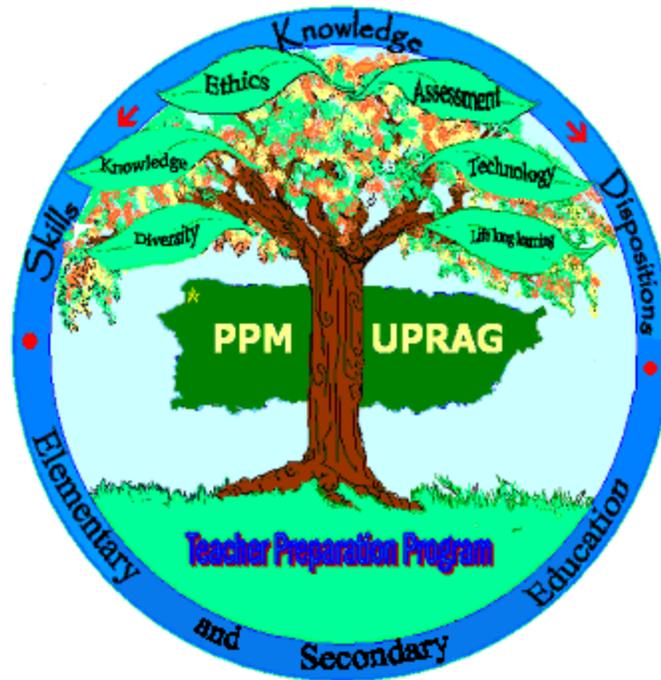


## University of Puerto Rico at Aguadilla



*PREPARING EXCELLENT TEACHERS FOR TOMORROW...TODAY*

### Conceptual Framework of the Teachers' Preparation Program

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## **Conceptual Framework of the Teacher Preparation Program**

### **Introduction**

The University of Puerto Rico at Aguadilla is a co-educational public system of higher education, established in 1972. It is one of the eleven academic units that comprise the University of Puerto Rico System (UPR) and it is located in the northwestern region of the island.

The Teacher Preparation Program (PPM-UPRAG) was developed to satisfy the educational needs of the Puerto Rican society. The program offers the following degrees: Bachelor of Arts in Elementary Education; Bachelor of Arts in Education with a Major in English with Multimedia Technology, and a Bachelor of Arts in Office Systems with a Major in Business Education.

The PPM-UPRAG, which serves approximately 468 teacher candidates, consists of 28 highly qualified faculty members; 15 percent hold doctorate degrees, 28 percent hold masters degrees, and 27 percent are pursuing doctoral studies. The graduates of this program possess the knowledge, the pedagogical and professional skills, and the dispositions to fulfill their roles as teachers of excellence. Commitment and professionalism empower these future teachers to perform successfully in diverse educational settings in Puerto Rico and abroad.

The results of the Puerto Rico Teacher Certification Examination (PCMAS) evidence the quality of the unit.

**Precondition 4.1****The Institutional Vision**

“The University of Puerto Rico at Aguadilla will be a model of excellence among similar universities, in and outside of Puerto Rico. The institution aspires to be at the vanguard of academic activities, offering innovative programs centered in the needs and the interests of the students and relevant to the economic, social, and cultural needs of Puerto Rico, particularly those of the Northwestern Region.”

For the complete institutional vision, access page 13 at [www.uprag.edu](http://www.uprag.edu)  
[http://www.cetem.upr.edu/Autoestudio/Documentos/MSA\\_PRR\\_2006version2.pdf](http://www.cetem.upr.edu/Autoestudio/Documentos/MSA_PRR_2006version2.pdf)

**The Institutional Mission**

“The mission of the University of Puerto Rico at Aguadilla is to provide educational alternatives within the arts, sciences, and technologies that respond to the economic, social, and cultural needs of Puerto Rico, particularly those of the Northwestern part of the Island. Academic options include programs at the baccalaureate and associate degree levels, professional certificates, and credit and non-credit courses for professional, technical, and personal development.”

For the complete Institutional Mission, access page 13 at  
[www.uprag.edu](http://www.uprag.edu)[http://www.cetem.upr.edu/Autoestudio/Documentos/MSA\\_PRR\\_2006version2.pdf](http://www.cetem.upr.edu/Autoestudio/Documentos/MSA_PRR_2006version2.pdf)

**Vision of the Teacher Preparation Program**

In accordance with the vision of the University of Puerto Rico at Aguadilla, the PPM-UPRAg responds to the commitment of being a model of excellence. The teacher candidate will be distinguished as a knowledgeable, reflective, and transforming professional in continuous learning, with the capacity to modify educational processes within a global and democratic society, and who appreciates the Puerto Rican society. The teacher candidate, as a cognitive-humanistic, constructivist educator, will apply the pedagogical and professional knowledge, skills, and dispositions needed to help all students learn.

**Mission of the Teacher Preparation Program**

The mission of PPM-UPRAg is in harmony with the commitment of the University of Puerto Rico at Aguadilla. The unit is committed to the preparation of elementary and secondary highly qualified teachers with sound knowledge in general education and in the principles, concepts, and processes of the discipline they plan to teach. Candidates will have opportunities to develop competencies in the use of appropriate instructional strategies integrating multimedia technology as a powerful, creative tool for effective learning. Upon reflection on the teaching experience and with

the use of multiple assessment strategies, teacher candidates will adapt learning experiences to all educational settings. Teacher candidates will be encouraged to become professionals with ethical and aesthetic values, respectful, and tolerant of individual differences, and committed to life-long learning.

**Pre-condition 4.2****Philosophy, Purpose, and Goals**

The vision and mission of the PPM-UPRAG reflects the ideals of the vision and the mission of the University of Puerto Rico at Aguadilla. The program is grounded in the philosophical foundation that integrates the cognitive, humanistic, and constructivist principles and is committed to develop a knowledgeable, reflective, and transforming teacher. These theoretical foundations are based on the ideas, schools, and research of Piaget, Dewey, Vygotsky, and Brooks and Brooks, among others.

**Philosophy**

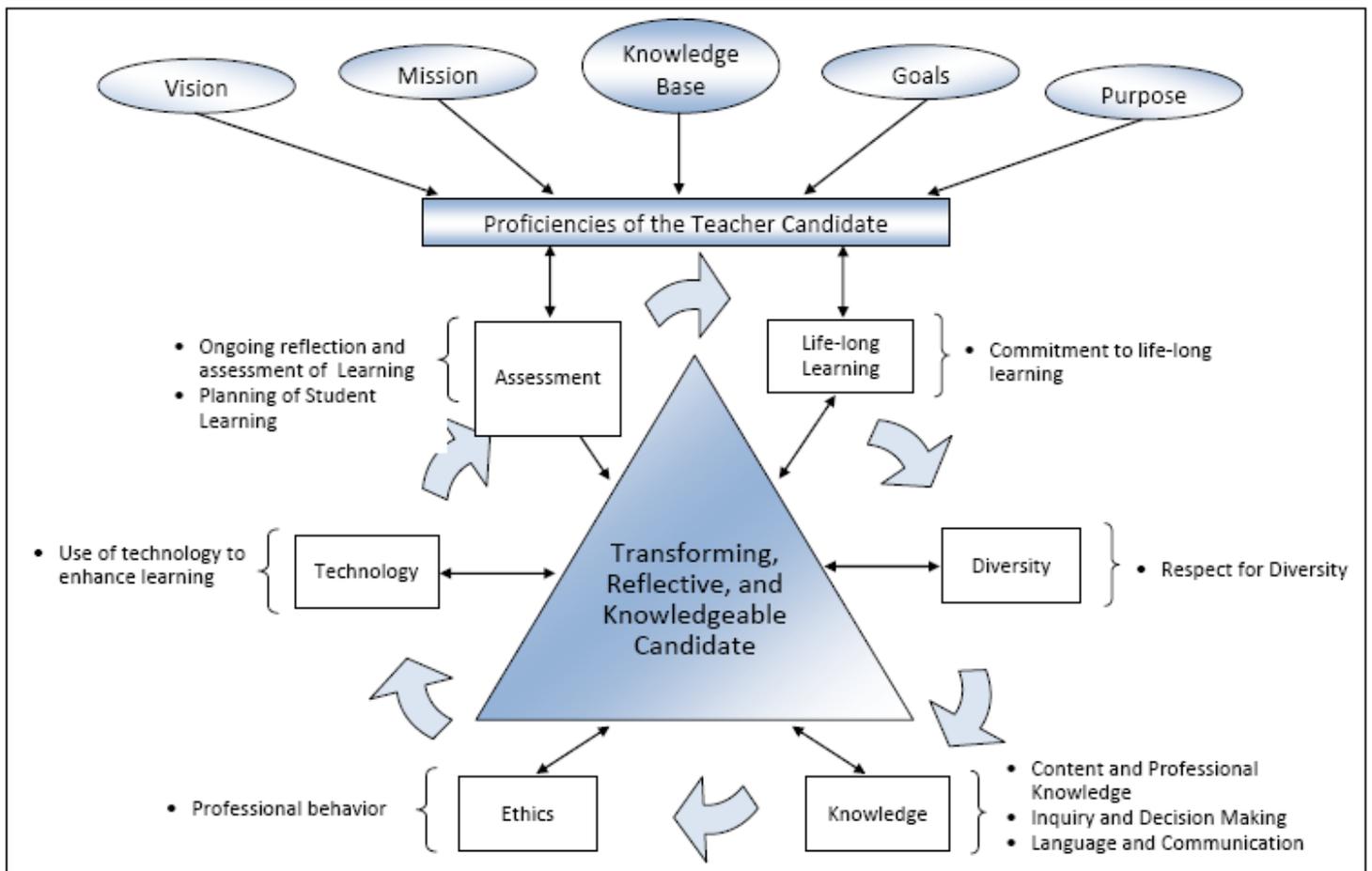
The philosophical principles that the PPM-UPRAG embraces are the following (as shown in Figure 1):

- Knowledge is an active process where the students are not just passive recipients of information, but active participants (Brooks and Brooks, 1999; Vygotsky, in Dunn, 2005).
- Cognitive process a result of the construction and interaction of the individuals with their environment (Piaget in Driscoll, 2000) to transform the teaching and learning experience in response to diverse cultural backgrounds and learning styles (Gardner, 2002)
- Awareness of ethical and aesthetic values (Kohlberg, in Santrock, 2006) and appreciation of the Puerto Rican society and its relationship with other cultures to promote social commitment and responsibility (Hostos, 1903).
- Technology literacy, as an innovative tool for education, empowers the individual; therefore, the teacher candidates are skilled in using a variety of technologies in instruction, assessment, and in their own research and professional development (Wiens, 2005).
- Life-long learning is ingrained in the teacher candidates so that they are committed to pursue knowledge, reflect, inquire, and generate changes that will contribute to the student's learning experiences (Stronge and Tucker, 2004).
- Cognitive development occurs as the individuals act on their ideas in societal settings and reflect on their own learning experiences (Dewey, in Gutek, 2004).

The philosophy of the PPM-UPRAG contextualizes the goals and objectives of the unit by providing diverse experiences that enable the teacher candidates to demonstrate their knowledge through critical analysis, inquiry, and synthesis. As a result, they will develop ethical values that will allow them to fulfill their potential in significant ways. The faculty of the PPM-UPRAG empowers teacher candidates to build connections between content areas and field experiences, integrating the principles established in our conceptual framework.

Figure 1

**Conceptual Framework Model**  
 University of Puerto Rico at Aguadilla  
 Teacher Preparation Program



## **Purpose**

The PPM-UPRAg offers a curriculum that prepares highly qualified teachers in Elementary Education, English with Multimedia Technology at the Elementary and Secondary Levels, and a major in Business Education in the Office Systems Department. The program consists of a general education component 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 faculty of the PPM-UPRAg supports a learning community where the interaction and collaboration among candidates and peers provide opportunities to integrate knowledge with the pedagogical and professional components in clinical and field experiences in all learning communities. These experiences provide sufficient and ample opportunities for self-reflection and assessment of their role as educators in order to become well-rounded and competent professionals.

## **Goals**

The goals of the unit are aligned 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 teacher candidates:

1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively.
2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences.
3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning.
4. Apply the assessment process in teaching and learning practices.
5. Master and utilize the integration of technology as a facilitating and powerful creative tool in learning.
6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field.

### Pre-condition 4.3

#### Knowledge Base of the Unit

The knowledge base of the PPM-UPRAg is key to the unit policies, curricular decisions, and program structures. Therefore, it guides the formation of teacher educators with the knowledge, skills, and dispositions essential to the profession. The candidates' knowledge, reflection, and inquiry will be grounded in the principles of the cognitive-humanistic theories and the constructivist approach.

As shown in Figure 1, the Conceptual Framework Model, the PPM-UPRAg candidates are expected to be knowledgeable, reflective, and transforming professionals.

As Dewey believed, the learner should be an active individual who reflects upon his own experiences to learn and is capable of adapting to the environment.(Dewey in Santrock, 2006) According to Piaget and Vygotsky, children actively construct their knowledge (Pappalia, 2005). Moreover, Vygostky's perspective was that the cognitive functions have a social origin. According to Villegas and Lucas, "teacher educators can prepare prospective teachers to become agents of change by teaching them about the change process, helping them understand the obstacle of change, helping them develop skills for collaboration and dealing with conflict, and providing evidence that schools can become more equitable" (p.25).

In order to prepare these competent teachers, the program focuses in the development of professional capacities represented in Figure 1 as the six core areas: knowledge, technology, ethics, diversity, assessment, and life-long learning. The PPM-UPRAg affirms that these six elements are the foundation for the preparation of highly qualified teachers and must be considered throughout the candidate's program. The following discussion explains the relationship among these six core areas and the vision, mission, and goals of the unit.

#### . Knowledge

Knowledge as a core area of the Conceptual Framework Model of the PPM-UPRAg (Figure 1) pursues the development of knowledgeable, reflective, and transforming teachers who are aware of their role as influential individuals in the student learning process. Teacher candidates are capable of constructing a solid knowledge base with emphasis on content and pedagogical content knowledge. Furthermore, the unit's faculty makes candidate aware of the critical role of the teacher in the learning process.

The research of cognitive psychologist like Piaget and Vygostky focused on human thought process (Rogoff, 2001). Both theorists reaffirm the importance of cognitive process necessary for human beings to develop knowledge, skills, beliefs and concepts which significantly influence their learning.

Also Vygostky asserts that educators should establish environments that provide social interactions because learning is a collaborative process. The theory of Vygostky supports as inseparable social and cultural activities in a constructive social framework (Vygotsky in Santrock, 2006).

The PPM-UPRAg emphasizes experiential learning base on constructivist theory and also in the views of Dewey (1990), who saw the educational soundness and value the experiential learning. Dewey also considered that the future educator should provide environments that stimulate learning base on real world situations. According to Dewey individuals create new knowledge and develop through process of learning by doing.

Brooks and Brooks (1993) emphasizes in learning experiences and environments in which students are not just passive recipients of information, but active participants as they construct and test their own understanding. One of the fundamental principles of constructivism is that best learning is situated learning; where the learners solve problems, perform task, and learn new material in context that make sense to them. For this reason, constructivism, as an approach to teaching and learning, has important implications for the PPM-UPRAg.

Educators should know their students' differences like multiple intelligences (Gardner, 2002), social context they come from (Vygostky, 1978) and developmental stage (Piaget in Santrock, 2006). Recent work in cognitive and differential psychology challenges a faith in the generic approach: considerable research suggest that not all human minds work in the same way and that not all beings exhibit the same profile of cognitive strengths and weakness, so Gardner introduces the multiple intelligences theory. This new perspective in education strong influence how educator teach and how assesses what student learn.

The dimensions above integrated throughout the courses, field and clinical experiences that candidate have permit allow knowledge, skills, and dispositions to be a knowledgeable, reflective and transforming teacher.

## **Technology**

The PPM-UPRAg emphasizes the use of technology as a core area of the Conceptual Framework of the PPM-UPRAg (Figure 1). It is an innovative means of integration in modern education to enhance the multimedia skills of the candidate. The 21st Century promises to be a time of technological accomplishment and evolution. The landscape of what constitutes the knowledge base of educator preparation is continuing to evolve. The use of technology in education continues to challenge teacher preparation programs to help new teachers develop the necessary skills to incorporate new technologies in their classrooms. The program requires candidates to become proficient in incorporating technology in their disciplines. In this way, the candidates' use of and comfort level with increasingly more complex technology applications increases. These

applications must be evaluated continuously to determine their effectiveness in improving teaching, learning, and student achievement (Schacter, 1999; Withrow, 1999; LeBaron & Collier, 2001).

The candidates learn about the development of technology and its effect on concepts, processes and systems. Technology literacy, according to Wiens (2005), is essential to the empowerment of the individual. The candidates are skilled in utilizing a variety of technologies in instruction, assessment, and in their own research and professional development since virtually all professional educational courses include requirement for applying technology skills.

### **Ethics**

Effective educators are committed to display an ethical conduct as models of proper behaviors. Candidates must show respect, fairness, justice, inclusiveness, and sensitivity towards all individuals. Acceptance, tolerance, resolution, and mediation are critical to the practice of the profession. To this effect, the PPM-UPRAG considers ethics as one of the core areas (Conceptual Framework Model, Figure 1) and engenders these characteristics in its candidates,

According to Strike & Soltis (2004), educators are expected to demonstrate ethical codes of behavior in their interactions with students, colleagues, families, and the community. Educators are obligated to respect students' privacy, and to ensure equitable treatment to avoid biases about ability differences, disabilities, cultural or social background, language, gender, race or religion. The PPM-UPRAG candidates are required to adopt and integrate these codes of conduct into their attitudes about differences during their field experience and clinical practice. Moreover the candidates will recognize and appreciate the values of the Puerto Rican society with its diversity and interrelation with other cultures (Hostos, 1903).

### **Diversity**

The PPM-UPRAG, through an integrated vision and in harmony with the core areas identified in the Conceptual Framework Model (Figure 1), promotes in its candidates the commitment to respect diversity among their students who are learning through environments centered on the construction of knowledge.

Senge (2002) states that a collegiate culture is distinguished by its ability to consider diversity in terms of gender, socioeconomic level, interests, and the types of interactions that are promoted among the sectors. Therefore the candidate is encouraged to appreciate individual, cultural, and linguistic differences and to show respect for the diverse talents and learning styles of all learners (Gardner, 2002).

## **Assessment**

Assessment is an ongoing process that allows faculty and candidates to know, understand, and articulate what they are doing and how it will help them meet their goals.

The unit acknowledges that skills, traits, and habits should be best assessed by portfolio, reflective journals, while other criteria are better suited for demonstrations, peer assessment, conferences, interviews, test and projects. The PPM-UPRAG emphasizes using multiple strategies, and evaluation and assessment points to provide a fuller understanding of processes and learning in the candidates.

Mastery of lesson planning and assessment encourages the student's development of acquisition of critical thinking abilities, problem solving, and achievement (Orlich, 2000, 2003). Upon reflection, the candidate continually refines outcome assessment and learning experiences in order to modify plans appropriately.

## **Life-long learning**

All individuals need to have a commitment with their personal and professional growth (Kiewra & Dubois, 1997). The unit further believes that all educators must be able to continually improve their teaching performance so they can respond to the changing society. Consequently, they will become involved in action research in order to participate actively in school improvement.

The PPM-UPRAG fosters the active participation of the candidates in opportunities that support their development, such as academic and professional associations, and other activities related to their field. Through these experiences the teachers will promote relationships with other members of the learning communities.

## **Relationship between Goals/Core Areas and Proficiencies**

Consistent with the University's mission, the PPM-UPRAG prepares candidates committed to have (1) knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings; (2) knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice; (3) ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making; (4) mastery of language and communication skills; (5) mastery of the methods, strategies, and techniques for an effective teaching and learning process; (6) knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom; (7) knowledge and effective use of technology as a tool for the learning process; (8) awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students; and, (9) ability to interact effectively as a facilitator of learning, demonstrating; professional behavior and commitment to lifelong learning.

To attain this mission, and in concert with institutional goals and professional and state standards, the PPM-UPRAG is guided to develop a transforming, reflective and knowledgeable candidate illuminated in six areas: knowledge, technology, ethics, diversity, assessment and lifelong learning. These areas are infused through the PPM-UPRAG providing a coherent and unified sense of direction. The conceptual framework is a living document used as a guide to updating and revising all academic programs; it provides a structure for the unit to ensure coherency, consistency and collaboration, and also serves as one important component for the unit's continuous improvement of its assessment system.

**Pre-condition 4.4****Teacher Candidates' Proficiencies**

The professional proficiencies of the candidates of PPM-UPRAg are aligned with the standards of the *National Council for Accreditation of Teacher Education* (NCATE), the principles of the Interstate New Teacher assessment and Support Consortium (INTASC), and the criteria established by the *Puerto Rico Council of Higher Education* (CESPR), the state agency which certifies the operation of the program. These proficiencies exemplify the beliefs embedded in the vision, mission, and philosophy of the PPM-UPRAg. Refer to Table 1: Teacher Candidates Proficiencies Standards Alignment Matrix.

The candidates will demonstrate the following proficiencies:

1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings
2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.
3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making
4. Mastery of language and communication skills
5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process
6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom
7. Knowledge and effective use of technology as a tool for the learning process
8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students
9. Ability to interact effectively as a facilitator of learning, demonstrating professional behavior and commitment to lifelong learning

**Table 1**  
**Teacher Education Unit, UPR Aguadilla**  
**Teacher Candidates' Proficiencies-Standards Alignment Matrix**

Standard 1 NCATE "Target"	INTASC Principles	State Standards (PR Council on Higher Education)	"Teacher Candidate Proficiencies"	Goals/Core Areas
<p><b>A. Content Knowledge for Teacher Candidates: Initial and Continuing</b></p> <p>Teacher candidates <u>have in-depth knowledge of the subject matter that they plan to teach</u> as described in professional, state, and institutional standards. They <u>demonstrate their knowledge through inquiry, critical analysis and synthesis of the subject.</u></p>	<p>INTASC 1: Knowledge of Subject Matter</p> <p>The teacher understands the central concepts, tools of inquiry, and structure of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</p>	<p>Section 2.1.1: The teacher candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings.</p> <p>2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.</p> <p>3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making</p>	<p>1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge, Diversity</p> <p>2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment</p> <p>3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning./Knowledge, Assessment, Diversity</p>

<b>Standard 1 NCATE “Target”</b>	<b>INTASC Principles</b>	<b>State Standards (PR Council on Higher Education)</b>	<b>“Teacher Candidate Proficiencies”</b>	<b>Goals/Core Areas</b>
	<p>INTASC 6: Communication Skills The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction.</p>	<p>Section 2.1.7: The teacher candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>4. Mastery of language and communication skills</p>	<p>1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge</p>

Standard 1 NCATE “Target”	INTASC Principles	State Standards (PR Council on Higher Education)	“Teacher Candidate Proficiencies”	Goals/Core Areas
<p><b>B. Pedagogical content knowledge for teacher candidates: Initial and continuing</b></p> <p>Teacher candidates reflect a thorough understanding of <u>pedagogical content knowledge</u> delineated in professional state and institutional standards. They have <u>in-depth understanding of the subject matter that they plan to teach</u>, allowing them to provide <u>multiple explanations and instructional strategies</u> so that all students learn. They <u>present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.</u></p>	<p><b>INTASC 7: Instructional Planning Skills</b></p> <p>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>Section 2.1.4: The teacher candidate recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process</p> <p>6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom</p> <p>8. Knowledge and effective use of technology as a tool in the learning process</p>	<p>1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge, Assessment, Diversity</p> <p>2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment, Diversity</p> <p>4. Apply the assessment process in teaching and learning practices. /Assessment</p> <p>5. Master and utilize the integration of technology as a facilitating and powerful creative tool in learning./Technology</p>

Standard 1 NCATE “Target”	INTASC Principles	State Standards (PR Council on Higher Education)	“Teacher Candidate Proficiencies”	Goals/Core Areas
	<p><b>INTASC 4: Multiple Instructional Strategies</b>  <b>The teacher understands and uses a variety of instructional strategies to encourage student’s development of critical thinking, problem solving and performance skills.</b></p>	<p>Section 2.1.5: The teacher candidate uses a variety of instructional strategies to encourage student’s development of critical thinking, problem solving, and performance skills.</p>	<p>7. Knowledge and effective use of technology as a tool for the learning process</p> <p>9. Ability to interact effectively as a facilitator of learning, demonstrating professional behavior and commitment to life-long learning</p>	<p>5. Master and utilize the integration of technology as a facilitating and powerful creative tool in learning./Technology</p> <p>3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning./Lifelong learning</p> <p>6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field./Ethics</p>

Standard 1 NCATE “Target”	INTASC Principles	State Standards (PR Council on Higher Education)	“Teacher Candidate Proficiencies”	Goals/Core Areas
<p><b>C. Professional and pedagogical knowledge and skills for teacher candidates</b></p> <p>Teacher candidates reflect a <u>thorough understanding of professional and pedagogical knowledge and skills</u> delineated in professional, state and institutional standards. They develop <u>meaningful learning experiences to facilitate learning for all students.</u></p> <p>They <u>reflect on their practice</u> and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community</p>	<p>INTASC 5: Classroom Motivation and Management</p> <p>The teacher uses and an understanding of individual and group motivation to create a learning environment that encourages positive social interactions, active engagement in learning and self motivation.</p>	<p>Section 2.1.6: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings.</p> <p>5. Mastery of methods, strategies, and techniques for an effective teaching and learning process</p> <p>9. Ability to interact effectively as a facilitator of learning, demonstrating professional behavior and commitment to life-long learning</p>	<p>1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge, Assessment, Diversity</p> <p>2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment, Diversity</p> <p>4. Apply the assessment process in teaching and learning practices. /Assessment</p> <p>3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow</p>

Standard 1 NCATE “Target”	INTASC Principles	State Standards (PR Council on Higher Education)	“Teacher Candidate Proficiencies”	Goals/Core Areas
<p>contexts in connecting concepts to student’s prior experience and applying the ideas to real-world problems.</p>			<p>8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students.</p>	<p>professionally in the pursuit of lifelong learning./Lifelong learning 6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field./Ethics</p> <p>1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge, Assessment, Diversity 2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment, Diversity 3. Evaluate the learning experiences continuously, in interaction with the</p>

<b>Standard 1 NCATE “Target”</b>	<b>INTASC Principles</b>	<b>State Standards (PR Council on Higher Education)</b>	<b>“Teacher Candidate Proficiencies”</b>	<b>Goals/Core Areas</b>
				faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning./Lifelong learning 6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field./Ethics

**Pre-condition 4.5****Unit 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. An important goal is to demonstrate that teacher candidates meet the proficiencies in alignment with the standards of NCATE, INTASC principles and the criteria of the Puerto Rico Council of Higher Education, (known by its Spanish acronym CESPR).

The unit has a professional responsibility to ensure that its program and graduates are of the highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of information and making use of that information to strengthen the unit and program operations. Unit and candidate performance assessment data are analyzed and used to allocate budget priorities focused in the improvement of the teaching learning process, the budget priorities and unit's operation, faculty development, and program renewal. These assessment and evaluation methods are utilized constructively and from various sources to determine candidate's progress toward becoming knowledgeable, reflective, and transforming teachers.

The assessment system has the following features:

- design, identification, and development of multiple assessment methods and instruments that are appropriate for candidates throughout established transition points
- a mechanism to ensure credibility of assessments with fairness, consistency, accuracy, and avoidance of bias.
- academic revision based on the results obtained from rubrics for determining levels of candidates performance
- use of results from candidate's assessments to evaluate and make improvements in the program, courses, teaching, and field and clinical experiences

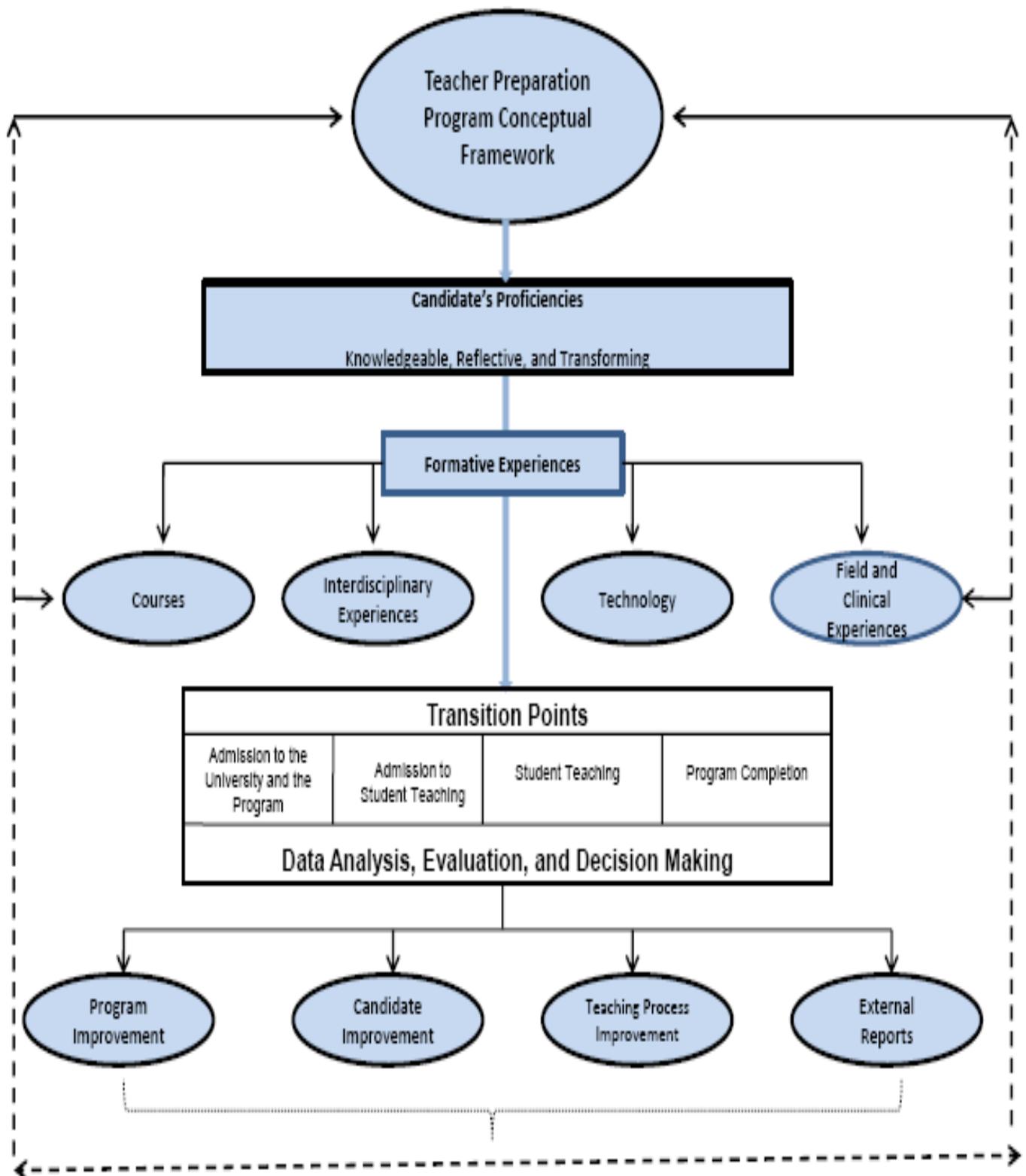
Candidates are monitored and assessed through four transition points. During each one, the PPM-UPRAg monitors and assesses the progress of candidates towards the unit goals and attainment of proficiencies, and ensures that they receive appropriate career counseling, academic advisement, mentoring or tutoring if needed. This systematic process will allow the achievement of knowledge, skills, and dispositions needed to become an effective qualified teacher.

As observed in Figure 2, The Teacher Preparation Program Candidates Proficiencies Assessment System Model takes into consideration the PPM-UPRAg Conceptual Framework and NCATE standards. It is designed to evaluate the candidate's content knowledge, pedagogical skills, and dispositions to become a knowledgeable,

reflective, and transforming teacher as he/she participates in formative experiences (courses, interdisciplinary experiences, technology, and field and clinical practice), and as the candidate progresses through four transition points in his/her educational experience. The unit assessment system is designed so that decisions about candidate performance are based on multiple assessments. Data collected is validated, summarized, analyzed, interpreted, and shared with candidates, faculty, school personnel, and administrators to encourage reflection and development. The results are taken into consideration for program, candidate and teaching process improvement, as well as to prepare the external reports required by the accrediting organizations.

The PPM-UPRAg has developed a system that uses multiple quantitative and qualitative measures for the collection of data to assess candidate proficiencies. Direct internal instruments such as: exams, lessons plans, supervisor and cooperating teacher observations, teacher work sample, and the external test such as The Puerto Rico Teacher Examination Certification (known by its Spanish acronym, PCMAS) and the Composition and Writing Skills Essay (known by its Spanish acronym, SEDERE) are some of the assessment tools used by the unit. All these measures will ensure that candidates have acquired the proficiencies and dispositions necessary to meet the professional and state standards.

Figure 2: UPRAg Teacher Preparation Program Candidates Proficiencies Assessment System Model



## **TRANSITION POINT # 1 ADMISSION**

### **Admission to the institution**

Student admissions policies and procedures in the UPR System are uniformly applied among all institutional units and respond to the institution-wide mission. Those potential candidates who wish to apply to the UPRAg Teacher Preparation Program should meet the requirement of General Admission Index of 2.60 or higher. This Index is applied as a predictor of success and is further assessed with teacher candidate's performance in the certification examination.

### **Admission to the unit**

Potential teacher candidates must take an external test which assesses the candidate's writing skills and dispositions.(known by Spanish acronym, SEDERE), as established by the University of Puerto Rico for admission to all teacher preparation programs and administered by the College Board(Puerto Rico and Latin American Office). The College Board is in charge of the administration and analysis of the data collected in this instrument. This instrument assesses writing and composition skills as well as the candidate's dispositions towards the teaching profession.

Furthermore, performance is monitored, through formative assessment by a Philosophical and Pedagogical Essay. All teacher candidates admitted to the program must write this essay in the course EDFU 3001 - Growth and Human Development. It will include an initial reflection of their philosophy and pedagogical beliefs. Content, writing skills, and dispositions to become a teacher are some of the criteria used to evaluate this essay. An expected level of performance for this assessment instrument should be above 70 percent. Those candidates who reflect a lack of these skills will be guided to improve their weaknesses by workshops or tutoring.

## **TRANSITION POINT # 2**

### **Admission to student teaching**

In order to be admitted to the student teaching experience course, (EDPE4340, EDPE 4246,) teacher candidates must comply with all criteria to demonstrate satisfactory academic progress. The first criterion is a General GPA of 2.50 or more. The second criterion requires the approval the following courses: EDPE 3008, (Evaluation Process), EDFU3017 (Evaluation of Teaching at the Secondary Level), EDPE 4335, (Seminar and Curriculum of Teaching at the Elementary Level), EDPE 4005, (Seminar and Curriculum of Teaching at the Secondary Level), EDPE 4047, (Curriculum and Methodology of the Use of Computer in Teaching), EDPE 4048, (Curriculum and Methodology in Shorthand

Systems), SOFI 4985, (Office Systems Seminar and Practice Internship). Candidates with grades below C in specialization courses will have to repeat them.

The third criterion, field experience assessment instruments, include: Field Experience Observation Instrument (FEOI) and Field Experience Performance Evaluation Instrument (FEPEI). These instruments are used in the pedagogical professional courses EDFU 3001, (Growth and Human Development) and EDFU 3002 (Educational Psychology), and methodology courses in the different content areas (Arts, Math, Science, English, Social Studies, Teaching of the Native Language, Music, Computers, Shorthand Systems) to assess school observations and direct interventions with students. The candidates visit school settings selected by the unit and partnering schools with knowledgeable, experienced, and licensed clinical faculty who will serve as role models. The FEOI will assess candidate's capacity to observe and interact with teachers, students, and other school personnel. The candidate will reflect on his/her disposition to become a qualified teacher.

The FEPEI will assess the opportunities given to candidates to learn through doing integrating their knowledge, skills, and dispositions into school programs and teaching practice. Teacher candidates will comply with a minimum of 60 hours in field experience across all methodology courses. As part of the FEOI experience, teacher candidates will reflect regarding visits, interventions, and observations in the learning communities. On the other hand, teacher candidates need to develop lesson plans and artifacts according to the requirements of the pedagogical course. The expected level of performance for each instrument must be 70 percent or above.

Candidates who do not meet the expected level of performance receive orientation and will be provided with additional opportunities to participate in other learning environments.

### **TRANSITION POINT # 3**

#### **Student teaching experience**

Student teaching experience allows for full immersion in diverse learning communities so that candidates are able to demonstrate proficiencies in the professional roles for which they are preparing. At this stage, the candidates complete 225 hours of direct contact with students in a classroom under the supervision of qualified academic, non-based and clinical faculty who evaluate their performance. During this experience candidates' knowledge, skills, and dispositions are assessed with the Teacher Work Sample (TWS) and a Cooperating Teacher Questionnaire.

The TWS purpose is to assess student knowledge, skills and dispositions across the student teaching experience. The TWS evidences understanding of the teaching-

learning process, mastery of the planning and assessment. It also allows the candidate to reflect upon their own teaching to improve student learning.

The evidence of professional performance of 85 percent or above that each teacher candidate must acquire during the student teaching experience demonstrates mastery of the proficiencies outlined by the unit and also shows how the field experiences has influenced each one's professional development.

If the candidate does not comply with the performance level above the 85 percent outlined in the TWS, the candidate receives orientation and individual follow-up from the student teacher supervisor to meet the student teaching proficiencies. One to one orientation will be provided weekly for those teacher candidates who require further assistance and tutoring in order to achieve the knowledge and skills of the profession. Visits to the school will be provided as needed to ensure the teacher candidate helps all students learn.

The Cooperating Teacher Questionnaire used in the student teaching experience assesses the knowledge achieved by the candidates with a ranking score of 85 percent or above. These results will demonstrate that the candidates have accomplished professional, states, and institutional standards and have developed and demonstrated proficiencies that support learning by all students. The data obtained from the Cooperating Teacher Questionnaire will be analyzed and used for unit improvement.

#### **TRANSITION POINT #4**

##### **Program completion**

In order to be recommended for graduation, the candidates' academic records will be evaluated. The candidate must have a 2.50 GPA and 2.85 in the area of specialization. Candidates from all programs need a grade of "B" or higher to meet the requirement of the student teaching experience. Furthermore, they must take the Puerto Rico Teacher Certification Examination (PCMAS) which will also serve as assessment criteria for the candidate and the unit.

The PCMAS is the state teacher certification test that all candidates must approve in order to be certified as a highly qualified teachers in Puerto Rico. It is administered once a year and includes a general knowledge component, and a professional component for the Elementary and Secondary levels. The expected performance level for the fundamental knowledge component is of 92 percent, for the professional component at the elementary level is 89 percent, and 87 percent for the secondary level. These results are used by the institutions to evaluate the performance and quality of their teacher preparation programs.

Candidates need to complete an Institution Exit Survey. The unit analyzes the results of this survey. Data are compiled and evaluated for decision making in regards to

the unit's curriculum and procedures. According to the outcomes, program and courses revisions are made.

Questionnaires are administered to all graduates. The first survey seeks the teacher candidates' opinions regarding the quality of the program and is administered at the end of the student teaching experience and, the second survey is administered to employers one year after the candidates' enter to the profession to inquire about their teaching performance. As part of this ongoing process, data results are analyzed and disseminated among all institution constituents for decision making to allow for ample participation from all the members of the learning community.

**University of Puerto Rico - Aguadilla  
Teacher Preparation Program  
UNIT ASSESSMENT SYSTEM  
Table 2:**

<b>Transition Points</b>	<b>Proficiencies</b>	<b>Assessment of candidates performance</b>	<b>Criteria and expected performance level</b>
<b>1. Admission</b>  A. Admission to the institution	7	Admission index	IGS 2.60+
	2, 4, 9	Writing and composition skills essay (SEDERE by Spanish acronym)  Philosophical and Pedagogical Essay	70 percent  Meet at least 70 percent of the proficiencies assessed in the rubric
<b>B. Admission to the unit</b>			
<b>2. Admission to student teaching</b>	5, 6, 8, 9	General GPA  Grades in the following courses EDPE3008, EDFU 3017, EDPE 4335, EDPE 4005, EDPE 4047, EDPE 4048, EDPE 3129, SOFI 4985  Assessment instruments: 1. Field Experience Observation Instrument (FEOI) 2. Field Experience Performance Evaluation instrument (FEPEI)	GPA 2.50 or higher  Grades of C or above in pedagogical content knowledge and skills  Field experience assessment instruments Meets at least 70 percent of the proficiencies assessed in the rubric

<b>3.Student Teaching</b>	1, 3,6,7,8,9	Teacher Work Sample  Cooperating teacher questionnaire	TWS performance level 85 percent or above  Questionnaire performance level must meet 85 percent or above  Candidates from all the programs must achieve a minimum grade of B in the practice
<b>4. Program completion</b>	1,2,3,4,5,6,7,8,9	General GPA  PCMAS    Exit survey  Employers questionnaire	2.50 or higher  PCMAS: 1.Fundamental content with a minimum score of 92 out of 100 2. Professional and pedagogical knowledge : elementary level (minimum score of 89 out of 100); secondary level (minimum score of 87 out of 100)

## **Summary of the Unit Assessment System**

The PPM-UPRAg assessment system guides the efforts to monitor and evaluate the unit operations, the quality of the curriculum, the performance of the faculty and the candidates in their courses, field and clinical experiences, as well as the program completion. The quality of the curriculum, services, resources, policies, and structure is assessed by means of surveys that take into account the degree of satisfaction of the candidates, at the PPM-UPRAg. The quality of the teaching and learning process is guaranteed by Faculty evaluation in compliance with the Internal Faculty Regulations and Certification of the Administrative Board. Results are used to improve their performance through professional development activities. The overall results of the assessment system provide for decision making at all levels.

## **Analysis of Unit Assessment System**

Data collected in the assessment system of the PPM-UPRAg reflect the acquisition of the proficiencies that candidates must develop as delineated in the Teacher Candidates' Proficiency Section and shown in Table 1: Teacher Candidates' Proficiencies Standards Alignment Matrix. PPM-UPRAg faculty collects data by using different means of assessment at four transition points. These data are submitted to the Assessment Committee who will make sure that all transition points are consistently and accurately assessed, submitting the data gathered to the Office of Planning and Institutional Studies (known by its Spanish acronym, OPEI ) for statistical reports. The OPEI personnel analyzes the compilation of data through the various transition points to ensure accuracy, consistency and the avoidance of bias. Based on the results, the unit takes further action.

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