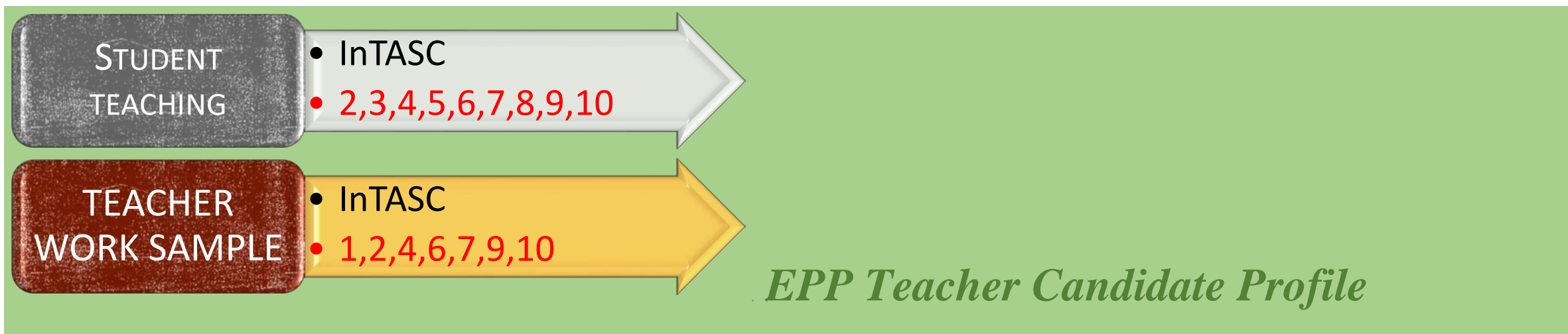


	CAEP Standard 1 Content INTASC	CAEP Standard 2 Partnerships	CAEP Standard 3 Recruitment and development	CAEP Standard 4 Impact on p-12 schools	CAEP Standard 5 Quality assurance	State
Proprietary Assessment No.1 Licensure Test PCMAS	X		X		X	
EPP Assessment No.2 Grades	X		X			
EPP Assessment No.3 Community Service		X	X		X	
EPP Assessment No.4 Teaching Unit	X		X		X	
EPP Assessment No.5 Student Teaching Rubric	X	X	X		X	
Proprietary Assessment No.6 Teacher Work Sample	X		X		X	

	CAEP Standard 1 Content INTASC	CAEP Standard 2 Partnerships	CAEP Standard 3 Recruitment and development	CAEP Standard 4 Impact on p-12 schools	CAEP Standard 5 Quality assurance	
EPP Assessment No.7 Surveys						
Diversity Tracking System	X		X		X	
Report Card Survey				X	X	
Employers Questionnaire				X	X	
Completers in Schools Questionnaire				X	X	

Key Performance Assessments and INTASC



Key Performance Assessments INTASC And CAEP

Community Service Rubric Adjusted (2016) Alignment Table

CAEP 2, 3 & 5

<u>INTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</u>	
A	Attribute Planning of the project
	1. The problem, situation or the possibility of service found is significant and requires time investment.
	2. Evidence of the research process is wide: collects information and analyzes the dimensions of the situation.
	3. There is evidence of the conversations and reflections before the planning process.
	4. The process of reconceptualization of the problem and its solution is deep (evidence shows the consideration of different alternatives, it also explains and evaluates the available resources).
	5. There is evidence of the incorporation of the community as a direct partner of the project.
	6. The designed Action Plan is workable, based on the theoretical perspectives, in the time allotted for it, the available resources and the expectations of the community.
	7. His/her discipline is deeply related to other areas (the project is related to the discipline of Education).
	8. The objectives of the project show the designer's knowledge of (alignment with the abilities, skills and dispositions that a teacher candidate needs to develop).

Intasc #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

B	Attribute: Implementation of the project
	1. Performs the activities in the projected time frame.
	2. The interventions correspond to the projected plan and any emergent modification is justified and explained.
	3. Achieves the active and effective participation of the members of the community for which the project is addressed.
	4. Addresses others in a respectful manner and promotes an appropriate learning process.
	5 Registers and documents all the implementation process (identifies the problem or situation, the planning process, the communication with the community, the intentions, processes reflections).
	6. Attends to scheduled interviews with the advisor during the process.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

C	Attribute Evaluation and dissemination of the project
	1. Evidences the evaluation process: performs the final evaluations, the self evaluation, the conclusion and the recommendations for future actions.
	2. Evidences the significant impact of the intervention: shows the contribution of the project. (the involvement with the community: this service is beneficial for the community).
	3. Describes with precision the mutual learning processes: the personal ones and those of the community. (There is reciprocity all the participants are learners as well as teachers).
	4. Announces the project in the communities involved in it through a presentation, a written communication or a poster at the place and at the University. (The process of announcing the project becomes a public dialogue about it)
	5. His/her significant learning processes show the development of a civic conscience within a democratic society.

Teaching Unit Rubric

CAEP 1, 3 & 5

Alignment of Teaching Unit Rubric	Indicators	
<p>(6) Skills: The candidate <u>knows, understands, respects and responds to diversity</u> and creates learning environments that promote active learning of the students, social interaction and self-motivation. <u>INTASC Standard #2: Learning Differences</u>. The teacher <u>uses understanding of individual differences and diverse cultures and communities</u> to ensure inclusive learning environments that enable each learner to meet high standards.</p>		
<p>Section 1. Description of the Teaching Unit using the frameworks of theory</p>	1.Theory	1. The underlying theory
	2.Internal Coherence	2.Coherence between theory and methodology:
	3. Adaptations	3. Adaptation to diverse students
<p>1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH <u>INTASC Standard #4: Content Knowledge</u>. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>		
<p>Section 2. Outline of Content:-generating themes, having big ideas, facts, principles, curricular integration, attitudes, values and skills aligned with the Curricular Maps of the Puerto Rican Department of Education</p>	4.Content	4.. Content outline aligns with the exact content of the discipline
<p>. (1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH <u>INTASC Standard #4: Content Knowledge</u>. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>		
<p>Section 3: Prior knowledge needed for the development of the unit</p>	5.Prior knowledge	5.Accurately selects the Prior knowledge needed for the development of the unit
	6.Justified selection of content	6.Justified selection of the previous concepts for the Unit using knowledge of learning theory
<p>7) Skills: The candidate knows and chooses the essential elements of the instructional Design and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. <u>INTASC Standard #7: Planning for Instruction</u>. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard INTASC #8: Instructional Strategies</u>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>		
	7. Objectives are aligned with the exact content	7. General and specific encompassing(that include all the outlined content) objectives aligned to the Puerto Rican D.E. Curricular Maps or Standards

Alignment of Teaching Unit Rubric		Indicators
Section 4: General and specific objectives aligned with the P.R. Curricular Maps or standards	8.Alignment is hierarchically structured	Alignment is hierarchically structured, horizontally and vertically, from the objectives to their assessments
	9.Clarity and coherence	9.All the objectives are clearly presented as learning outcomes and coherent with their assessments.
<p>(7) Skills: The candidate knows and chooses the essential elements of the instructional designs and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standard INTASC #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>		
Section 5. Curricular Matrix	10.The content is sequentially structured into an organized whole	10.The detailed content appears to be purposely structured into a horizontal and vertical sequence
	11.The unit is designed from an interdisciplinary perspective .	11.The content effectively and harmoniously integrates and articulates elements from other disciplines such the arts, health and physical education
	12.Varied use of instructional means, activities, technology ,assignments and resources	12.Significant varied use of instructional means, activities, assignments and resources. contributes to the learning process
	13. Multiple assessment approaches	13.The assessment includes diverse approaches and instruments promoting critical thinking and integration of knowledge

Alignment of Teaching Unit Rubric	Indicators	
<p>(7) Skills: The candidate knows and chooses the essential elements of the instructional designs and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standard INTASC #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>(8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE. INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>		
	6.Plans	14. Content and Standards Sections 7,7.1 8.and 9 of the plan
15. Plans are designed from an interdisciplinary perspective. Sections 9 and 10 of the plan		15.The content consistently integrates elements from other disciplines
16. Writing of instructional objectives Section 11 of the plan		16. The plans are consistent in the agreed written format of the objectives.
17. Parts of the lesson Section 12 of the Plan		17. The plans are consistent in presenting clearly the three parts of the class.
18. Special accommodations or differentiated learning Section 13 of the Plan		18.Consistently demonstrates knowing, major concepts, principles, theories, and research related to the development of children
19. Materials and instructional resources Section 14 of the Plan		19. The materials and resources are diverse and support learning.
20.Homework; Section 15 of the plan		20. The plans structure the assignments to reinforce and broaden the contents of the class.
21. References, Attachments and appendices Section 16 of the plan		21. Consistently Includes the references and used materials
22. Reflection Section 17 of the Plan		22.In depth reflections of his/her practices as a teacher

Alignment of Teaching Unit Rubric		Indicators
<p>0) Dispositions: The candidate develops pride IN his/her profession and KEEPS up-to-date with the changes In his/her subject area and IN pedagogy INTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. INTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>		
<p>7. A reflection on the design and elaboration processes and their implications as teacher candidates.</p>	23.Reflection during the construction process	23.Describes in depth at least two areas of major difficulty while designing the unit demonstrating an aptitude for seeking out opportunities for professional growth.
	24.Implications for future practice	24.Provides ideas for improving or redesigning the unit and justifies the changes in terms of the students learning process.
<p>8.References</p>	25.References used are significant	25.References support the Candidate's professional learning.

Alignment with INTASC per section of the STR *Revised Version*

CAEP 1,2,3 & 5

InTASC Standards	Competencies Measured by the Student Teaching Rubric by Sections of the Rubric	Indicators
<p>INTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content</p>	<p>(1) In depth knowledge of the basic concepts, processes and skills of the discipline that they intend to teach</p>	<p>1. The concepts selected by the candidate correspond to the grade-level 2. The candidate models and illustrates processes and principles that are specific to the subject area.. 3. The candidate's questions reflect different levels of thought. 4. The candidate incorporates the standards of the subject area in the instructional process. 5. The candidate involves the students in the process of applying the acquired content</p>
<p>INTASC Standard Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>(4) Integration of concepts and paradigms of their discipline with other disciplines</p>	<p>6. Planning shows an effective knowledgeable integration of concepts 7. The contents transcend the immediate 8 Ethical behaviors</p>
<p>INTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>(5) Effective verbal and non-verbal communication skills that promote active learning in the classroom</p>	<p>9. Uses nonverbal communication to support the content, 10. Technical oral and written expression is clear, correct and precise 11. Candidate's attitude promotes an interactive dialogue 12. Different means to present content 13. Establishes an appropriate environment for learning</p>
<p>INTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high stand</p>	<p>(6) Know, understand, respect and respond to interaction and create settings for learning environments that promote active learning of the students, social interaction and self-motivation</p>	<p>14. Contextualizes, knows students: Incorporates the social and communal contexts 15. Appropriately serves Special Education population 16. Discourse is free of prejudice and stereotypes. 17. Demonstrates knowing the profile of the students when addressing their differences 18 Collaborative relationships with families, school colleagues, and agencies</p>

<p>INTASC Standard #7 I: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>(7) Is familiar with and selects the essential elements of the instructional design and implements a variety of teaching strategies and technology that satisfy the needs of the students and promote learning and understanding of the content.</p>	<p>19 The structure of the plan</p>
<p>INTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>7) Is familiar with and selects the essential elements of the instructional design and implements a variety of teaching strategies and technology that satisfy the needs of the students and promote learning and understanding of the content.</p>	<p>20 The lesson plan aligns with the goals and standards of the discipline</p>
<p>INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>(8) Use of formal and informal assessment strategies to evaluate their students and reflect on their performance</p>	<p>21 The learning and technological resources are diverse and support learning</p>
<p>INTASC Standard #9: <u>Professional Learning and Ethical Practice</u>. The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. INTASC Standard #10: Leadership and Collaboration. The teacher <u>seeks appropriate leadership roles</u> and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to <u>advance the profession</u>.</p>	<p>(10) Pride in their profession and professional development</p>	<p>22 Uses specific methodologies and a variety of</p>
		<p>23. Uses organizing principles for a class</p>
		<p>24. Planning in accordance with prior reflections using assessments</p>
		<p>25. Uses diverse assessment techniques</p>
		<p>26. Grades are assigned by the appropriate procedures</p>
		<p>27. The tests are appropriate</p>
		<p>28. Carries out post-test analysis:</p>
		<p>29. Plans for improvement</p>
		<p>30. Evidences reflections about the multidimensional codes ,ethics and standards</p>

Teacher Work Sample Rubric

CAEP 1,3 & 5

Table 1 TWS Alignment with INTASC per section		
Sections	UPR Cayey proficiency	INTASC Standards
Rubric 1 Contextual Factors	The candidate <u>knows, understands, respects and responds to diversity</u> and creates learning environments that promote active learning of the students, social interaction and self-motivation.	INTASC Standard #2: Learning Differences. The teacher <u>uses understanding of individual differences and diverse cultures and communities</u> to ensure inclusive learning environments that enable each learner to meet high standards. Intasc standard 1 Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Rubric 2 Learning Goals	1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH CONTENT.	INTASC STANDARD #4: THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT
Rubric 3 Assessment Plan	8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.	INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Rubric 4 Instructional Design	(7) SKILLS: THE CANDIDATE KNOWS AND CHOOSES THE ESSENTIAL ELEMENTS OF THE INSTRUCTIONAL DESIGN AND IMPLEMENTS A VARIETY DE TEACHING STRATEGIES AND TECHNOLOGY THAT SATISFY THE NEEDS OF THE STUDENTS AND PROMOTE LEARNING AND UNDERSTANDING.	INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard INTASC #8: Instructional Strategies.</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Rubric 5 Decision Making in the Teaching Process	(10) DISPOSITIONS: THE CANDIDATE DEVELOPS PRIDE IN HIS/HER <u>PROFESION AND KEEPS UP-TO-DATE</u> WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY	INTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Rubric 6 Student Learning Analysis	DISPOSITIONS: THE CANDIDATE DEVELOPS PRIDE IN HIS/HER <u>PROFESION AND KEEPS UP-TO-DATE</u> WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY	Standard #9: Professional Learning and Ethical Practice. The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. INTASC Standard #10: Leadership and Collaboration. The teacher <u>seeks appropriate leadership roles</u> and opportunities to take responsibility for student learning, to collaborate with learners, families,

		colleagues, other school professionals, and community members to ensure learner growth, and to <u>advance the profession</u> .
Rubric 7 Reflection Self- evaluation	DISPOSITIONS: THE CANDIDATE DEVELOPS <u>PRIDE IN HIS/HER PROFESION AND KEEPS UP-TO-DATE</u> WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY	INTASC Standard #9: <u>Professional Learning and Ethical Practice</u> . The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Unit's Candidate Proficiencies Aligned with InTASC May, July–August 2014

INTASC Principles	Unit's Candidate Proficiencies
<p><i>Intasc 4 Content Knowledge</i></p> <p><i>Intasc 1 Learner development</i></p> <p><i>Intasc 5 Application of content</i></p> <p><i>Intasc 3 Learning environments</i></p>	<p>1. The candidate has in-depth knowledge of the fundamental concepts, processes and skills of the discipline that he or she plans to teach.</p> <p>2. The candidate has in-depth knowledge of the philosophical, psychological, sociological, historical and legal foundations of education and is able to integrate it to his or her practice.</p> <p>3. The candidate has knowledge of other subject matter such as: humanities, mathematics, and the social and natural sciences and is able to make connections between the academic disciplines.</p> <p>4. The candidate integrates concepts and paradigms between disciplines to provide the contexts and environment conducive to learning.</p> <p>5. The candidate models effective verbal and non-verbal communication skills to foster active learning in the classroom and student achievement</p>
<p><i>Intasc 2 Learning differences</i></p> <p><i>Intasc 7 Planning for Instruction</i></p> <p><i>Intasc 8 Instructional Strategies</i></p>	<p>6. The candidate knows, understands, respects and responds to a diverse student population and creates a learning environment that promotes students' active learning, social interactions and self-motivation.</p> <p>7. The candidate selects, designs and implements curriculum, a variety of instructional and technology strategies that meet students' needs and promote learning with understanding.</p>
<p><i>Intasc 6 Assessment</i></p>	<p>8. The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the integral development of the learner and to reflect on his/her teaching practices.</p>
<p>Intasc 4 Content knowledge</p> <p>Intasc 9 Professional learning and ethical practice</p> <p>Intasc 10 Leadership and collaboration</p>	<p>9. The candidate demonstrates understanding of the research skills and his/her capacity to solve problems related to his or her discipline and practice.</p> <p>10. The candidate takes pride in the profession and keeps up to date with research and changes in the discipline and in the most recent pedagogical advances.</p>



Available and reported accessible data by September 2016 18 reported Ns of Semesters 2013-2016		ALL SPAs	
CAEP 1,2,3,& 5 InTASC Standards	Total	Aggregated data all SPAs Average mean	
<u>INTASC Standard #4: Content Knowledge.</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content	49.83	2.77	
<u>Standard #5: Application of Content.</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	49.62	2.76	
<u>#3: Learning Environments.</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	51.35	2.85	
<u>#2: Learning Differences.</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high stand	51.70	2.87	
<u>Standard #7: Planning for Instruction.</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard #8: Instructional Strategies.</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	50.16	2.79	
<u>Standard #6: Assessment.</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	57.17	2.84	
<u>#9: Professional Learning and Ethical Practice.</u> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <u>Standard #10: Leadership and Collaboration.</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	52.35	2.91	
		2.83	

Alignment with CAEP Standards: STUDENT TEACHING RUBRIC Data summary from SPA Reports of the programs August 2016

CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric	Attributes in condensed version	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
INTASC Standard #4: <u>Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content</u>	(1) In depth knowledge of the basic concepts, processes and skills of the discipline that they intend to teach	The concepts selected are in accordance with the level of difficulty of the grade	2013-2014 N=15 2.46	2013-2014 3	2013-2014 N= 8 2.6	2013-2014 N=3 2.9	2013-2014 N=4 2.9	2013-2014 N=8 2.97	2013-2014 N/A	2013-2014 N=4 2.9
		Models and illustrates processes and principles specific to the subject	2014-2015 N=10 2.95	2014-2015	2014-2015 N=13 2.5	2014-2015 N=6 2.8	2014-2015 N=5 2.6	2014-2015 N=8 2.88	2014-2015 N=5 2.9	2014-2015 N=10 2.9
		Questions reflect the different levels of thought	2015-2016 May 2016 N=6 2.94	2015-2016 N=10 2.8	2015-2016 N=10 2.6	2015-2016 N= 8 2.9	2015-2016 N=2 2.8	2015-2016 N=8- 2.63	2015-2016 N= 3 2.5	2015-2016 N=6 2.9
		Incorporates the standards or the goals of the subject area								
		Involves problems of the real world.								
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	(4) Integration of concepts and paradigms of their discipline with other disciplines	Planning shows an effective integration of concepts	2013-2014 N=15 2.91	2013-2014 2.95	2013-2014 N= 8 2.5	2013-2014 N=3 2.8	2013-2014 N=4 2.8	2013-2014 N=8 3.00	2013-2014 N/A	2013-2014 N=4 2.9
		The contents transcend the immediate	2014-2015 N=10 2.68	2014-2015	2014-2015 N=13 2.5	2014-2015 N=6 2.7	2014-2015 N=5 2.7	2014-2015 N=8 2.75	2014-2015 N=5 2.7	2014-2015 N=10 2.9
		Ethical use of information	2015-2016 May 2016 N=6 2.90	2015-2016 N=10 2.8	2015-2016 N=10 2.7	2015-2016 N= 8 2.8	2015-2016 N=2 2.8	2015-2016 N=8 2.63	2015-2016 N= 3 2.8	2015-2016 N=6 2.9

CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric	Attributes of the Rubric that respond to INTASC	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History	
<p>#9: Professional Learning and Ethical Practice. The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard #10: Leadership and Collaboration. The teacher <u>seeks appropriate leadership roles</u> and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to <u>advance the profession.</u></p>	(10) Pride in their profession and professional development	Plans for improvement	2013-2014 N=15 2.88	2013-2014 N= 2.95	2013-2014 N= 8 2.9	2013-2014 N=3 3	2013-2014 N=4 2.9	2013-2014 N=8 3.00	2013-2014 N/A	2013-2014 N=4 2.9	
		Evidences reflections about the multidimensional codes ,ethics and standards	2014-2015 N=10 2.91	2014-2015 N=	2014-2015 N=13 2.7	2014-2015 N=6 2.9	2014-2015 N=5 2.9	2014-2015 N= 8-2.87	2014-2015 N=5 3	2014-2015 N=5 3	2014-2015 N=10 3
		Collaborative relationships with families, school colleagues, and agencies	2015-2016 May 2016 N=5 2.93	2015-2016 N=10 2.9	2015-2016 N=10 2.8	2015-2016 N=8 2.9	2015-2016 N=2 3	2015-2016 N=8 2.81	2015-2016 N= 3 3	2015-2016 N=6 3	

Attributes in red correspond to the Systemic rubric 3.Aligns with Systemic Rubric C-15,4 Aligns with Systemic Rubric C-12,5. Aligns with Systemic Rubric C-18,6 Aligns with Systemic Rubric C-6,7 Aligns with Systemic Rubric C-18,8 Aligns with Systemic Rubric D-25,9 Aligns with Systemic Rubric C-13,10 Aligns with Systemic Rubric C-13,12 Aligns with Systemic Rubric C-9,13 Aligns

with Systemic Rubric B-3,14 Aligns with Systemic Rubric C-14,15 Aligns with Systemic Rubric C-14,19 Aligns with Systemic Rubric C-11,22 Aligns with Systemic Rubric C-12,23 Aligns with Systemic Rubric C-22,24 Aligns with Systemic Rubric C-20

One of the strongest features of this rubric is that it has been constructed by the faculty, consulting teachers and other rubrics of the Units. It responds to our ethos. It has yielded information that correlates with success in the licensure test and with the Teacher Work Sample, another key assessment. The intended use of the assessment is to calibrate the candidate's performance in designing and implementing lessons.

The Clinical experience is the Pedagogy Department's Capstone where the Candidate is expected to demonstrate the competencies, abilities and content he /she masters after years of preparation. The Rubric serves this process as a quality indicator that aligns with the larger Teaching Learning Community's INTASC standards. A candidate's capacities to plan and teach lessons have always been evaluated during the Clinical experience. The rubric is a template with two horizontal columns, on which the attributes of a standard are identified. Each section aligns with the Unit's standards and the INTASC standards. Attributes are aligned to each SPA by the corresponding programs. There are cross alignments to the SPAS from different areas of the rubric. Some of the attributes align to a proposed systemic rubric used as benchmark. Mayaguez and UPR Cayey have this specific alignment.

The Rubric is used with addendums from the point of view of the discipline. It also has a blank space for observations, comments and recommendations. It can be filled out during the classroom observations inside the class or by making comments that can be converted later to one of the indicators of compliance according to the scale. Cooperating teachers are oriented about its use during the cooperating teacher course and during the initial encounters of Mentor and Clinical Supervisors. The process of using the rubric permits multiple conversations that each faculty supervisor can have according to his/her particularities or as specified by the methodology used. It is important to mention that prior to the first visit, the candidate meets with both the cooperating teacher and the supervisor to discuss and come to a mutual understanding of the criteria used in the rubric. Candidates are placed in schools for 300 hours and the rubric is used at least three times.

The average score received by the candidates is classified according to the following scale: "outstanding" from 3.00 to 2.50, "acceptable" 2.49 to 2.00 and in progress the rest. Candidates in the Clinical experiences have previously demonstrated in other transition points their competencies. In the cases where at this point a Candidate does not meet expectations, counseling and advisory actions take place. Only candidates that meet the standards are certified by the Department of Education since the scores in the rubric have an impact on the clinical experience grade. Grades are used as indicators by the DE

The Rubric was originally created after many meetings with the faculty and a testing pilot period with cooperating teachers. It was used as one of the Key Assessments for NCATE's accreditation back in 2007-2009. Feedback from SPA Reviewers, the SPAs themselves and faculty have helped to adjust and calibrate its format. The tension between evidencing mastery of the discipline content and pedagogical procedures and performances have been the main

source of changes. A major revision came when the second round of accreditation, now by CAEP, arrived. Objectively, since the rubric had both its defendants as well as critics, the rubric was again analyzed by experts, revised and commented by some of the Cooperating Teachers, seen at the light of instruments chosen by other Teacher programs in the UPR system and adjusted according to UPR Cayey specific ethos in the context of a Caribbean Hispanic University using CAEP as a quality support system.

Each section of the Rubric was aligned to the new INTASC standards after meetings of the faculty that started in January 2013. All the SPA's appropriated the rubric aligning sections with specific wordings. In some cases the Rubric serves well both the discipline and the Program's assessment, in others is more of a UNIT assessment's instrument. Care has been taken in having addendums that respond to the disciplines and the rubric that is an instrument across disciplines. The SPA feedback aids in making future decisions.

CAEP 2,3 & 5

Community Service Rubric Adjusted (2016)Alignment Table

<p>INTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	
A	Attribute Planning of the project
	1. The problem, situation or the possibility of service found is significant and requires time investment.
	2. Evidence of the research process is wide: collects information and analyzes the dimensions of the situation.
	3. There is evidence of the conversations and reflections before the planning process.
	4. The process of reconceptualization of the problem and its solution is deep (evidence shows the consideration of different alternatives, it also explains and evaluates the available resources).
	5. There is evidence of the incorporation of the community as a direct partner of the project.
	6. The designed Action Plan is workable, based on the theoretical perspectives, in the time allotted for it, the available resources and the expectations of the community.
	7. His/her discipline is deeply related to other areas (the project is related to the discipline of Education).
	8. The objectives of the project show the designer's knowledge of (alignment with the abilities, skills and dispositions that a teacher candidate needs to develop).

Intasc #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

B	Attribute: Implementation of the project
	1. Performs the activities in the projected time frame.
	2. The interventions correspond to the projected plan and any emergent modification is justified and explained.
	3. Achieves the active and effective participation of the members of the community for which the project is addressed.
	4. Addresses others in a respectful manner and promotes an appropriate learning process.
	5 Registers and documents all the implementation process (identifies the problem or situation, the planning process, the communication with the community, the intentions, processes reflections).
	6. Attends to scheduled interviews with the advisor during the process.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

C	Attribute Evaluation and dissemination of the project
	1. Evidences the evaluation process: performs the final evaluations, the self evaluation, the conclusion and the recommendations for future actions.
	2. Evidences the significant impact of the intervention: shows the contribution of the project. (the involvement with the community: this service is beneficial for the community).
	3. Describes with precision the mutual learning processes: the personal ones and those of the community. (There is reciprocity all the participants are learners as well as teachers).
	4. Announces the project in the communities involved in it through a presentation, a written communication or a poster at the place and at the University. (The process of announcing the project becomes a public dialogue about it)
	5. His/her significant learning processes show the development of a civic conscience within a democratic society.

Alignment with CAEP Standards: **Teachers' Community service project** RUBRIC Data summary from SPA Reports CAEP 2,3 & 5

CAEP Standard 1 INTASC Standards		Attributes of the Rubric	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary Spanish	Secondary History
INTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	A. Planning the project	1. The problem, situation or the possibility of service found is significant and requires time investment.	2013-2014 N=7 2.77	2013-2014 N=67 2.81	2013-2014 N=30 2.7	2013-2014 N=16 2.8	2013-2014 N=10 2.7	2013-2014 N=13 2.8	2013-2014 N=22 2.7
		2. Evidence of the research process is wide: collects information and analyzes the dimensions of the situation.	2014-2015 N=5 2.76	2014-2015 N=28 2.8	2014-2015 N=18 2.5	2014-2015 N=9 2.9	2014-2015 N=9 2.8	2014-2015 N=11 2.9	2014-2015 N=5 2.7
		3. There is evidence of the conversations and reflections before the planning process.	2015-2016 N=12 2.84	2015-2016 N=36 2.7	2015-2016 N=13 2.7	2015-2016 N=10 2.9	2015-2016 N=3 2.7	2015-2016 N=6 2.9	2015-2016 N=8 2.9
		4. The process of reconceptualization of the problem and its solution is deep (evidence shows the consideration of different alternatives, it also explains and evaluates the available resources).							
		5. There is evidence of the incorporation of the community as a direct partner of the project.							
		6. The designed Action Plan is workable, based on the theoretical perspectives, in the time allotted for it, the available resources and the expectations of the community.							
		7. His/her discipline is deeply related to other areas (the project is related to the discipline of Education).							
		8. The objectives of the project show the designer's knowledge of (alignment with the abilities, skills							

		and dispositions that a teacher candidate needs to develop).							
CAEP Standard 1 INTASC Standards		Attributes of the Rubric	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary Spanish	Secondary History
Intasc #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	B. Implementation of the project	1. Performs the activities in the projected time frame.							
		2. The interventions correspond to the projected plan and any emergent modification is justified and explained.	2013-2014 N=7 2.8	2013-2014 N=67 2.84	2013-2014 N=30 2.8	2013-2014 N=16 2.8	2013-2014 N=10 2.8	2013-2014 N=13 2.9	2013-2014 N=22 2.8
		3. Achieves the active and effective participation of the members of the community for which the project is addressed.	2014-2015 N=5 2.79	2014-2015 N=28 3	2014-2015 N=18 2.6	2014-2015 N=9 2.8	2014-2015 N=9 2.8	2014-2015 N=11 2.9	2014-2015 N=5 2.6
		4. Addresses others in a respectful manner and promotes an appropriate learning process.	2015-2016 N=12 2.87	2015-2016 N=36 2.8	2015-2016 N=13 2.6	2015-2016 N=10 2.8	2015-2016 N=3 2.7	2015-2016 N=6 2.9	2015-2016 N=8 2.8
		5 Registers and documents all the implementation process (identifies the problem or situation, the planning process, the communication with the community, the intentions, processes reflections).							
		6. Attends to scheduled interviews with the advisor during the process.							

CAEP Standard 1 INTASC Standards		Attributes of the Rubric	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary Spanish	Secondary History
INTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	C. Evaluation and dissemination of the project	1. Evidences the evaluation process: performs the final evaluations, the self evaluation, the conclusion and the recommendations for future actions.	2013-2014 N= 7 2.8	2013-2014 N=67 2.87	2013-2014 N=30 2.8	2013-2014 N=16 2.8 2014-2015 N=9 2.8	2013-2014 N=10 2.8 2014-2015 N=9 2.7	2013-2014 N=13 2.9 2014-2015 N=11 2.9	2013-2014 N=22 2.7 2014-2015 N=5 2.6
		2. Evidences the significant impact of the intervention: shows the contribution of the project. (the involvement with the community: this service is beneficial for the community).	2014-2015 N=5 2.8	2014-2015 N=28 2.8	2014-2015 N=18 2.5	2015-2016 N=10 2.9	2015-2016 N=3 2.6	2015-2016 N=6 2.9	2015-2016 N=8 2.8
		3. Describes with precision the mutual learning processes: the personal ones and those of the community. (There is reciprocity all the participants are learners as well as teachers).	2015-2016 N=12 2.6	2015-2016 N=36 2.8	2015-2016 N=13 2.6				
		4. Announces the project in the communities involved in it through a presentation, a written communication or a poster at the place and at the University. (The process of announcing the project becomes a public dialogue about it)							
		5. His/her significant learning processes show the development of a civic conscience within a democratic society.							

Assessment 3 : Teaching Unit or Unit Plan Revised 2015

I. Description

The Teaching Unit (“Planning,”) which measures a candidate’s ability to plan is a very strong tool that does not only show a candidate’s capacity to plan instruction and to design curriculum but to manifest as well creativity based on theory and research. Lessons that integrate other disciplines are inherently interesting and meaningful to the lives of children. The Candidates design a Unit using a curricular matrix, reflect on the process and design at least three plans. This comprehensive project, which includes a short essay on theories they advocate, gives the Candidate a chance to realize in the process of curricular and instructional design who one will be is as a Teacher. The Teaching Unit gives opportunities to produce learning experiences that reveal the depth of content knowledge. Results and agreements regarding the way to assess (procedures) are widely discuss by the professors that have that key assessments in their courses. The Elementary seminars have the addendums of the Teaching Rubric as guidelines. All Elementary Candidates take the courses under EDPE; 4001, 4002 and 3018 where they design units. Each candidate has the possibility to initiate, develop and refine the necessary skills related to curriculum and instruction from the perspectives of Science, Math, Social Studies, Spanish and English. In Special Ed the courses; EDES 4078 Curriculum I and EDES 4079 Curriculum II, provide the scenario for a 20 hour field experience where candidates work on a one-to-one basis with a special education student. In these courses, candidates are introduced to lesson planning, writing goals and objectives, and the application of different assessment tools. The Individualized Educational Plan (IEP) plays a key role in the development of the Unt Plan. Therefore, the relationship between the Unit Plan and the IEP are considered and discussed.

II. Revised 2015 report

Alignment of the UE (Teaching Unit) sections

With professional competencies and INTASC

Revised version after faculty, Coordinators and SPA recommendations

This revised rubric has been realigned with the professional competencies established in the conceptual framework of the University of Puerto Rico Teacher preparation Program, to the SPAs and with INTASC. Each one of the seven parts of the UE have been consolidated into a single rubric of 25 attributes that facilitates the flow of the evaluation process and adjusts the alignment to standards. The rubric was implemented 2104-2015 by methodology Professors.

Scores: *OUTSTANDING IS 3.00 TO 2.50, ACCEPTABLE FROM 2.49 TO 2.00 AND IN PROGRESS 1.99 TO 1*

Rubric		Indicators
<p>(6) Skills: The candidate <u>knows, understands, respects and responds to diversity</u> and creates learning environments that promote active learning of the students, social interaction and self-motivation. <u>INTASC Standard #2: Learning Differences</u>. The teacher <u>uses understanding of individual differences and diverse cultures and communities</u> to ensure inclusive learning environments that enable each learner to meet high standards.</p>		
<p>Section 1. Description of the Teaching Unit using the frameworks of theory</p>	1.Theory	1. The underlying theory
	2.Internal Coherence	2.Coherence between theory and methodology:
	3. Adaptations	3. Adaptation to diverse students
<p>1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH INTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>		
<p>Section 2. Outline of Content:-generating themes, having big ideas, facts, principles, curricular integration, attitudes, values and skills aligned with the Curricular Maps of the Puerto Rican Department of Education</p>	4.Content	4.. Content outline aligns with the exact content of the discipline
<p>. (1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH INTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>		
<p>Section 3: Prior knowledge needed for the development of the unit</p>	5.Prior knowledge	5.Accurately selects the Prior knowledge needed for the development of the unit
	6.Justified selection of content	6.Justified selection of the previous concepts for the Unit using knowledge of learning theory
<p>7) Skills: The candidate knows and chooses the essential elements of the instructional Design and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard INTASC #8: Instructional Strategies</u>. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>		
	7. Objectives are aligned with the exact content	7. General and specific encompassing(that include all the outlined content) objectives aligned to the Pueru Rican D.E. Curricular Maps or Standards
	8.Alignment is hierarchically structured	Alignment is hierarchically structured, horizontally and vertically, from the objectives to their assessments

Rubric	Indicators	
Section 4: General and specific objectives aligned with the P.R. Curricular Maps or standards	9.Clarity and coherence	9.All the objectives are clearly presented as learning outcomes and coherent with their assessments.
<p>(7) Skills: The candidate knows and chooses the essential elements of the instructional designs and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard</u> INTASC #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE. INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>		
Section 5. Curricular Matrix	10.The content is sequentially structured into an organized whole	10.The detailed content appears to be purposely structured into a horizontal and vertical sequence
	11.The unit is designed from an interdisciplinary perspective .	11.The content effectively and harmoniously integrates and articulates elements from other disciplines such the arts, health and physical education
	12.Varied use of instructional means, activities, technology ,assignments and resources	12.Significant varied use of instructional means, activities, assignments and resources. contributes to the learning process
	13. Multiple assessment approaches	13.The assessment includes diverse approaches and instruments promoting critical thinking and integration of knowledge
<p>(7) Skills: The candidate knows and chooses the essential elements of the instructional designs and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard</u> INTASC #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE. INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>		
6.Plans	14. Content and Standards Sections 7,7.1 8.and 9 of the	14.The instructional design consistently demonstrates coherence

Rubric		Indicators
	plan	
	15. Plans are designed from an interdisciplinary perspective. Sections 9 and 10 of the plan	15.The content consistently integrates elements from other disciplines
	16. Writing of instructional objectives Section 11 of the plan	16. The plans are consistent in the agreed written format of the objectives.
	17. Parts of the lesson Section 12 of the Plan	17. The plans are consistent in presenting clearly the three parts of the class.
	18. Special accommodations or differentiated learning Section 13 of the Plan	18.Consistently demonstrates knowing, major concepts, principles, theories, and research related to the development of children
	19. Materials and instructional resources Section 14 of the Plan	19. The materials and resources are diverse and support learning.
	20.Homework; Section 15 of the plan	20. The plans structure the assignments to reinforce and broaden the contents of the class.
	21. References, Attachments and appendices Section 16 of the plan	21. Consistently Includes the references and used materials
	22. Reflection Section 17 of the Plan 20.	22.In depth reflections of his/her practices as a teacher

0) Dispositions: The candidate develops pride IN his/her profession and KEEPS up-to-date with the changes In his/her subject area and IN pedagogy INTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. INTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

7. A reflection on the design and elaboration processes and their implications as teacher candidates.	23.Reflection during the construction process	23.Describes in depth at least two areas of major difficulty while designing the unit demonstrating an aptitude for seeking out opportunities for professional growth.
	24.Implications for future practice	24.Provides ideas for improving or redesigning the unit and justifies the changes in terms of the students learning process.
8.References	25.References used are significant	25.References support the Candidate's professional learning.

Alignment with CAEP Standards: **Teaching UNIT** RUBRIC Data summary from SPA Reports **CAEP 1,3 &5**

CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric	Attributes in condensed version	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
(6) Skills: The candidate <u>knows, understands, respects and responds to diversity</u> and creates learning environments that promote active learning of the students, social interaction and self-motivation. INTASC Standard #2: <u>Learning Differences</u> . The teacher <u>uses understanding of individual differences and diverse cultures and communities</u> to ensure inclusive learning environments that enable each learner to meet high standards.	Section 1. Description of the Teaching Unit using the frameworks of theory	1. The underlying theory	2013-2014 N=81 2.45	2013-2014 N=44 2.7	2013-2014 N/A	2013-2014 N=9 2.8	2013-2014 N=4 2.8	Fall 2013- N=10 2.53	2013-2014 N/A	2013-2014 N=2 2.8
		2.Coherence between theory and methodology:	2014-2015 N=21 2.48	2014-2015	2014-2015 N=13 2.4	2014-2015 N=8 2.6	2014-2015 N=6 2.8	Fall 2014 N=12 3	2014-2015 N=3 2.7	2014-2015 N=10 2.9
		3. Adaptation to diverse students	2015-2016 N=39 2.56	2015-2016	2015-2016 N=11 2.5	2015-2016 N=6 2.7	2015-2016 N=	Fall-2015 N=10 2.76	2015-2016 N=8 3	2015-2016 N=6 2.9
1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH INTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Section 2. Outline of Content:-generating themes, having big ideas, facts, principles, curricular integration, attitudes, values and skills aligned with the Curricular Maps of the Puerto Rican Department of Education	4.. Content outline aligns with the exact content of the discipline	2013-2014 N= 81 2.66	2013-2014 N=44 2.75	2013-2014 N/A	2013-2014 N=9 2.9	2013-2014 N=4 2.6	Fall 2013 N=10 2.38	2013-2014 N/A	2013-2014 N=2 3
			2014-2015 N=21 2.44	2014-2015	2014-2015 N=13 2.7	2014-2015 N=8 2.7	2014-2015 N=6 2.7	Fall 2014 N= 12 2.42	2014-2015 N=3 2.7	2014-2015 N=10 2.8
			2015-2016 N=39 2.71	2015-2016	2015-2016 N=11 2.8	2015-2016 N=6 2.8	2015-2016 N=	Fall 2015 N=10 2.68	2015-2016 N=8 2.5	2015-2016 N=6 2.9



CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric	Attributes of the Rubric that respond to INTASC	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
(1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH INTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Section 3: Prior knowledge needed for the development of the unit	5.Accurately selects the Prior knowledge needed for the development of the unit	2013-2014 N=81 2.66	2013-2014	2013-2014 N/A	2013-2014 N=9 2.8 2014-2015 N=8 2.6	2013-2014 N=4 2.6 2014-2015 N=6 2.7	Fall-2013- N=10 2.41 2014 Fall 2014 N=12 2.50 Fall 2015 N=10 2.68 2015-2016 N=	2013-2014 N/A 2014-2015 N=3 2.7 2015-2016 N=8 2.4	2013-2014 N=2 3 2014-2015 N=10 3 2015-2016 N=6 2.9
		6.Justified selection of the previous concepts for the Unit using knowledge of learning theory	2014-2015 N=21 2.44 2015-2016 N=39 2.47	2014-2015 N= 2015-2016	2014-2015 N=13 2.8 2015-2016 N=11 2.8	2014-2015 N=6 2.8 2015-2016 N=	2014-2015 N=12 2.48 2015-2016 N=	2014-2015 N=3 2.7 2015-2016 N=8 2.4	2014-2015 N=10 3 2015-2016 N=6 2.9	
7) Skills: The candidate knows and chooses the essential elements of the instructional Design and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard</u> INTASC #8: Instructional Strategies. The teacher	Section 4: General and specific objectives aligned with the P.R. Curricular Maps or standards	7. General and specific encompassing(that include all the outlined content) objectives aligned to the Pueru Rican D.E. Curricular Maps or Standards	2013-2014 N=81 2.66 2014-2015 N= 2015-2016 N=39 2.54	2013-2014 N=44 2.75 2014-2015 N= 2015-2016	2013-2014 N/A 2014-2015 N=13 2.7 2015-2016 N=11 2.8	2013-2014 N=9 2.9 2014-2015 N=8 2.7 2015-2016 N=6 2.8	2013-2014 N=4 2.9 2014-2015 N=6 3 2015-2016 N=	Fall 2013 N=10 2.98 Fall-2014 N=12 2.48 Fall- 2015 N=10 2.70	2013-2014 N/A 2014-2015 N=3 2.9 2015-2016 N=8 2.4	2013-2014 N=2 2.8 2014-2015 N=10 2.9 2015-2016 N=6 2.8
		8.Alignment is hierarchically structured, horizontally and vertically, from the objectives to their assessments	2013-2014 N=81 2.66 2014-2015 N= 2015-2016 N=39 2.54	2013-2014 N=44 2.75 2014-2015 N= 2015-2016	2013-2014 N/A 2014-2015 N=13 2.7 2015-2016 N=11 2.8	2013-2014 N=9 2.9 2014-2015 N=8 2.7 2015-2016 N=6 2.8	2013-2014 N=4 2.9 2014-2015 N=6 3 2015-2016 N=	Fall 2013 N=10 2.98 Fall-2014 N=12 2.48 Fall- 2015 N=10 2.70	2013-2014 N/A 2014-2015 N=3 2.9 2015-2016 N=8 2.4	2013-2014 N=2 2.8 2014-2015 N=10 2.9 2015-2016 N=6 2.8

understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.		9.All the objectives are clearly presented as learning outcomes and coherent with their assessments.								
CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric		Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
7) Skills: The candidate knows and chooses the essential elements of the instructional designs and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard</u> INTASC #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge	Section 5. Curricular Matrix	10.The detailed content appears to be purposely structured into a horizontal and vertical sequence 11.The content effectively and harmoniously integrates and articulates elements from other disciplines such the arts, health and physical education 12.Significant varied use of instructional means, activities, assignments and resources. contributes to	2013-2014 N=81 2.63 2014-2015 N=21 2.50 2015-2016 N=39 2.52	2013-2014 N=44 2.64 2014-2015 N= 2015-2016 N=	2013-2014 N/A 2014-2015 N=13 2.7 2015-2016 N=11 2.8	2013-2014 N=9 2.5 2014-2015 N=8 2.6 2015-2016 N=6 2.7	2013-2014 N=4 2.7 2014-2015 N=6 2.7 2015-2016 N=	Fall 2013 N= 10 2.35 Fall 2014- N=12 2.47 Fall-2015 N=10 2.68	2013-2014 N/A 2014-2015 N=3 2.8 2015-2016 N=8 2.9	2013-2014 N=2 2.7 2014-2015 N=10 2.9 2015-2016 N=6 2.8

<p>in meaningful ways. (8) SKILLS: the candidate understands and uses formal and informal assessment strategies to evaluate and ensure the integral development of the student and is reflected in his/her teaching performance.intasc Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making</p>		<p>the learning process 13.The assessment includes diverse approaches and instruments promoting critical thinking and integration of knowledge</p>								
<p>CAEP Standard 1 INTASC Standards</p>	<p>Competencies by Sections of the Rubric</p>	<p>Attributes of the Rubric that respond to INTASC</p>	<p>Elementary</p>	<p>Special Education</p>	<p>Physical Education</p>	<p>Secondary Science</p>	<p>Secondary Math</p>	<p>Secondary English</p>	<p>Secondary Spanish</p>	<p>Secondary History</p>
<p>(7) Skills: The candidate knows and chooses the essential elements of the instructional designs and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding. INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <u>Standard</u> INTASC #8: Instructional Strategies. The teacher</p>	<p>6.Plans</p>	<p>14.The instructional design consistently demonstrates coherence 15.The content consistently integrates elements from other disciplines 16. The plans are consistent in the agreed written format of the objectives. 17. The plans are consistent in presenting clearly the three parts of the class. 18.Consistently demonstrates knowing, major</p>	<p>2013-2014 N=81 2.62 2014-2015 N=21 2.48 2015-2016 N=19 2.35 <i>Using new section</i></p>	<p>2013-2014 N=44 2.69 2014-2015 N= 2015-2016 N=</p>	<p>2013-2014 N/A 2014-2015 N=13 2.7 2015-2016 N=11 2.8</p>	<p>2013-2014 N=9 2.5 2014-2015 N=8 2.6 2015-2016 N=6 2.7</p>	<p>2013-2014 N=4 2.6 2014-2015 N=6 2.6 2015-2016 N=</p>	<p>Fall 2013- N= 10 2.25 Fall 2014 N=12 2.75 Fall 2015 N=10 2.64</p>	<p>2013-2014 N/A 2014-2015 N=3 2.8 2015-2016 N=8 2.8</p>	<p>2013-2014 N=2 2.8 2014-2015 N=10 2.9 2015-2016 N=6 2.8</p>

understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE. INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.		concepts, principles, theories, and research related to the development of children								
		19. The materials and resources are diverse and support learning.								
		20. The plans structure the assignments to reinforce and broaden the contents of the class.								
		21. Consistently Includes the references and used materials								
		22. In depth reflections of his/her practices as a teacher								
CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric	Attributes that respond to INTASC	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
10) Dispositions: The candidate develops <u>pride IN his/her profession and KEEPS up-to-date</u> with the changes In his/her subject area and IN pedagogy INTASC Standard #9: <u>Professional Learning and Ethical Practice</u> . The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts	7. A reflection on the design and elaboration processes and their implications as teacher candidates.	23. Describes in depth at least two areas of major difficulty while designing the unit demonstrating an aptitude for seeking out opportunities for professional growth.	2013-2014 N=81 2.58 2014-2015 N=21 2.45 2015-2016 N=39 2.26	2013-2014 N=44 2.45 2014-2015 N= 2015-2016	2013-2014 N/A 2014-2015 N=13 2.8 2015-2016 N=11 2.7	2013-2014 N=9 2.9 2014-2015 N=8 2.6 2015-2016 N=6 2.8	2013-2014 N=4 2.8 2014-2015 N=6 2.8 2015-2016 N=	Fall-2013 N=2.32 Fall-2014 N= 2.20 Fall-2015 N=10 2.38 2015-2016	2013-2014 N/A 2014-2015 N=3 2.5 2015-2016 N=8 2.9	2013-2014 N=2 3 2014-2015 N=10 2.9 2015-2016 N=6 2.8
		24. Provides ideas for improving or								

practice to meet the needs of each learner. INTASC Standard #10: Leadership and Collaboration. The teacher <u>seeks appropriate leadership roles</u> and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to <u>advance</u>		redesigning the unit and justifies them								
	8. References	25. References support the Candidate's professional learning.	2013-2014 N=81 2.58 2014-2015 N=21 2.45 2015-2016 N=39 2.30	2013-2014 N=44 2.4 2014-2015 N= 2015-2016	2013-2014 N/A 2014-2015 N=13 2.8 2015-2016 N=11 2.6	2013-2014 N=9 2.7 2014-2015 N=8 2.4 2015-2016 N=6 3	2013-2014 N=4 2.9 2014-2015 N=6 2.8 2015-2016 N=	Fall-2013- N=10 2.34 Fall-2014- N- 12 Fall 2015 N=10 2.79	2013-2014 N/A 2014-2015 N=3 3 2015-2016 N=8 3	2013-2014 N=2 3 2014-2015 N=10 3 2015-2016 N=6 3

CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric	Attributes of the Rubric that respond to INTASC	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
Rubric 3 Assessment Plan INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.	Learning goals and alignment	2013-2014 N=9 2.61 2014-2015 N=6 2.83 2015-2016 May N=6 2.97	2013-2014 N= 19 2.80 2014-2015 N=  2015-2016 N=10 2.6	2013-2014 N= 8 2.8 2014-2015 N=13 2.7 2015-2016 N=10 2.7	2013-2014 N=3 2.9 2014-2015 N=6 2.7 2015-2016 N= 8 2.9	2013-2014 N/A 2014-2015 N=4 2.75 2015-2016 N=2 2.8	2013-2014 N= 8 2.97 2014-2015 N=8 2.68 2015-2016 N=8 2.65	2013-2014 N/A 2014-2015 N=5 2.9 2015-2016 N= 3 2.3	2013-2014 N=4 2.8 2014-2015 N=10 2.8 2015-2016 N=6 2.8
		Criteria and execution standard clarity								
		Multiple styles and approaches.								
		Technical consistency.								
Rubric 4 Instructional Design INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standard INTASC #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to	(7) SKILLS: THE CANDIDATE KNOWS AND CHOOSES THE ESSENTIAL ELEMENTS OF THE INSTRUCTIONAL DESIGN AND IMPLEMENTS A VARIETY DE TEACHING STRATEGIES AND TECHNOLOGY THAT SATISFY THE NEEDS OF THE STUDENTS AND PROMOTE LEARNING AND UNDERSTANDING.	Adaptation to individual needs.	2013-2014 N=9 2,78 2014-2015 N=6 2.86 2015-2016 May N=6 2.70	2013-2014 N= 19 2.85 2014-2015 N=  2015-2016 N=10 2.7	2013-2014 N= 8 2.8 2014-2015 N=13 2.8 2015-2016 N=10 2.7	2013-2014 N=3 2.7 2014-2015 N=6 2.8 2015-2016 N= 8 2.7	2013-2014 N/A 2014-2015 N=4 2.75 2015-2016 N=2 2.9	2013-2014 N=8 3.00 2014-2015 N=8 2.77 2015-2016 N=8 2.88	2013-2014 N/A 2014-2015 N=5 2.9 2015-2016 N= 3 2.5	2013-2014 N=4 2.8 2014-2015 N=10 2.9 2015-2016 N=6 2.8
		Alignment with goals								
		Exact representation of the Language content								
		Unit and lesson structure								
Use of a variety of instructional methods, activities,										

build skills to apply knowledge in meaningful ways.		assignments and resources								
		Use of information and contextual data to select relevant activities, assignments and resources								
		Use of technology								
CAEP Standard 1 INTASC Standards	Competencies by Sections of the Rubric		Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
Rubric 5 Decision Making in the Teaching Process INTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	(10) DISPOSITIONS: THE CANDIDATE DEVELOPS <u>PRIDE IN HIS/HER PROFESSION AND KEEPS UP-TO-DATE WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY</u>	Sound professional practice	2013-2014 N=9 2.78	2013-2014 N= 19 2.85	2013-2014 N= 8 2.8	2013-2014 N=3 2.8	2013-2014 N/A	2013-2014 N=8 3.00	2013-2014 N/A	2013-2014 N=4 2.9
		Modifications based on student learning	2014-2015 N=6 2.86	2014-2015 N=	2014-2015 N=13 2.7	2014-2015 N=6 2.6	2014-2015 N=4 2.75	2014-2015 N=8 2.66	2014-2015 N=5 2.8	2014-2015 N=10 3
		Congruence between modifications and learning goals	2015-2016 May N=6 2.72	2015-2016 N=10 2.8	2015-2016 N=10 2.6	2015-2016 N= 8 2.8	2015-2016 N=2 2.8	2015-2016 N= 8 2.66	2015-2016 N= 3 2.6	2015-2016 N=6 2.9

<p>Rubric 6 Student Learning Analysis</p> <p>Standard #9: Professional Learning and Ethical Practice. The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>INTASC Standard #10: Leadership and Collaboration. The teacher <u>seeks appropriate leadership roles</u> and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to <u>advance the profession.</u></p>	<p>DISPOSITIONS: THE CANDIDATE DEVELOPS <u>PRIDE IN HIS/HER PROFESSION AND KEEPS UP-TO-DATE WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY</u></p>	Student learning analysis	2013-2014 N=9 2.73	2013-2014 N=19 2.9	2013-2014 N= 8 2.9	2013-2014 N=3 2.8	2013-2014 N/A	2013-2014 N= 8 3.00	2013-2014 N/A	2013-2014 N=4 2.9
		Identify effective instruction and assessment	2014-2015 N=6 2.80	2014-2015 N=	2014-2015 N=13 2.8	2014-2015 N=6 2.7	2014-2015 N=4 2.75	2014-2015 N=8 2.83	2014-2015 N=5 3	2014-2015 N=10 3
		Alignment of goals, instruction, and assessment	2015-2016 May N=6 2.67	2015-2016 N=10 2.8	2015-2016 N=10 2.8	2015-2016 N=10 2.8	2015-2016 N=2 2.7	2015-2016 N=8 3.00	2015-2016 N= 3 2.5	2015-2016 N=6 2.9
		Implications for future teaching								
		Implications for professional development								

CAEP Standard 1 INTASC Standards		Attributes of the Rubric that respond to INTASC	Elementary	Special Education	Physical Education	Secondary Science	Secondary Math	Secondary English	Secondary Spanish	Secondary History
Rubric 7 Reflection and Self- evaluation INTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in <u>ongoing</u> <u>professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	DISPOSITIONS: THE CANDIDATE DEVELOPS PRIDE IN <u>HIS/HER PROFESION AND</u> <u>KEEPS UP-TO-DATE WITH</u> <u>THE CHANGES IN HIS/HER</u> <u>SUBJECT AREA AND IN</u> <u>PEDAGOGY</u>	Student learning analysis								
		Identify effective instruction and assessment	2013-2014 N=9 2.66	2013-2014 N= 19 2.95	2013-2014 N= 8 3	2013-2014 N=3 2.8	2013-2014 N/A	2013-2014 N=8 2.66	2013-2014 N/A	2013-2014 N=4 2.9
		Alignment of goals, instruction, and assessment	2014-2015 N=6 2.73		2014-2015 N=13 2.8	2014-2015 N=4 2.75	2014-2015 N=8 2.54	2014-2015 N=5 2.9	2014-2015 N=10 3	
		Implications for future teaching		2014-2015 N=	2015-2016 N=10 2.8	2015-2016 N=6 2.5	2015-2016 N=3 3	2015-2016 N=3 3	2015-2016 N=6 2.9	
		Implications for professional development	2015-2016 May N=6 2.60	2015-2016 N=10 2.6		2015-2016 N= 8 2.9	2015-2016 N=2 2.8	2015-2016 N=8 3.38		