%	7%

Assessment 3: Lesson Planning

Description Lesson Planning must include subjects, standards, objectives, activities, resources and materials, strategies, methods and techniques, assessment and evaluation, integration of technology, values, diversity, and reflection. It also provides for the development of critical thinking skills, as well as the development of subject matter concepts and their integration with other subjects.

The evaluation instrument is a rubric that includes 20 criteria on a three level performance scale: level 3 (Fulfilled), level 2 (In progress), and level 1 (Beginning). By the end of the student teaching experience, the candidate must obtain a 100- 90% of mastery in Lesson Planning.

Alignment: Teacher Candidates demonstrate through the planning process, content knowledge and the integration of other subjects areas (ACEI: 1, 2.1-2.7, and 3.1-3.5). They also demonstrate pedagogical knowledge: objectives, strategies, methods, techniques, and activities. The planning process provides the opportunity to demonstrate understanding of based assessment measures and evaluation (ACEI: 4), integration of multimedia (ACEI: 2.1-2.7), the development of critical thinking skills (ACEI: 3.1), ethic (ACEI: 2.1-2.7), diversity (ACEI: 3.2), and reflection (ACEI 5.2)

Analysis: A total of 31 teacher candidates complied with these requirements during the academic year 2006-2007. During the academic year 2007-2008 a total of 26 teacher candidates met these requirements. Data demonstrates that during the first visit over 85% of the teacher candidates scored between 100-90 %, (level 3, Fulfilled). 15% scored between 80-90 %, (level 2, In progress). During the second visit 100% of the teacher candidates complied with the requirements meeting 100-90 %, (level 3, Fulfilled).By the end of the teaching experience 100% of the teacher candidates had met the level of fulfillment required for lesson planning. The results of this assessment provide input for the revision of the formative process in the Methodology and Seminar courses to strengthen the areas in which candidates reflect weakness.

ASSESSMENT 3

RÚBRICA PARA EVALUAR LA PLANIFICACIÓN DIARIA DE UNA LECCIÓN

Nombre estudiante(s)		Fecha de la evaluación	Grado
Curso		Asignatura	

Elemento		Desempeño			Comentarios		
		Logrado/ Fulfilled (3)	En Progreso/In progress (2)	Iniciado/Beginning (1)	NCATE	ACEI	
1	Tema y/o subtemas	Se evidencia el desarrollo del tema y/o subtemas a través de todo el proceso de enseñanza-aprendizaje.	Se evidencia parcialmente el desarrollo del tema y/o subtemas a través de todo el proceso de enseñanza-aprendizaje.	No evidencia el desarrollo del tema y sub-temas a través de todo el proceso de enseñanza-aprendizaje.	1 a-d 3 a-c	1, *2, 2.8, 3.1- 3.5, 4	
2	Estándares de contenido de la asignatura	Se seleccionan y se alinean correctamente de acuerdo con el nivel de aprendizaje del estudiante.	Se seleccionan algunos y no se alinean correctamente de acuerdo con el nivel de aprendizaje.	No se seleccionan correctamente.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	
3	Estándares de ejecución	Se seleccionan y se aplican correctamente de acuerdo con el nivel de aprendizaje y el estándar de contenido.	Se seleccionan algunos y se aplican parcialmente de acuerdo con nivel de aprendizaje y el estándar de contenido.	No se seleccionan correctamente.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	
4	Estándares de "assessment"	Se seleccionan y se aplican de acuerdo con el nivel de aprendizaje y los estándares de contenido y ejecución.	Se seleccionan pero no se aplican correctamente de acuerdo con el nivel de aprendizaje y los estándares de contenido y ejecución.	No se seleccionan.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	

Totales							
5	Objetivos de aprendizaje	Redacta correctamente el objetivo integrando sus tres componentes (situación, conducta observable, adecuación).	Omite alguno(s) de los tres componentes (situación, conducta observable, adecuación) en la redacción del objetivo.	Evidencia un marcado grado de dificultad en la redacción de objetivos que integren los tres componentes (situación, conducta observable, adecuación).	1 a-d 3 a-c	1, *2, 2.8, 3.1- 3.5, 4	
6	Tipos de objetivos	Se evidencia la utilización de los tres tipos de objetivos (cognoscitivo, afectivo, psicomotor).	Se evidencia la utilización de dos tipos de objetivos.	Se evidencia la utilización de uno de los objetivos.	1 a-d 3 a-c	1, *2, 2.8, 3.1- 3.5, 4	
7	Actividades de inicio	Están alineadas con los objetivos y conectan al estudiante con el tema.	No corresponden a los objetivos o no se relacionan con el tema de la clase.	No se describen adecuadamente. No resultan pertinentes.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	
8	Actividades de desarrollo	Están alineadas con los objetivos. Siguen una secuencia lógica. Son pertinentes, diversas y constructivistas.	No corresponden a los objetivos o no se relacionan con el tema de la clase. No siguen una secuencia lógica. Son pasivas y conductistas.	No se describen adecuadamente. No resultan pertinentes.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	
9	Actividades de cierre pedagógico	Están alineadas con los objetivos y dirigidas a evidenciar el logro de éstos. Resultan pertinentes y constructivistas.	No corresponden a los objetivos o no se relacionan con el tema de la clase.	No especifica cómo se evidenciará el logro del objetivo.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	

10	Recursos y materials	Se incluyen todos los recursos y materiales a utilizarse. Responden a los objetivos del proceso de enseñanza y aprendizaje. Éstos son variados y adecuados.	Se incluyen algunos de los recursos. Responden a los objetivos de enseñanza y aprendizaje pero no se utilizan correctamente. No son variados o adecuados.	No responden a los objetivos establecidos del proceso de enseñanza y aprendizaje, o no se incluyen.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1-3.5, 4	
11	Evaluación y “assessment”	Se incluyen y aplican las técnicas de “assessment”. Se evidencian los modelos a utilizarse.	Las técnicas de “assessment” no son adecuadas o no se aplican correctamente. No se evidencian los modelos.	No se evidencian técnicas para el “assessment”.	1 a-d 3 a-c 4 a-d	4	
	Totales						
12	Estrategias, métodos y técnicas de enseñanza	Las estrategias, métodos y técnicas de enseñanza son adecuadas, mantienen a los estudiantes “engaged” (conectados) y proveen para atender la diversidad estudiantil.	Las estrategias, métodos y técnicas de enseñanza no son adecuadas para atender la diversidad estudiantil.	Se incluyen las estrategias, métodos y técnicas pero no resultan pertinentes ni adecuadas para atender la diversidad estudiantil.	1 a-d 3 a-c 4 a-d	3.1-3.5	
13	Conceptos de la asignatura	Incluye los conceptos que va a desarrollar.	Incluye algunos de los conceptos a desarrollar.	No incluye los conceptos o los incluye incorrectamente.	1 a-d 3 a-c	1, *2, 2.8, 3.1-3.5	
14	Destrezas de pensamiento	Desarrolla correctamente las destrezas a través de la lección.	Incluye las destrezas pero no se observa el desarrollo correcto de éstas.	No incluye las destrezas.	1 a-d 3 a-c	3.3	

15	Destrezas de la asignatura	Incluye y desarrolla correctamente las destrezas de la asignatura a través de la lección.	Incluye las destrezas de la asignatura pero no se observa el desarrollo correcto de éstas.	No incluye las destrezas.	1 a-d 3 a-c	3.1, 3.3	
16	Valores y actitudes de la asignatura	Incluye y desarrolla correctamente los valores de la asignatura a través de la lección.	Incluye los valores de la asignatura pero no se observa el desarrollo correcto de éstos.	No incluye los valores de la asignatura.	1 a-d 3 a-c	*2	
17	Integración de la tecnología	Se integra la tecnología como instrumento de enseñanza.	Se integra la tecnología de forma inadecuada.	No se integra la tecnología.	1 a-d 3 a-c	*2	
18	Reflexión / acción	Se incluye el proceso de reflexión que desarrollará el maestro.	El proceso para la reflexión no es adecuado.	No se incluye el proceso en la planificación.	1 a-d, g 3 a-c	5.2	
19	Diversidad	Se indican las estrategias, métodos y técnicas para atender las diferencias individuales.	Las estrategias, métodos y técnicas provistas no son adecuadas para atender las diferencias individuales.	No se incluyen las estrategias, métodos y técnicas para atender las diferencias individuales.	1 a-d 3 a-c 4 a-d	3.2	
20	Comunicación escrita	El plan no presenta errores ortográficos.	El plan presenta 2-3 errores ortográficos.	El plan presenta más de 3 errores ortográficos.	1	3.5	
	Totales						

- De acuerdo a la materia
Observaciones:

Puntuación acumulada	(Valor: 60 puntos)	Nota	
Firma del estudiante maestro		Firma del profesor y/o supervisor de práctica	
Fecha		Fecha	

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Performance Scale for Lesson Planning Assessment

60-54= Fulfilled

53-48= In progress

47-42= Beginning

41- 0= Not acceptable

ASSESSMENT 3

Teacher Candidates' Percentages from the Planning Instrument

N	Academic Year	Percentages from first visit		Percentages from second visit	
		60-54	87.10 %	60-54	100 %
31	2006-2007	53-48	12.90 %	53-48	
		47-42		47-42	
		41-0		41-0	
26	2007-2008	60-54	84.62 %	60-54	100 %
		53-48	15.38 %	53-48	
		47-42		47-42	
		41-0		41-0	

60-54= Fullfilled

53-48= In progress

47-42= Beginning

41-0 = Not acceptable

Profa. Nydia E. Ugarte Avilés

Teaching Practice Coordinator and Supervisor

U.P.R. Aguadilla

Assessment 4: Student Teaching Evaluation

Description: The instrument is organized in seven competencies: Mastery and knowledge of the content area and planning; Knowledge of the students' development, learning styles, and empathy for diversity; Effective management of the educational setting; Mastery of communication skills; Assessment and Evaluation of learning; Professional development, Ethics, Collaboration, Working with families and the community, and Management of professional documents.

The rubric has 42 criteria on a four level scale: 4 (Excellent), 3 (Fulfilled), 2 (In progress), 1 (Beginning). The Student Teaching Evaluation Rubric will serve as a guide to measure the competencies and levels which candidates accomplish.

Alignment: The teacher candidate will demonstrate the mastery of the ACEI standards throughout the Formative Final Classroom Evaluation competencies with the following: Mastery of content knowledge and planning (ACEI: 1, 2.1-2.8, 3.1) Knowledge of student's development and learning and diversity (ACEI: 1, 2.1-2.8, 3.2, 5.1, 5.4), Effective management of the educational setting (ACEI: 3.1-3.2, 3.4-3.5, 5.1, 5.4), Mastery of communication skills (ACEI: 3.5, 5.1), Assessment and Evaluation of learning (ACEI: 3.2, 4), Professional development, Ethic, Collaboration, Working with families and the community (ACEI: 5.1, 5.3, 5.4), Management of professional documents (ACEI: 4,5.1, 5.2)

Analysis: A total of 57 teacher candidates were enrolled and completed the Student Teaching. Data demonstrates that 100% of the teacher candidates met the requirements of the criteria expected in the Student Teaching Evaluation instrument.. Individual follow-up was given to teacher candidates and one-to- one dialogue with the teaching practice supervisor was held in order to reach this level of performance.

During the second visit, 100% of the teacher candidates mastered the seven competencies scored between 100-90%, level 4 (Excellent), demonstrated mastery of the teaching and learning process.

ASSESSMENT 4

Universidad de Puerto Rico en Aguadilla
Departamento de Educación, Educación Física e Inglés
Programa de Preparación de Maestros

Formative Final Classroom Evaluation

Formulario de evaluación formativa del estudiante maestro

Tema _____

Objetivos _____

Notas Importantes:

1. La evaluación formativa del candidato a maestro/a se fundamenta en las competencias que aparecen en la primera columna del documento.
2. La puntuación otorgada corresponde a la siguiente escala:

4 = Sobresaliente	Aplica con excelencia el criterio relevante al proceso de enseñanza y aprendizaje demostrando un alto grado de destreza y confianza en sí mismo.
3 = Logrado	Aplica adecuadamente el criterio relevante al proceso de enseñanza y aprendizaje, pero muestra un pequeño grado de inseguridad.
2 = En proceso	Aplica parcialmente el criterio relevante al proceso de enseñanza y aprendizaje, pero muestra un alto grado de inseguridad.
1 = Inicio	No aplica apropiadamente el criterio relevante al proceso de enseñanza y aprendizaje.
No se evidencia	No se presenta evidencia al respecto.

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Coordinadora y Supervisora de práctica docente, UPR Aguadilla

enero de 2008

**Competencia: Conocimiento y dominio de la materia y del proceso de
planificación efectivo de la enseñanza**

Criterios	4	3	2	1	N/E	NCATE/ ACEI/	Observaciones
1. Redacta los objetivos correctamente; incluye la situación, conducta observable y adecuacidad.						1a-d, 3 b-c, 4 a/ 1, *2, 3.1	
2. Aplica correctamente la estrategia ECA.						1a-d, 3 b-c, 4 a/ 1, 3.1	
3. Alinea correctamente los objetivos, los estándares de contenido, ejecución y assessment y las expectativas de la materia y el grado.						1a-d, 3 b-c, 4 a/ 1, *2, 3.1	
4. Desarrolla actividades de enseñanza que promueven las destrezas de pensamiento crítico y el desarrollo de valores.						1a-d, 3 b-c, 4 a/	
5. Desarrolla en orden lógico las actividades de inicio, desarrollo y cierre pedagógico facilitando el desarrollo de conceptos y destrezas de la materia que enseña.						1a-d, 3 b-c, 4 a/ 1, *2, 3.1-3.5	
6. Relaciona los conceptos con el contenido de otras materias e integra las experiencias de los estudiantes.						1a-d, 3 b-c, 4 a/ 1, *2, 2.8, 3.1	
7. Enseña los conceptos y desarrolla las destrezas de la materia que enseña de forma lógica y sistemática.						1a-d, 3b-c, 4a/ *2	
8. Selecciona las estrategias de enseñanza adecuadas y provee ejemplos relevantes, pertinentes e interesantes.						1a-d, 3 b-c, 4 a/ 1, *2, 3.1-3.5	
Criterios	4	3	2	1	N/E	NCATE/ ACEI	Observaciones
9. Integra la tecnología a la enseñanza de la materia y hace un uso adecuado de ésta.						1a-d, 3b-c, 4a/ *2	
10. Comunica los conceptos y desarrolla las destrezas de manera lógica, pertinente y clara.						1a-d, 3b-c, 4a/ *2, 3.5	

*De acuerdo a la materia

Total:

____/44

I. Competencia: Conocimiento del estudiante, su proceso de aprendizaje y comprensión de su diversidad

Criterios	4	3	2	1	N/E	NCATE/ ACEI	Observaciones
1. Toma en consideración la diversidad estudiantil y planifica adecuadamente para atender las necesidades de todos sus estudiantes						1 b-d, g, 3 b-c, 4 a,d/ 1, *2, 3.2	
2. Provee actividades para integrar los estilos de aprendizaje, inteligencias, talentos, fortalezas, diferencias sociales y culturales.						1 b-d, g, 3 b-c, 4 a,d/ 1, *2, 3.2	
Identifica una variedad de recursos, materiales y actividades para atender las necesidades de los alumnos.						1 b-d, g, 3 b-c, 4 a,d/ 1, *2, 3.1, 3.2	
Criterios	4	3	2	1	N/E	NCATE/ACEI/	Observaciones
4. Establece metas de acuerdo a las necesidades y habilidades de los estudiantes.						1 b-d, g, 3 b-c, 4a,d/ 1, *2, 3.1, 3.2	
5. Refiere a los estudiantes, de ser necesario, para que reciban los servicios que ameriten.						1 b,d, g, 4 d/ 5.1, 5.4	
6. Identifica a los estudiantes de educación especial, conoce su acomodo y le garantiza el mismo.						1 b,d, 4d/ 3.2, 5.4	

*De acuerdo a la materia

Total: _____/24

II. Competencia: Manejo del escenario educativo

Criterios	4	3	2	1	N/E	NCATE/ ACEI/	Observaciones
1. Utiliza adecuadamente el tiempo lectivo						1 b/ 3.1	
2. Organiza eficientemente el ambiente físico en el cual trabaja.						1 b/ 3.4	
3. Desarrolla estrategias efectivas para la modificación de la conducta de sus estudiantes.						1 b,d, 3c, 4 a,d/ 3.2, 5.4	
4. Promueve la interacción social positiva, la motivación y ayuda a que sus estudiantes se mantengan involucrados.						1 b, d/ 3.4	

Criterios	4	3	2	1	N/E	NCATE/ ACEI/	Observaciones
5. Establece normas que propician un funcionamiento adecuado de la sala de clases.						1 b,d, 4 a,d/ 3.4-3.5, 5.1	

Total: _____/20

III. Competencia: Destrezas de comunicación

Criterios	4	3	2	1	N/E	NCATE/ ACEI	Observaciones
1. Comunica sus ideas con claridad.						1b/ 3.5	
2. Muestra corrección y propiedad en la expresión oral y escrita.						1b/ 3.5/	
3. Aplica correctamente la ortografía en sus documentos y materiales didácticos.						1b/ 3.5	
4. Utiliza con efectividad el lenguaje verbal y no verbal para fomentar la interacción, la colaboración entre estudiantes y entre los estudiantes y los candidatos.						1 b,g/ 3.5, 5.1	

Total: _____/16

V. Competencia: Evaluación y assessment del aprendizaje

Criterios	4	3	2	1	N/E	NCATE/ ACEI	Observaciones
1. Redacta y utiliza técnicas e instrumentos de evaluación diagnóstica, formativa y sumativa para promover la construcción del conocimiento.						1 a-b,d, 4 a-b/ 1, 4	
2. Le presenta a los estudiantes los criterios de evaluación que le serán aplicados en la tarea.						1a-b, d, 4 a-b/ 1, 4	
3. Utiliza el assessment formal e informal para promover el desarrollo intelectual, social, emocional y físico del estudiante.						1a-b, d, 4 a-b/ 1, 4	

4. Organiza, tabula, analiza e interpreta los resultados de la evaluación. Incluye comentarios que identifican fortalezas y áreas en desarrollo.						1a-b, d, 4 a-b/ 1, 4	
5. Utiliza la información obtenida para ofrecer reenseñanza y garantizar el desarrollo continuo del estudiante.						1a-b, d, 4 a-b/ 1, 4	
6. Adapta los instrumentos de evaluación para atender las necesidades de los estudiantes.						1a-b, d, 4 a-b/ 1, 3.2, 4	

Total: _____/24

VI. Competencia: Desarrollo profesional, ética, colaboración, relación con los padres y la comunidad

Crterios	4	3	2	1	N/E	NCATE/ ACEI/ TESOL	Observaciones
1. Asiste regularmente a los seminarios ofrecidos por el PPM y los que le ofrece el centro de práctica.						1 c, g, 3 a, 4 b-c/ 5.1/ 5 a, c	
2. Mantiene la ética en las relaciones interpersonales.						4 b-c/ 5.4/ 5 b	
3. Colabora efectivamente con sus compañeros de práctica, su maestro cooperador y otro personal.						4 b-c/ 5.4	
4. Mantiene una relación efectiva con los padres de sus estudiantes y otros miembros de la comunidad.						1 c/ 5.3	

Total: _____/16

VII. Competencia: Manejo de documentos profesionales

Crterios	4	3	2	1	N/E	NCATE/ ACEI	Observaciones
1. Mantiene actualizado el registro de asistencia (manual y electrónico) de sus estudiantes.						1 d, g/ 5.1	
Crterios	4	3	2	1	N/E	NCATE/ ACEI	Observaciones
2. El registro de notas de sus estudiantes incluye la siguiente evidencia: pruebas cortas __, exámenes __, asignaciones __, assessment __, proyectos __, informes orales y/o escritos __, otros __.						1 d, g/ 4, 5.1	
3. El registro de tabulaciones evidencia análisis de los resultados.						1 d, g/ 4, 5.1	
4. El registro anecdótico presenta evidencia objetiva y relevante sobre cada uno de los estudiantes.						1 g/ 5.2	
5. El registro de reflexión semanal evidencia que se ha desarrollado el proceso de forma consciente y que ha realizado los cambios necesarios para mejorar el proceso de enseñanza y aprendizaje.						1 c, g/ 5.2	
6. El área destinada a la materia que enseña se mantiene actualizada y con información relevante.						1 a-b/ 1	
7. El registro de asistencia del candidato evidencia que asiste regularmente. (Sólo se permiten tres ausencias en casos de extrema necesidad y las horas deben ser repuestas.)						1 g/ 5.1	

Total:

___/28

Competencias por áreas	Puntos por áreas	Total de puntos obtenidos
1. Dominio y conocimiento de la materia y de la planificación efectiva de la enseñanza	40	
2. Conocimiento del estudiante y su proceso de aprendizaje y comprensión de su diversidad	24	
3. Manejo del escenario educativo	20	
4. Destrezas de comunicación	16	
5. Evaluación y assessment del aprendizaje	24	
6. Desarrollo profesional, ética, colaboración, relación con los padres y la comunidad	16	
7. Manejo de documentos profesionales	28	

Total 168 puntos ____168

Nota _____

Distribución de notas de acuerdo con la curva estandarizada:

A = 168 – 151

B = 150 - 134

C = 133 - 118

D = 117 - 100

F = 99 –

Firma del supervisor _____ fecha _____

Firma del candidato _____ fecha _____

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 Coordinadora y Supervisora de práctica docente, UPR Aguadilla
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 Revisado en mayo de 2008 por: Dra. Sandra Pérez, Prof., Michelle Crespo,
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Assessment- 5 Teacher Work Sample: Effect on Student Learning

Description The instrument is organized in seven competencies: Mastery and knowledge of the content area and planning; Knowledge of the students' development, learning styles, and empathy for diversity; Effective management of the educational setting; Mastery of communication skills; Assessment and Evaluation of learning; Professional development, Ethics, Collaboration, Working with families and the community, and Management of professional documents. The competencies II, III and V: Knowledge of the students' development, learning styles, and empathy for diversity; Effective management of the educational setting; and Assessment and Evaluation of learning, provide evidence to demonstrate the effect of the candidates on student learning.

Alignment: The teacher candidate will demonstrate the mastery of the ACEI standards throughout the TWS: Effect on Student Learning Evaluation competencies with the following: Knowledge of student's development and learning and diversity (ACEI: 1, 2.1-2.8, 3.2, 5.1, 5.4), Effective management of the educational setting (ACEI: 3.1-3.2, 3.4-3.5, 5.1, 5.4), Assessment and Evaluation of learning (ACEI: 3.2, 4).

Analysis: The instrument was administered to 57 candidates. The data demonstrates that 85% of the teacher candidates scored between 100-90%, level 4 (Excellent) and 10-15% scored between 80-90%, level 3 (Fulfilled) the criteria and levels of achievement from the rubric. During the second visit, 100% of the teacher candidates mastered the three competencies scored between 100-90%, level 4 (Excellent), demonstrated mastery the teaching and learning process effects on student learning.

Assessment 6: Philosophical/Pedagogical Essay

Description: The purpose of the philosophical and pedagogical essay is to assess the teacher candidate communication written skills and dispositions towards the profession. All teacher candidates must write this essay in the course EDFU 3001 (Human Growth and Development). It will include an initial reflection of their philosophy and pedagogical beliefs. The criteria used to evaluate this essay are based upon pedagogical content knowledge, writing skills, and dispositions to become a teacher. The expected level of performance for this assessment instrument is above 70 percent. Those candidates who reflect a lack of these skills will be guided to improve their weaknesses by workshops or tutoring. This assessment was initiated during the academic year 2007-2008.

Alignment: The essay aligns with the following ACEI standards: Curriculum (2.8), Instruction (3.5), and Professionalism (5.1, 5.2, and 5.3).

Analysis: The instrument was administered to 58 teacher candidates. Results demonstrated that 19 percent of the takers met the expected level of performance. During Fall 2008, workshops will be given to those teacher candidates who did not meet the required minimum level of competence. These workshops will be coordinated with the faculty of the Spanish Department beginning on Fall 2008.

Assessment 7: Action Research Project

Description: The Action Research Project evaluation criteria includes: justification and relevance, literature review, action plan, activity development, values emphasized, human and technical resources, role of the students and their parents, assessment, evaluation, and results. These criteria will demonstrate the candidate's knowledge base on the subject, effective communication skills, and assessment and evaluation processes. Furthermore, the candidate will develop professionally, get to know the students and their learning process, manage the educational setting, and interact with parents and the community.

The assessment rubric includes 10 criteria and 5 levels of performance. Level 5 (fulfilled) level 4 (partially fulfilled), level 3 (there is evidence of a few of the aspects described in the criteria), level 2 (there is only evidence of one aspect described in the criteria), and level 1, (there is no evidence of the aspects described in the criteria). The candidate must obtain a score of 100-90% in the rubric.

Alignment: Through this project the candidates demonstrate their knowledge base in their subject matter (ACEI: 1, 2.1-2.8, 3.1-3.5), their understanding of the students and their learning process (ACEI: 1, 2.1-2.8, 3.1-3.5), how they manage the educational environment (ACEI: 3.1, 3.5, 5.1-5.4), effective communication skills (ACEI:3.5), their assessment and evaluation techniques (ACEI: 4), professional development (ACEI: 5.1, 5.2), and interaction with parents and the community (ACEI: 5.3, 5.4).

Analysis: The instrument was administered to 57 teacher candidates. According to the data, 100% of the candidates met the requirement, demonstrating mastery of the criteria.

ASSESSMENT 7

Universidad de Puerto Rico en Aguadilla
Departamento de Educación y Educación Física
Programa de Preparación de Maestros

”Research Oriented Action Project”

Criterios de evaluación

Nombres estudiantes maestros/as _____

Centro de práctica docente _____

Maestro cooperador _____ grado _____

Fecha _____ hora _____ lugar _____

Criterios de evaluación

Criterio	5	4	3	2	1	NCATE	ACEI	TESOL	Observaciones
1. Relevancia y justificación: Estudio de necesidades						1 a-d, 3 c, 4 a-d	1, *2, 2.8, 3.1- 3.5		
2. Revisión de la literatura – listado de ésta y breve resumen						1 a-b,	1		
3. Desarrollo del plan de acción – incluir copia						1 a-d, g, 3 c	1, *2, 2.8, 3.1- 3.5, 4, 5.1- 5.4		
Criterio	5	4	3	2	1	NCATE	ACEI	TESOL	Observaciones
4. Desarrollo de la actividad						1 a-d, g, 3 c,	1, *2, 2.8, 3.1- 3.5, 4,		

							5.1,5.4		
5. Valores destacados						1 a-d, g, 3 c	1, *2		
6. Recursos humanos y técnicos						1 c, 4 a-c	1, *2, 5.1, 5.4		
7. Participación de los alumnos y de los padres						1 c, 4 d	1, *2, 5.1, 5.3		
8. Evaluación						1 b, d	1, 4		
9. Resultados						1 b, d, 3 c	1, 5.2		
10. Informe final						1 a-d, g, 3 c, 4 a-d	1, *2, 3.1-3.5, 4, 5.1-5.4		

*De acuerdo a la materia

Total ___/50 Pts.

Nota _____

Valores:

- 5 - Evidencia cumplimiento total con el criterio establecido.
- 4 - Evidencia cumplimiento casi total con el criterio establecido.
- 3 - Evidencia algunos de los aspectos incluidos en el criterio.
- 2 - Evidencia un solo aspecto de los requeridos dentro del criterio.
- 1 - No presenta evidencia relacionada con el criterio.

Supervisor de práctica docente

Estudiante maestro/a

Fecha _____

Fecha _____

ASSESSMENT 7

Table II: percentages obtained by the candidates in the Action Research Project

Academic Year 2006-2007 31 students		Academic Year 2007-2008 26 students	
Points Obtained	%	Points Obtained	%
50-45	100 %	50-45	100 %
44-40		44-40	
39-35		39-35	
34-0		34-0	

Total: 50 points

Performance scale:

50-45 =Excelling

44-40 =Proficient

39-35= Acceptable

34-0= Unacceptable

SECTION V- USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

The PPM-UPRAG assessment system guides the efforts to monitor and evaluate the unit operations, quality of the program the performance of the faculty and the candidates. The results obtained are used to evaluate the effectiveness of the program. The teaching and learning process is guaranteed by faculty evaluation in compliance with the Internal Faculty Regulations and Certification of the Administrative Board. The results of the assessment system provide for decision making at all levels.

The PPM-UPRAG possesses an ongoing process of evaluation, data gathering, data analysis, discussion, and decision making. Throughout the academic year assessment activities are carried out and the faculty integrates various strategies to obtained data which will guide the unit for the improvement of candidate's performance. The Faculty meets periodically to discuss findings and develop strategies that will be implemented to strengthen the program and candidates learning. Discussion groups integrate other members of the academic community to develop collaboration projects that will enhance the teacher candidate overall performance.

Content knowledge

Teacher candidates from the PPM-UPRAG demonstrate to have content knowledge of the subject matters they teach. The results from the PCMAS reveal that teacher candidates are approving the state exam satisfactorily (see Section IV.1). The assessment instruments proved that the teacher candidates are applying the content knowledge learned from the methodology courses and student teaching. These findings are the result of the assessment system implemented within the program. Courses and syllabi are aligned with the content and professional knowledge the candidates should possess. The results are shared with the faculty of the departments that offer the general education content knowledge courses to establish resources that will strengthen the content from the general component.

Communications skills are addressed and emphasized throughout the program in all specialized and methodology courses. A Departmental assessment project demonstrated that although the majority of the teacher candidates master communications skills, they need follow up in writing skills including improving the syntax, semantics, use of varied vocabulary, and organization of ideas. To develop these skills, workshops will be conducted in partnership with the Spanish Department from the university.

Professional and Pedagogical Knowledge, Skills and Dispositions

The Conceptual Framework of the PPM-UPRAg was the tool that provided guidance for discussion and analysis for the revision of the assessment instruments that up to this frame time were used in the field and clinical experiences as well as in the methodology courses. The faculty from the program agrees to revise the rubrics and evaluation instruments to assure fairness, consistency, and accuracy for the candidates' evaluation.

As a result of these findings, the faculty at the PPM-UPRAg modified the following instruments that are critical in the clinical and field experiences and that reinforce the requirements for teaching, planning, evaluation skills, and reflection upon the teacher candidate's dispositions:

- The Teaching Planning Instrument was made common for all methodology courses to ensure that all teacher candidates were evaluated equally in all courses and with the same requirements.
- The Formative Teaching Practice Evaluation was revised to incorporate criterion that represent formative and summative skills of the teacher candidates. It was align with all professional standards. The candidate's proficiencies are contained within the document.
- A new Action Research Project instrument was developed since the instrument that was used before needed modifications to incorporate the research activity of the teacher candidates that was not present previously.

All courses were aligned to the professional NCATE and ACEI standards. Syllabi were aligned as well reinforcing professional and pedagogical knowledge, skills, and dispositions. The faculty of the PPM-UPRAg, on agreement, determined the hours of clinical and field experiences required for teacher candidates that will strengthen the skills needed to perform and apply the pedagogical and content knowledge. The decision was made upon the level of participation required per course.

The teacher candidates' manual was developed with the collaboration of all student teacher supervisors. It reflects the expected participation of the candidates, responsibilities and all regulations that guides the student teaching practice.

The faculty provides for the candidates to participate in forums and conferences organized within the program to foster professional dispositions. The topics covered provided for knowledge and auto evaluation of dispositions to become a teacher. The department's association (AUFE by its Spanish acronym), was actively involved as participants and collaborators.

Student learning

The PPM-UPRAg increased the number of hours of the student teaching experience to allow the candidates additional time to participate in the teaching process. The Student Teaching Evaluation measures the teacher candidate's skills and knowledge to impact student learning. Results demonstrate that the PPM-UPRAg teacher candidates have a positive impact on students learning. They demonstrate their ability to plan and teach to diverse students and in diverse educational settings. The candidate's proficiencies are well comprised within the instrument. The program is achieving a level of performance that surpasses 90 percent.

The teacher candidates at the PPM-UPRAg apply the knowledge and skills necessary to help all students learn. They impact the community with projects that reflect the need of the school in particular. They gather information throughout a research process that helps them conclude the most necessary resources that will impact and make changes in the learning process of their students.

Candidate Information

Instructions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Bachelor's Degree Program in Elementary Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁴
2006-2007	246	52
2007-2008	242	56

⁴ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ASSESSMENT

ALINEACIÓN DE CURRÍCULO

Estándares		Perfil del Egresado	Curso	Crédito	Descripción del Curso
ACEI	NCATE				
1,2.2,2.8,3.1,5.1	1	1,4,7	CIIN 3001	3	En este curso se estudian los conceptos fundamentales de las ciencias biológicas y las ciencias químicas para la enseñanza de la ciencia moderna en la escuela elemental. Se enfatiza la ciencia como disciplina integrada, dinámica y en constante cambio. En este curso se relaciona al estudiante con los materiales y las referencias con las que trabajará en la enseñanza de ciencia en el nivel elemental.
1,2.2,2.8,3.1,5.1	1	1,4,7	CIIN 3002	1	El curso esta diseñado para desarrollar las destrezas básicas en los procedimientos, el manejo de equipo de laboratorio y el uso de materiales en el laboratorio de ciencias (ciencias

					biológicas y ciencias químicas). Se enfatiza que los estudiantes (futuros(as) maestros(as)) aprendan a sustituir equipo y material de laboratorio costoso por otro menos costoso y de fácil adquisición en el hogar y el mercado.
1,2.2,2.8,3.1,5.1	1	1,4,7	CIIN 3003	3	El curso está diseñado para enseñar los conceptos fundamentales de las ciencias físicas y los conceptos fundamentales de ciencias terrestres y del espacio para desempeñarse como maestro(a) de ciencia de escuela elemental. Se enfatiza la ciencia como un sistema integrado de disciplinas, dinámica y en constante cambio. En el curso se relaciona al estudiante con los materiales y las referencias con las que trabajará en la enseñanza de ciencia en el nivel elemental.
1,2.2,2.8,3.1,5.1	1	1,4,7	CIIN 3004	1	El curso está diseñado para desarrollar las destrezas básicas en los procedimientos, el manejo de equipos de laboratorio y el uso de materiales en un laboratorio de ciencias. Se enfatiza que los (las) estudiantes (futuros maestros) aprendan a sustituir equipos y materiales de laboratorio costosos por otros menos costosos y de fácil adquisición en el hogar o el mercado.

1,2,2i,3a,3b,3c,4	1a,1d,1f,3b,3c,1g,4a, 4b,4c,5b	1,2,3,4,5,6, 7,8,9	EDES 3006	3	Se desarrollan las competencias que el maestro necesita para enseñar, diagnosticar y corregir las deficiencias de lectura y escritura mediante la integración en el contenido de las bases cognoscitivas, afectivas y psicomotoras que caracterizan estos procesos y/o aprendizajes. Se estudian y analizan las características de los niños con necesidades especiales que les dificulta el aprendizaje de lectura y escritura. Se examinan y analizan modelos de inventarios de lectura y escritura, las pruebas diagnósticas y otros instrumentos que les sirvan de directriz pedagógica para producir y usar sus propios materiales.
1,2,2i,3a,3b,3c,3d	1a,1d,1f,3c,1g, 4a,4c,5b	1,2,3,4,5,6, 7,8,9	EDES 3009	3	Discusión y análisis de los diversos métodos y enfoques para el manejo de la conducta del niño en la sala de clases. Se enfatiza el rol del maestro en el manejo de la conducta del educando a fin de que ésta sea consistente con las normas establecidas para la clase.
1,2,2i,3a,3b,3c,4	1a,1d,1f,3b,3c,1g,4a, 4b,4c,5b	1,2,3,4,5,6, 7,8,9	EDES 3205	3	La tecnología está cambiando la vida de las personas. Un área de efecto creciente es la de aplicación de la tecnología a la educación especial. En este curso se ofrecerá información básica sobre la asistencia tecnológica (AT) para las personas con

					limitaciones/ impedimentos. El propósito del mismo es que los futuros maestros adquieran competencias que permitan el aumentar su conocimiento, aceptación y uso de la AT. Se incluirán tanto aspectos teóricos como prácticos. En las discusiones se trabajarán estudios de casos a través de los cuales el/la estudiante podrá aplicar el conocimiento básico adquirido en el curso al uso o diseño de equipos.
1,2,2i,3a,3b,3c,4,5	1a,1d,1f,3b,3c,1g,4a, 4b,4c,5b	1,2,3,4,5,6, 7,8,9	EDES 4006	3	Este es un curso de naturaleza introductoria, dirigido a relacionar al estudiante con la población impedida y los derechos y servicios existentes para éstos. A través del curso el estudiante desarrollará un entendimiento respecto a: <ul style="list-style-type: none"> a. los sistemas de clasificación y diagnóstico en la educación especial. b. los diferentes programas de educación especial ofreciéndose en Puerto Rico. c. la organización y administración de los programas de educación especial en Puerto Rico. d. los recursos(aparte de las escuelas), que proveen servicios para los niños con impedimentos en Puerto Rico.

					<p>e. factores que influyen en la organización y prestación de servicios de educación especial.</p> <p>f. los problemas de los niños con impedimentos en la escuela y la comunidad.</p>
1,2,2g,2h,5f	5e,5f	2,3,4,5,8,9	EDFI 3441	2	Curso orientado al desarrollo de los estilos básicos de la natación y la metodología en la enseñanza de estas destrezas. Se discuten y practican todos los estilos de competencia.
1,2,2g,2h,5d	5e,5f	2,3,4,5,8,9	EDFI 3442	2	Introducción y práctica de nuevos estilos de natación. Énfasis en la práctica de estilos elementales y otros, una unidad de salvamento y unidad de primera ayuda.
1,2,2c,2g,2h,3e,4,5c, 5d	5e,5f,6d,6e	1,2,3,4,5,6, 7,8,9	EDFI 3465	3	Se estudia la forma de la vida saludable desde el punto de vista del individuo y de la comunidad en que viven, dándole atención especial a las interrelaciones envueltas, incluyen tópicos tales como: herencia, ejercicio, descanso, nutrición, salud ambiental, hábitos personales, higiene pública, enfermedades transmisibles, etc.
1,3.2,3.4,5.1,5.3,5.4	1,1b,1d,1f,4c	1,2,3,4,7,8,9	EDFU 3001	3	Este curso trata de dar a los futuros maestros entendimiento sobre la naturaleza y alcance de la psicología como trasfondo para entender mejor el proceso educativo. Confronta al estudiante con el conocimiento sobre el

					crecimiento y desarrollo de niños y adolescentes. Examina las fuerzas naturales y del ambiente que contribuyen al desarrollo de una personalidad saludable.
1,3.2,3.4,5.3,5.4	1,1b,1c,1d,1e,1f,1g,3b, 3c,4a,4b,4c,4d	1,2,4,6,7,8,9	EDFU 3002	3	En este curso se pone al estudiante en contacto con los principios psicológicos que explican el proceso de enseñanza-aprendizaje y las condiciones individuales que le afectan. Se dedica parte del tiempo al estudio del proceso evaluativo con especial atención a los principios que gobiernan la construcción de exámenes educacionales y la promoción escolar.
1,2.e,3.a,3.b,3.c,3.d 3.f,4,5.a,5.b	1a,1c,1f,1g,3c,4b	1,2,3,4,5,7,8,9	EDFU 3007	3	El curso comprende un análisis de las ciencias sociales y su relación con el proceso educativo y de la escuela como institución social. Incluye un estudio de la herencia cultural del hombre y las funciones de la educación en cuanto a preservar y mejorar la misma, la integración de la duración con la vida e instituciones de la comunidad y del grupo humano, conducta de los grupos en relación a los problemas escolares, el rol social del maestro y la relación entre los cambios sociales.

1,2.1,2.8,3.1,3.2,3.3 3.4,3.5,4,5.1,5.2	1a,1b,3b,3c,4a,4d	1,2,3,4,5,6,7 8,9	EDPE 3001	3	<p>El curso “Enseñanza de las Artes del Lenguaje en la Escuela Elemental”, aspira a que el estudiante adquiera conciencia de su responsabilidad ética en el desarrollo de la lengua materna como medio de comunicación y expresión e identifique la importancia de ésta como vehículo de enseñanza en el programa de la escuela elemental (k-6). El contenido del curso está organizado en torno a seis unidades básicas que presentan una secuencia lógica de actividades que permite demostrar la trayectoria temática del curso:</p> <ul style="list-style-type: none"> a. la naturaleza del lenguaje. b. la naturaleza y desarrollo del niño. c. consideraciones generales de las artes del lenguaje. d. el arte de escuchar y escribir. e. recursos para la enseñanza del lenguaje y recomendaciones metodológicas. f. técnicas adecuadas para el desarrollo de las formas orales y auditivas del lenguaje.
1,2,2i,3a,3b,3c,3d	1a,1d,1f,3b,3c,1g,4a, 4b,4c,5b	1,2,3,4,5, 6,7,8,9	EDPE 3005	3	Este curso provee para el estudio del lenguaje del niño en sus perspectivas filosóficas, sociológicas y psicopedagógicas. Da énfasis a la

					adquisición de los conceptos básicos de la lengua, completadas con experiencias clínicas. Está dirigido a la especialidad de educación preescolar y primaria.
2f,5d	1a,1b,1c,1f,3b,4a,4c	1,2,4,5,6,7,8,9	EDPE 3095	3	Este curso enfatiza los métodos y materiales de instrucción que pueden utilizarse en el salón de clases para desarrollar en los niños la capacidad de expresión artística en el campo de las artes plásticas desde kínder a sexto grado de nuestro sistema educativo. Se pondrá un cuidado especial en la comunicación del verdadero significado del arte en general para que los futuros maestros matriculados en el curso desarrollen y amplíen su propia sensibilidad hacia el mismo y se capaciten para hacer lo mismo con la de los niños que estarán bajo su enseñanza. Para lograr los objetivos del curso, se distribuirá el tiempo entre conferencias, discusión y taller.
1,2,3.3	1a,3b,4c	1,3,5,7	EDPE 3355	3	Análisis y discusión de los últimos enfoques o técnicas pedagógicas y de las nuevas tendencias prevaletentes en las diferentes materias o disciplinas que se enseñan en el nivel elemental. Se dará especial atención a la introducción

					o establecimiento de programas innovadores tales como: la escuela sin grado, la enseñanza por equipo, la enseñanza individualizada, el uso de módulos instruccionales o instrucción programada, el horario escalonado y al empleo de recursos de la tecnología educativa para enriquecer el aprendizaje. Realizarán visitas a las escuelas para observar en función de los últimos adelantos.
1,2.2,2.3,3.1,3.2 3.3,3.4,3.5	1a,1b,1c, 3b,3c, 4a,4b, 4c,4d	1,4,5,6,7,8,9	EDPE 4115	3	El curso presenta la naturaleza filosófica de la ciencia y la matemática y sus conceptos generales. En él se relaciona al alumno con las leyes, los documentos, los enfoques, los modelos, las estrategias y las técnicas que se utilizan en la enseñanza de los mismos.
1,2,2c,2h,2g,2i,3a, 3b,3c,3e,4,5 ^a ,5d	2c,3a,3b,4a,5b,5e, 5f,6d,6e	1,2,3,4,5,6,7, 8,9	EDPE 4210	3	Se incluye en este curso la historia y el desarrollo de la Educación Física. Se estudia, además, el programa de actividades de Educación Física para grados elementales. Se complementará este estudio con experiencias de laboratorio relativas al mismo.
	1,2c,5e,5f,6c	1,9	HIST 3115	3	Estudio de la historia de los Estados Unidos de América desde la época de su independencia hasta el momento actual.

	1,2c,5e,5f,6c	1,9	HIST 3241	3	Estudios de la evolución histórica de Puerto Rico desde el descubrimiento de la isla hasta final del siglo XIX. Se estudiarán las raíces indígenas, conquista y colonización española y el surgimiento del criollismo y la personalidad cultural puertorriqueña.
	1,2c,5e,5f,6c	1,9	HIST 3242	3	Estudio de la Historia de Puerto Rico desde el año 1898 hasta el presente; los cambios políticos y sus consecuencias económicas y culturales.
	1, 1g,2a,2c,4a,5e,5f,6c	1,3,8,9	HUMA 3111	3	Estudio de los aspectos más representativos de la cultura de occidente a lo largo de los periodos griego, romano y medieval mediante el análisis crítico de grandes obras literarias, filosóficas, artísticas y religiosas.
	1,1g.2a,2c,4a,5e,5f,6c	1,3,8,9	HUMA 3112	3	Estudio de los aspectos más representativos de la cultura de occidente desde el Renacimiento hasta nuestros días prestando especial interés a la época moderna. Se estudiarán mediante el análisis crítico de grandes obras literarias, filosóficas, artísticas y religiosas.
1a,1b,2a	1	1,3,4,7,9	INGL 3101	3	An intensive course in writing, conversation, Reading comprehension and vocabulary building based on the content-based or theme approach.

1a,1b,2a	1	1,3,4,7,9	INGL 3102	3	An intensive course in writing, conversation, reading comprehension and vocabulary building based on the content-bases or theme approach.
1a,1b,2a	1	1,3,4,7,9	INGL 3103	3	Analysis of selected reading, such as essay, fiction, poetry or drama, and practice on writing with attention needed to grammar and idiomatic expression.
1a,1b,2a	1	1,3,4,7,9	INGL 3104	3	Analysis selected readings, such as essays, fiction, poetry or drama, and practice on writing with attention needed to grammar and idiomatic expressions.
1,2,3a,3c,3d,3e	1a,1b,4c	1,4,5,6,7,8	TEED 3008	3	Este curso examina los principios que fundamentan el uso de los recursos audiovisuales que se utilizan para la enseñanza. Manejo de los equipos y materiales que componen el grupo de medios multisensoriales.
1,2,2i,3b,3e,4	1 ^a ,1b,1g,3c	1,4,5,7,8,9	TEED 4018	3	Este curso es una introducción de las computadoras en la educación. Se enfatizan los siguientes aspectos: evolución e impacto de la computadora en la educación; teorías que apoyan la integración de las computadoras en la educación; lo que el maestro debe saber sobre el diseño de una lección para computadora. Estudio de la investigaciones realizadas en este campo. Selección y evaluación de

					programas educativos. Los estudiantes practican con algunos programas para computadoras.
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APPENDIX I

UNIVERSIDAD DE PUERTO RICO EN AGUADILLA

DEPARTAMENTO DE: EDUCACION

FACULTY INFORMATION

FACULTY MEMBER NAME	HIGHEST DEGREE	ASSIGNMENT: Indicate the role of the faculty member	FACULTY RANK	TENURE TRACK (YES/NO)	SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	TEACHING OR OTHER PROFESSIONAL EXPERIENCE IN P-12 SCHOOLS
Nidza Márquez Feliciano	M.Ed. Special Education	Faculty and Department Chair	Assistant Professor	Yes	NCATE Coordinator, Curriculum Committee Professional Associations: ACEI, NAEYC, ASCD, NASET	14 years teaching and supervising
Myriam Vélez Irizarry	M.A.Ed. Educational Technology	Faculty	Assistant Professor	Yes	Faculty Senate, Curriculum Committee Professional Associatons: ASCD, APUA (Professional Faculty Association of UPR Aguadilla)	23 years teaching and coordinator of Technology Education
Eldon Ayala Lizardi	M.A.Ed. Physical Education	Faculty	Assistant Professor	Yes	Faculty Senate Policy Committee of the Athletic Interuniversity Association	

Néstor Morgado Nácer	M.A. E.d. Physical Education	Faculty	Associate Professor	Yes	Director of Athletic Center	5 years teaching
Elsie Ballester Rodríguez	M.S. Ed. Elementary Education	Faculty	Associate Professor	Yes	Student Teaching Supervisor	6 years teaching
Sigrid Sánchez Medina	M.A.Ed. Educational Psychology	Faculty	Instructor	Yes	Library Committee	
Sandra Pérez Rodríguez	Ed. D Curriculum and Instruction	Faculty	Associate Professor	Yes	Institutional Assessment Committee, Special Dean Assistant for Accreditation Professional Associations: ASCD	18 years teaching
Nydia Ugarte Avilés	M.A.Ed. Administration and Supervision	Faculty	Assistant Professor	Yes	Student Teaching Coordinator and Supervisor, Curriculum Committee Professional Associations: NAEYC, ASCD, APUA (Professional Faculty Association of UPR Aguadilla)	35 years teaching and principal
Evelyn Pérez Medina	Ed.D. Curriculum and Supervision	Faculty	Full Professor	Yes	Professional Associations: APUA	4 years teaching
Vivian Rivera Rivera	MSSE Special Education	Faculty	Instructor	No	Professional Associations: ACBSP, ASCD, CEC	20 years teaching and supervising

Víctor Morales Pérez	M.A. Ed. Teaching Science	Faculty	Instructor	No	Library Committee and Assessment Committee	5 months teaching
Jaime Castro Gracia	Ed.D. Educational Administration	Faculty	Full Professor	No	Curriculum Committee	16 years teaching and principal