



UNIVERSITY OF PUERTO RICO AT CAYEY DEPARTMENT OF PEDAGOGY

REVISED GUIDELINES FOR DESIGNING A TEACHING UNIT (UE) ALLIGNED WITH ACEI

What is the Teaching Unit?

The Teaching Unit (*UE-Unidad de Enseñanza* in Spanish, TU in English) is a document that presents a planning format for teaching for a prolonged period of time. This document responds to the broad vision of the teacher as to the way Candidates should teach certain topics which should be selected in harmony with: the Curricular Guidelines such as the Curricular Maps, the Content Standards and Goals for the Grade for each Puerto Rico Department of Education subject area, the methodological specificities of each discipline and theory. The Teacher Candidate develops the Teaching Unit in the methodology courses from the perspective of a particular discipline making connections with other subject areas. Each Methodology Seminar of the disciplines, Math, English, Science and Social Studies aligns the curriculum standards to the sections were indicated.

Rodríguez (1991) refers to the UE (*Unidad de Enseñanza* or Teaching Unit) as an organization of the experiences and learning activities about a problem, topic or purpose. It indicates that it may refer to set of topics being studied within a scope that groups several concepts and/or skills. According to the author, the teaching unit must be broad and inclusive, but not necessarily extensive. It is of academic common knowledge that according to Hilda Taba a Unit encompasses from six to eight days. This unit is approximately for ten days, even though the matrix does not include a time line column. The Curricular maps of the Puerto Rican department of Education have larger units sometimes of about eight weeks. The Unit's TU is a ten day fragment of those larger units and correspond to the specific focus of the Seminars complying with the Department of Education.

Once the unit is structured the candidate will have direction and a complete global perspective for developing the standards using the content of the

discipline being taught. The terminal and enabling learning outcomes are present throughout each daily or specific instructional process. This will enable the student to develop coherent instructional planning when moving from one skill or concept to another. The specific objectives and the activities for each lesson plan are directly related with the general objectives and the standards selected for the unit.

This guide includes seven sections according to the methodological processes established by the University of Puerto Rico in Cayey, as flexible guidelines for planning teaching-learning experiences in accordance with each discipline. The seven sections are:

1. Description of the Unit using the required theoretical frameworks and perspectives. How can this unit be incorporated into a larger curricular structure?
2. Grade standards, expectations, generating themes, skills, and thematic content.
3. Prior knowledge needed for the development of the unit.
4. General and specific objectives for the unit.
5. The curricular matrix
6. Three (3) to five (5) individual plans.
7. A reflection on the design and elaboration processes and their implications as teacher candidates.
8. References

The Unit will be developed in cooperative groups. Each group member will write three individual plans aligned with the unit. That is, if the group consists of three members it will include nine plans. The underlying foundation of the unit report is the curricular matrix. The curricular matrix is a table with rows and columns aligned spatially and conceptually.

Curricular Matrix

Subject: _____ Level: _____ Grade: _____ Aproximate time in days: _____

Standards				Expectatives (in some disciplines it includes indicators)		"ASSESSMENT" (Diagnostics, Formative, Summative, formal and ininformal)
Content 1-generating themes, 2-Curricular integration Attitudes and values	Skills	General Objectives	Specific Objectives	Learning Experiences (Activities) <i>(events, techniques, methods, strategies, approaches, processes, games)</i>	Instructional Resources: technological and artistic <i>(Use of created or commercial artifacts, cards, posters, pictures, manipulativas etc)</i>	ASSESSMENT strategies and instruments

Table 1: Alignment of the UE (Teaching Unit) sections with professional competencies and Indicators UPRC

Each one of the seven parts of the UE is aligned with the professional competencies established in the conceptual framework of the University of Puerto Rico at Cayey Department of Education. The parts and competencies are also aligned with the performance indicators that are included in the rubrics that are used to evaluate the UE which appear at the end of this document.

Section	Competency	Indicators
<p>1. Description of the teaching unit</p> <p>2. Outline of content generating themes, skills and thematic content.</p>	<p>The candidate demonstrates a broad knowledge of the basic concepts, processes and skills of the subject area that s/he aspires to teach.</p>	<ul style="list-style-type: none"> ▪ Importance, academic challenge and variety ▪ Clarity of the description ▪ Relevance and timeliness of the topic ▪ Appropriateness for the students ▪ Alignment with the standards of the DEPR and the Document: Goals for the Grade ▪ Detailed outline
<p>3. Prior Knowledge ;prerequisite concepts necessary for the development of the unit</p>	<p>The candidate demonstrates broad knowledge of the philosophic, historical, psychological, sociological and legal foundations of education.</p>	<ul style="list-style-type: none"> ▪ Knowledge of the characteristics of the students ▪ Knowledge of the skills of the students ▪ Knowledge of the different student learning styles ▪ Implications for planning and educational evaluation

Section	Competency	Indicators
4. General and specific learning objectives for the teaching unit	The candidate demonstrates broad knowledge of the basic concepts, processes and skills of the subject area that s/he aspires to teach.	<ul style="list-style-type: none"> ▪ Adequate choice of the content ▪ Alignment with the unit topic and development of the lessons ▪ Use of a variety of teaching means, activities, assignments and resources ▪ Choice of relevant activities, assignments and resources ▪ Use of technology in teaching
5. The curricular matrix.	The candidate chooses designs and integrates a variety of instructional and technological strategies into the curriculum that meet the needs of the students and promote learning.	<ul style="list-style-type: none"> ▪ Alignment with the learning objectives ▪ Exact representations of the content ▪ Structure of the lessons ▪ Use of a variety of means of instruction, activities, assignments and resources ▪ Use of information and data contextual to select relevant activities, assignments and resources ▪ Use of technology
6. Three (3) to five (5) individual plans		<ul style="list-style-type: none"> ▪ Adequate number of daily plans ▪ Plans in compliance with the daily plan evaluation rubric ▪ Use of a variety of means of instruction, activities, assignments and resources ▪ Use of information and data contextual to select relevant activities, assignments and resources
7. Reflection about the unit preparation processes and their implications as a future teacher		<ul style="list-style-type: none"> ▪ Implications for future teaching ▪ Implications for professional development
8. References		. Present at least three references

The Teaching Unit's report format

- The document should include a cover (see the example provided), a table of content with the sections' page number and a reference section in the APA style (5th Edition).

The document should have a double space format with a 12 letter size. Each numbered page must have one inch margins. The sections should be titled as follows using bold letters.

1. Description of the Unit using the required theoretical frameworks and perspectives. How can this unit be incorporated into a larger curricular structure?
2. Grade standards and expectations, generating themes, skills, and thematic content.
3. Prior knowledge needed for the development of the unit.
4. General and specific objectives for the unit.
5. The curricular matrix
6. Three (3) to five (5) individual plans.
7. A reflection on the design and elaboration processes and their implications as teacher candidates.
8. References

Each section should have subsections identified in italics. The plans will include as appendices all the documents used to evidence its development.

Section 1: Description of the teaching unit

(Format: narrative- as needed; organizational chart- 1 page)

Task: Briefly describe the nature, purpose and the scope of this unit. Indicate the grade and student context for which it is intended. State the theory and perspectives that sustain the unit's design. Graphically present the distribution of the unit's topics and activities.

Instructions for completing this section:

Develop a narrative that includes the following sub sections:

- **Nature, purpose and scope of the unit:** Describe the organization of the unit experiences and learning activities. Indicate, in general terms, their relevance, what purposes are addressed and their depth. The description should be broad and inclusive, but not necessarily extensive. Each professor can address the extension of the work.
- **Curricular perspectives:** State the theory, the essential underlying principles that serve as design guidelines as required and indicated in each Seminar. This section should be constructed from the principles elicited from the readings or lectures.
- **Intended grade and student context:** Indicate the level, the grade and/or ages of the students for whom the unit is intended. Make decisions and indicate the level, the grade and/or ages of the students for whom the unit is intended. Present factors such as: special needs, levels of development, culture, language, interests, learning styles and specific learning problems that you might encounter. Explain what you consider to be the specific characteristics of the students and their families for whom the unit is designed. Use your knowledge of Human growth and development and the observations you have made during different field experiences. Make final conclusions on how the subject should be taught in Puerto Rico and relate it to the Matrix structure.

Section 2: Thematic Outline and a graphic organizer

Prepare an outline and a thematic graphic organizer which precisely presents an overview of the object or topic being studied. It should be developed in harmony with the Curricular Guidelines and the Learning Goals Standards for the subject area that will be covered. The selection of your theme outline will consider the large themes and sub topics and an idea of a large unit assessment besides a test. Attitudes and values are part of the content. Some values will be related to the theme, society or to the learning of the subject.

Section 3: Prerequisite concepts for the development of the unit (Format: table)

Task: Identify those prerequisite concepts for academic mastery of the TU topic.

Instructions for completing this section

- **Prerequisite Concepts:** Construct a table following the example presented on this page indicating the basic concepts and/or skills that the student should master before developing and acquiring the contents, skills and abilities that should be developed for working on this TU. The table should indicate: the prior concept, its relationship to the UE topic, and why it this concept is important for understanding the TU topic. It is important that before presenting the table, to write a brief introductory paragraph for it. Following the table, you should write a brief paragraph explaining it.

Examples of the table

Table 1: Prior concepts for the topic on rational numbers

Prior Concept	Relation con el topic	Justification
1. Whole numbers	Whole numbers are a sub set of numbers rational.	The concept of rational numbers is defined as a function of the whole numbers, so that it is necessary to understand whole numbers as prior knowledge to the development of the concept of rational numbers.

Table 1,1 : Prior concepts for the topic reading skills

Prior Concept	Relation con el topic	Justification
Main idea, and supporting details	Students need to master this skill because in this story they are going to be working with rewriting the ending. In order to do so they have to possess a deep comprehension of the story. Changing the story's ending might change its whole main idea.	Identifying Main idea, and supporting details is a basic reading skill that aids in the process of interpreting literature.

Section 4: General learning objectives of the UE

(Format: table)

Task: Establish the general objectives of the teaching unit aligned with the standards, goals and indicators of the topic selected.

Instructions for completing this section

- **General learning objectives: General objectives are called terminal. Specific are also called enabling or of the day.**
- Construct a table following the example presented in this section, indicate: the standard of the content selected, the Expectations, general objectives and their specifics. In these objectives, you should identify the basis for the planning, implementation and evaluation of the teaching of the unit. They should be significant, challenging and varied. Number each one so that they can be referenced in the document. It is important that before presenting the table, to write a brief introductory paragraph for it. Following the table, you should write a brief paragraph explaining it.

Guidelines

- There are various ways of writing objectives. Professors in the Seminars will provide the specificities of the disciplines. In the objectives columns the general and the specific will be present.
- When writing the objectives think of ways in which you could implement them or teach them. In Language Arts content objectives and language objectives have to be included. Content relates to the themes (ex. healthy life styles. In social

studies; The Discovery) skills to things such as verbs, adjectives in the the Language Arts, numbers or adding in Math, use of maps in Social Studies.

- General plans do not necessarily come directly from the standards or Expectations but will comply with them. According to Marzano _____ the first thing to think about after the content and Standards is the large assessment.
- The writing of the objectives should follow the format for objectives for an assessment plan. This implies that these general objectives need that specific objectives be written daily in each lesson plan.
- Classify the objectives as cognitive (propositional or procedural), psychomotor or affective and their levels.
- Align the objectives with the DEPR Content Standards.
- Justify why the objectives are important in terms of the level of development, previous knowledge, skills and needs of the addressed population.
- In this table you will have general objectives with their specifics. Generals could be cognitive, affective and psychomotor. Remember that when you pass them to your matrix column (in another section), since you are working with integration you might have to sequence them in an integrated manner. For example in every lesson you might be working with two objectives like; **A. Appreciates literature as interpretations of life (affective)** and **B. Relates story events to events registered in newspapers(cognitive)**, so in the specific one's column you might have an specific that is B.1 that goes before an A. 1 and then have B.2 and B.3. You arrange them like this because that's the way in which you are going to implement them. So number all your objectives. All the B objectives belong to their general but are not necessarily implemented in block.

Example of the table

Table 3: General learning objectives

Subject area:		Grade:	
Curricular Map			
Standards of Content:			
Expectations	General learning objectives with their specifics	Mastery and level of the objective	Justification
1. 2.	1. 1.1 1.2		
3. 4.	2, 2.1 2.2		

There might be occasions in which expectations can be repeated because other taxonomies deal with them as well.

Table 3.1 General learning objectives and their specific ones

Subject area: <i>English</i>		Grade: <i>Fourth</i>	
<i>Standard of Content: Reading The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres both fiction and nonfiction</i>			
Goals by grade <i>Expectativas</i>	General learning objectives(terminal) with their specific(enabling)	level of the objective according to its taxonomy	Justification
1. 4.4 <i>Identifies the main characters, compares and contrast character traits...</i>	<i>The student: analyzes the characters in a story describes a character points out the differences in characters</i>	<i>analysis-cognitive general comprehension-cognitive analysis-cognitive</i>	<i>Character analysis is vital in literary interpretation. It is fundamental in understanding the relationship between life and literature.</i>

- Classify the objectives as cognitive, psychomotor or affective and their levels. According to Dr. Angel Ortiz objectives go from the highest in the taxonomy to the lowest. The cognitive generals will be selected from the synthesis, evaluation and analysis levels. Usually the objectives underneath have to be lower in the taxonomy. Is like using the taxonomic ladders in an inverted way :

General: A. Creates a text-----



Specific: A.1 Brainstorms ideas for an original ending



Activities A.1.1 Fills an event flowchart

Section 5: The curricular matrix

The Unit will be developed individually, in pairs or in small cooperative groups. The underlying foundation of the unit report is a curricular matrix. The curricular matrix is a table with rows and columns, aligned spatially and conceptually, that allows a teacher to see the global perspective of a sequence of instructional events. The matrix will be corrected by the professor before the report is made. Once the matrix is concluded, the group will produce a plan, after implementing that plan the unit's report with the seven sections will be constructed. In the professional literature the time dedicated to a unit varies from author to author, nevertheless in this case it will be designed for at least twelve days. This is, ten days for lessons and two for pre and post testing. The tests are mentioned but not constructed. The TU will prepare the Candidate for the *Teacher Work* sample in the Clinical Experience or *Practicum*.

Section: The Plans

Task: Construct at least two daily plans with their specific objectives aligned with the skills, concepts, themes and general objectives of the Teaching Unit. Instructions to complete this section

Daily Plan: A unit is encompassing enough to produce, depending on the teacher, group or level, different numbers of plans. Write from two to five daily plans directed to the development of the unit. They should have the format presented in this section. The plans should have a direct relationship with all the sections of the Teaching Unit design. They will be evaluated according to the rubric included here. Plans will be individual.

The plan corresponds to the Instructional Design that in turn springs from the curricular design. It implies theory but also a particular way of world and education view. Design reflects its creator. Informally one can mention Loris Malaguzzi as stating that teachers are the theory they advocate. So design will inevitably reflect the person. This design will somehow uniform requirements for the Program and the Department of Education and still be flexible to both the person and the discipline. The following filled example is an additional illustration and not intended for evaluation; what needs to be assessed is the structure.

Rationale for the revision:

The template for the plan has been in use since its revision before the accreditation by NCATE. In the past years the Department of Education of Puerto Rico has made changes to the plan requirements for all teachers. According to the Circular Letter Number: 14-2013-2014 there is a minimum of 13 sections but others could be added. The following template complies both with the TPP and the state requirements. During the two semesters (both spring and fall) 2013 Methodology Professors worked with pilots of the plan revision. In the elementary seminars the different versions were used and commented by Professors until January 2014 when the plan was presented to the Clinical experience supervisors:

Date Today
Grade Fourth Grade

Teacher Candidate _____
Group: One

1. Unit: Curricular Map; **4.3 Characters** **Unit's Subtitle;** Any boy and any girl in many languages

The curricular map is for the disciplines that use it. The Department of Education's Curricular Maps could be reorganized in smaller units. The subtitle is optional.

2. Theme: Children love pets in all cultures

3. School Comprehensive Plan: Reading Comprehension strategies
The comprehensive plan of the school needs to be requested from each school.

4. Phase: Pre-Reading
The phases are suggested by the DEPR according to the discipline.

5. Methodology: Activating prior knowledge, experiential learning: Story telling, TPR storytelling, interactive communication

6. Standards and Expectations:

Listening/Speaking	<u>Listens and responds during a read aloud from a variety of narrative texts to comprehend and identify main character and setting.</u>
Reading	R.4.4 Identifies the main character(s), compares and contrasts character traits, and identifies setting within narrative and expository text R.4.5 Uses story organization of beginning, middle, and end to <u>identify sequence within narrative and expository text; makes predictions and connections.</u>
Writing	Writing W.4.3 <u>Uses appropriate grammar and mechanics to write complete declarative, interrogative, imperative, and exclamatory sentences; identifies the parts of speech correctly.</u>

The standards and expectations are of the unit and the underlined sections are of the day. There are particular options for this arrangement according to the Teacher Candidate and Supervisors as well as the discipline. Some supervisors use those of emphasis. It is expected from Teacher Candidates to be able to justify their selection.

7. General Objectives (Terminal/of the Unit) The student will:

- Write creative short texts (cognitive-synthesis-language arts)
- Recognize the relationships between science, geography and culture in Literature (cognitive-analysis-of the theme)
- Propose plans to promote caring for animals (affective-Valuing)
- Represent knowledge visually and kinesthetically (psychomotor-origination)

This section is optional. The use of general objectives in a daily plan serves as reminders of the unit's goals. The tense of the verbs vary from district to district in Puerto Rico. In UPR: Cayey the tense is a decision between Candidates and Supervisors.

8. Content: Concepts, values, skills of the day: Love cares; I am responsible with my pets, Protecting wild life: only some animals are for pets, Fact, fiction and opinion; they are different, My cultural heritage is my story. Make inferences to compare and contrast character traits. The content is stated in terms of the student.

9. Integration with other disciplines Social Studies-The Taino Indians **Transversal themes:** *Big ideas and concise concepts;* Civic Education; Responsibility

The Interdisciplinary is emblematic of the Unit and the transversal themes are requested by the DEPR.

11. Specific Objectives (enabling or of the day) The student will:

<p>Cognitive Level : analysis-strategic thinking <i>Bloom-Web</i></p> <p>Level : application-processing</p> <p>Synthesis-extended thinking</p>	<p>(given representations of cultural elements) Compare/ contrast/ cultures (<i>using appropriate oral discourse</i>) Thematic <i>(given pictures)</i>Categorize elements of a story(into fact or fiction ,having all correct) Reading: Language arts</p> <p><i>(given two Puerto Rican animals)</i> Write a sentence about a real and an imaginary event (<i>assuming the role of a Taino Indian</i>)</p>	<p>Assessment On going assessment</p> <p>Application or Formal assessment: Two sentences on the topic; check list</p> <p>On going assessment</p>
<p>Procedural or Psychomotor Level : imitation <i>Simpson</i></p>	<p><i>(given stick puppets and a story)</i>Perform physical tasks(<i>relating precisely actions and story main events</i>)</p>	
<p>Affective Level: Valuing <i>Krathwohl</i></p>	<p><i>(after a discussion and a story telling)</i>State how one should care for pets(<i>using the new vocabulary</i>)</p>	

The verb tense is a decision of each Supervisor's Seminar. Procedural objectives reflect an action using knowledge, they refer to knowing how, while propositional refer to knowing what. Cognitive objectives could be procedural or propositional. Psychomotor objectives deal with physical actions. One of UPR: Cayey Teacher Candidate's attributes is the integration of art and movement (Partnership with the arts). The procedural objective might be cognitive; like conjugate a verb, or psychomotor like representing knowledge nonverbally. Objectives have situation, observable behavior and criterion. Recently the criterion has been questioned. A holistic view of the individual that learns implies that there is convergence of different taxonomies in the learning event.

12. Suggested Parts of the Lesson

Not all sections are intended for the same amount of time. Time, timing and tempo are crucial when delivering a lesson; time refers to the class time span and to how much dedicate to one event , timing to when to do things and tempo to the pace or rhythm.

12.1 Routine: Songs and date, weather questions

Routine should be brief. It is usually used in elementary level.

12.2. Induction

Activating prior Knowledge; Building background information
 Teacher displays phrases and words to help with answers
 Compare a *bohío* with a teepee (Taino and American Indians)
 Talk about a picture and Share pet stories. Pets: How are they in different cultures? What are the responsibilities of pet keeping? Can all animals be pets? Are wild animals real enemies of pets? What animals of Puerto Rico could have been the pets of an Indian boy? (Show dummies or pictures as examples) Vocabulary; manatee, lizard, turtle, snake, chicken hawk or *guaraguao*, parrot or *higuaca*. Is it possible today? If an Indian child lived-in another island or in North America: what could his/her pet have been? How is Guainí?

State the objectives Teacher writes important words on the board

The common practices of teachers at the beginning of lessons are : set induction or an inductive process to infer the day's topic, attract attention by some unusual means, a process to activate prior knowledge, review , state the objectives or a combination of the all the latter.

12.3. New material/conceptualize

12.3.1 Presentation

Motive question: Are all the contents of a story true to facts? What is

history; what is fiction? Listen to a story told by the teacher: Guainí
Students react freely. Teacher questions: Where does it take place?
(Setting) What is real, what is fantasy? What is science, what is history,
what is imaginary? What kind of pet was the parrot? Who is the main
character and the secondary? Was Guainí responsible with the
parrot? Can you have wild parrots as pets today in Puerto Rico? Was he
a good owner? Teacher writes important words on the board

12.3.2 Guided Practice

Students tell the story with stick puppets in little groups
Volunteers tell the story with stick puppets in front of the group
What is real what is fantasy? Singing (song invented by the teacher):
Song: The Taíno Indians live in Boriquen. The Taíno Indians swim,
dance and play. They travel in their cañoes and sleep in hammocks. They
eat casaba and play with a ball, tell stories and have fun.

12.3.3 Comprehension check up

This is done before entering into any sort of application, but it could also be ongoing or throughout the class.

Let's see if you remember the story. What was fiction in the story?
Let's label these pictures of the story (on the board) as fiction or non
fiction.

12.4 Application or Assessment;

Write two sentences: one of an imaginary and one of a real event for two
animals found in Puerto Rico assuming the role of a Taino.

12.5 Special accommodations or differentiated instruction according to the case or cases: Assistance to students during the writing process

12.6 Homework *This section needs to be sensitive to the context* for the end of the week(give a handout)

Find information about children and their pets in different cultures, and
countries including Puerto Rico. Mom or Dad are going to help. You are
going to write simple statements about it. Think of a story about pets and
come ready to share ideas as brainstorming for a story.

12.7 Pedagogical Closing: What did you learn today?

12.7.1 Reflective closing: What did you like of the class?

13. Materials: cut outs, paper puppets, pictures,

14. Teacher candidate's Reflection: *This section works like a Teacher' research on his/her own practices* _____

Date _____
Candidate _____
Group: _____

Teacher _____
Grade _____

1. Unit: Curricular Map

Unit's Subtitle;

2. Theme:

3. School Comprehensive Plan:

4. Phase:

5. Methodology:

6. Standards and Expectations:

7. General Objectives (*Terminal/of the Unit*)

The student:

8. Content: Concepts, values, skills of the day:

9. Integration with other disciplines Transversal themes: *Big ideas and concise concepts*;

11. Specific Objectives (enabling or of the day) The student:

Cognitive Level : Level :		Assessment
Procedural or Psychomotor Level :		
Affective Level:		

12. Suggested Parts of the Lesson

12.1 Routine:

12.2. Induction

12.3. New material/conceptualize

12.3.1 Presentation

12.3.2 Guided Practice

12.3.3 Comprehension check up

12.4 Application or Assessment;

12.5 Special accommodations or differentiated instruction according to the case or cases:

12.6 Homework

12.7 Pedagogical Closing:
Reflective closing:

13. Materials:

14. Teacher candidate's Reflection:

Indicator	3 target	2 acceptable	1 unacceptable	
Administrative heading and content indicator ACEI 21,2.2,2.3.,2.4	The plan correctly contains all the information of the heading, such as date, name of the teacher, level, grade, group, unit, topic/means, concept/skill.	The plan contains information such as: date, name of the Teacher, level, grade, group, unit, topic/means, concept/skill. It present less than two errors in the information presented.	The plan contains heading information but it presents multiple errors or is incomplete.	
The Plan t is designed from an interdisciplinary perspective . This row will be aligned with the specific standard according to the discipline of integration ACEI2.5,2.6,2.7	The content effectively integrates elements from other disciplines such s the arts, health and physical education showing that the Candidate know, understand, and use—as appropriate to his/her own understanding and skills concepts from the selected subject of integration.	The content ordinarily integrates elements from other disciplines such s the arts, health and physical education showing that the Candidate know, understand, and use—as appropriate to his/her own understanding and skills concepts from the selected integration.	The content ineffectively integrates elements from other disciplines or does not integrate at all.	
Pedagogical methods This row will be aligned with the specific standard according to the discipline ACEI 21,2.2,2.3.,2.4	The plan contains correct information on the pedagogical methodology processes. They are in accordance with pedagogical principles of the subject area being taught and are aligned with the Puerto Rico Department of Education Programs, Standards, Goals and Curricular Guidelines by Subject Area.	The plan contains correct information on the pedagogical methodology processes and is aligned with the Puerto Rico Department of Education Programs, Standards, Goals and Curricular Guidelines by Subject Area.	The plan contains information on the pedagogical methodology processes, but presents some conceptual errors in accordance with the pedagogical principles of the subject area being taught.	
Writing of instructional objectives This row will be aligned with the specific standard according to the discipline ACEI 21,2.2,2.3.,2.4	The plans consistently present at least one instructional objective for each one of the three taxonomies; cognitive(procedural or propositional), affective and psychomotor(in the case of disciplines other than Physical .Ed movement supporting cognition). They are written in accordance with the pedagogical principles of the subject area being taught and are measurable and conceptually	The plans are inconsistent in presenting at least one instructional objective for each one of the three taxonomies (cognitive, affective and psychomotor) and need adjustment to be in accordance with the pedagogical principles of the subject area being taught	The plans do not present at least one instructional objective for each one of the three taxonomies (cognitive, affective and psychomotor) and are not written in accordance with the pedagogical principles of the subject area being taught .	

	sound. They aligned with their assessment.			
Parts of the lesson and materials/ implements/ equipment ACEI 3.3	Always presents clearly the three parts of the class. Each one of the three parts presents the specific procedures and the activities to be carried out to attain the objectives established. The activities described reflect the integration of all the elements just as they were established. The methods described for the implementation of assessment techniques and evaluation are precise, reflect high levels of thought, are adequate for the topic and their findings will be useful in making decisions.	Is not consistent in clearly presenting the three parts of the class with the specific procedures and the activities to be carried out to attain the objectives established. The activities described reflect the integration of some the elements as they were established. The methods described for the implementation of assessment techniques and evaluation sometimes reflect high levels of thought and adequacy for the topic.	Does not present the three parts of the class, the procedures and the activities be carried out are not specific. The activities described do not reflect the integration of the elements established the rest of the plan and the methods described for the implementation of assessment techniques and evaluation do not reflect high levels of thought.	
Assignment or Learning Tasks* ACEI 3.4	The plans consistently structure the assignments or learning tasks assigned to the student to reinforce and broaden the contents of the class. They respond to the methods of the subject area and future development.	The plans inconsistently structure assignments or learning tasks assigned to the student to reinforce the contents of the class.	The plan does not structure assignments or learning tasks assigned to the student or not reinforce the contents of the class.	
Reflection ACEI 4	Plans contain a brief statement that draws an abstraction or meditation about class performance related to the activities, types of feedback, evaluation of the style, strategy and/or Teaching Model selected and a comparison between the plan developed and its operational implementation. It uses the findings of the assessment.	Plans contain a brief statement that draws an abstraction or meditation about class performance related to the activities, types of feedback, evaluation of the style, strategy and/or Teaching Model selected. Reflections partially establish a comparison between the plan developed and its operational implementation.	Plans do not contain a brief statement that draws an abstraction or meditation about class or do not establish a comparison between the plan developed and its operational implementation.	
Attachments and appendices ACEI 21,2.2,2.3.,2.4	Includes the materials, instructions, diagrams, copies and other items produced or searched, related to the activities carried out as part of the planning. They are aligned adequately with the activities	Includes the materials, instructions, diagrams, copies and other items produced or searched, related to the activities carried out as part of the planning. They are partially aligned with the activities.	Includes some of the materials, instructions, diagrams, copies and other items produced or searched, related to the activities carried out as part of the planning.	

Section 7: Reflection about the unit preparation processes and their implications as a future teacher (Format: narrative)

Task: Reflect on the process. What happened while developing this unit. Evaluate your development as a teacher and identify what can be done to improve your educational performance and to continue your professional development.

Instructions for completing this section

- Describe at least two areas where you understand that you had greater difficulty preparing the design. Indicate how you understand that the seminar course can or should help you to improve your effectiveness in the teaching unit design process and its planning.
- Precisely describe the direct implications of the Teaching Unit or *Unidad de Enseñanza-UE* design process in your preparation as a future teacher.

Section 8: References

Task: Prepare a list of references that you used to design the teaching unit using the fifth version of the APA style manual. Present at least three references.

RUBRIC FOR THE TEACHING UNIT REPORT Section 1: Description of the unit

Indicator	3 target	2 acceptable	1 unacceptable	
<p>Description of the Teaching Unit using the frameworks of theory The underlying theory Acei 1</p>	<p>The unit is completely described using the theory frameworks evidencing planning based on knowledge of students, learning theory, subject matter and curricular goals.</p>	<p>The unit is partially described using the theory frameworks</p>	<p>The unit is described without using the theory frameworks</p>	
<p>Nature, purposes and scope of the unit The structure and format reflects the theory ACEI 3.1</p>	<p>Describes in depth the nature, purposes and scope of the unit as reflected in its structure.</p>	<p>Describes partially the nature, purposes and scope of the unit as reflected in its structure.</p>	<p>Does not describes the nature, purposes and scope of the unit</p>	
<p>Basic principles of the selected content and their importance in the teaching learning process. This section will be aligned with the specific standard according to the discipline ACEI2.1,2.2,2.3.,2.4</p>	<p>Explains in depth the basic principles of the selected content and their importance in the teaching learning process according to principles and theories that support the acquisition of knowledge .</p>	<p>Partially explains in depth the basic principles of the selected content and their importance in the teaching learning process according to principles and theories that support the acquisition of knowledge .</p>	<p>Does not explains in depth the basic principles of the selected content and their importance in the teaching learning process.</p>	
<p>Content selected and the theoretical foundation according to the subject that justify its importance This section will be aligned with the specific standard according to the discipline ACEI 2.1,2.2,2.3.,2.4</p>	<p>Precisely indicates and describes the content selected and the theoretical foundation according to the subject that justify its importance.</p>	<p>Partially indicates and describes the content selected and the theoretical foundation according to the subject that justify its importance.</p>	<p>Does not indicate and describe the content selected and the theoretical foundation according to the subject that justify its importance.</p>	
<p>Preliminary representation of the unit. Content This section will be aligned with the specific standard according to the discipline ACEI 2.1.2.2,2.3.2.4</p>	<p>The focus of the content in the subject area evidences a wide conscious congruent alignment with the large ideas or with the unit's structure</p>	<p>The focus of the content in the subject area evidences some conscious alignment with the large ideas or with the unit's structure</p>	<p>The content in the subject area appears more like isolated skills and lacks congruence with a larger conceptual framework.</p>	

Indicator	3 target	2 acceptable	1 unacceptable	
<p>Structure of the lessons and the unit content This section will be aligned with the specific standard according to the discipline</p> <p>Acei 2.1.2.2,2.3.2.4</p>	<p>All the lessons are logically organized and useful in moving the student to attain the learning goals.</p>	<p>Some lessons are logically organized and useful in moving the student to attain the learning goals.</p>	<p>The lessons are not logically organized and useful in moving the student to attain the learning goals.</p>	
<p>Special needs, levels of development, learning styles and specific learning problems. ACEI 3.2</p>	<p>The unit evidences in depth specific knowledge of the different needs and factors that could affect learning by creating instructional opportunities that are adapted to diverse students.</p>	<p>The unit evidences a general knowledge of the different needs and factors that could affect learning by creating some instructional opportunities that are adapted to diverse students.</p>	<p>The unit evidences minimum knowledge, stereotypical or irrelevant of the different needs and factors that could affect learning and does not create instructional opportunities adapted to diverse students.</p>	

Section 2. Standards and grade expectations, generating theme and thematic content

Indicator	3 target	2 acceptable	1 unacceptable	
<p>Content alignment with the curricular standards This section will be aligned with the specific standard according to the discipline ACEI 2.1,2.2,2.3.,2.4</p>	<p>The content includes the affective component, the psychomotor domains, connections from the discipline to other disciplines while being completely aligned with the curricular guidelines.</p>	<p>The content partially includes the affective component, the psychomotor domains, connections from the discipline to other disciplines and its partially aligned with the curricular guidelines.</p>	<p>The content does not include the affective component, the psychomotor domains, connections from the discipline to other disciplines and its not aligned.</p>	
<p>Content alignment with the national, state or local standards . This section will be aligned with the specific standard according to the discipline ACEI 2.1,2.2,2.3.,2.4</p>	<p>The content of the discipline is completely aligned with the national, state or local standards .</p>	<p>The content is partially aligned with the national, state or local standards .</p>	<p>The content is not aligned with the national, state or local standards .</p>	
<p>Content alignment with the grade expectations This section will be aligned with the specific standard according to the discipline ACEI 2.1,2.2,2.3.,2.4</p>	<p>The content is completely aligned with grade expectations.</p>	<p>The content is partially aligned with grade expectations.</p>	<p>The content is not aligned with the grade expectations.</p>	

Section 3: Prior knowledge needed for the development of the unit

Indicator	3 target	2 acceptable	1 unacceptable	
<p>Prior knowledge needed for the development of the unit This section will be aligned with the specific standard according to the discipline ACEI 2.1,2.2,2.3.,2.4</p>	<p>Completely explains the concepts or basic skills that the student needs to master previous to the acquisition of the content, skills and abilities in the unit.</p>	<p>Partially explains the concepts or basic skills that the student needs to master previous to the acquisition of the content, skills and abilities in the unit.</p>	<p>Does not explains the concepts or basic skills that the student needs to master previous to the acquisition of the content, skills and abilities in the unit.</p>	
<p>Relation of the previous concepts with the theme of the Teaching Unit This section will be aligned with the specific standard according to the discipline ACEI 2.1,2.2,2.3.,2.4</p>	<p>Each one of the previous concepts are congruent with the theme of the Teaching Unit</p>	<p>Some of the previous concepts are congruent with the theme of the Teaching Unit</p>	<p>The previous concepts are not congruent with theme of the Teaching Unit</p>	
<p>Importance of the previous concepts Unit This section will be aligned with the specific standard according to the discipline ACEI 2.1,2.2,2.3.,2.4</p>	<p>Establishes the importance of all the previous concepts needed for making connections with the teaching unit in order to accomplish the curricular goals.</p>	<p>Establishes the importance of some previous concepts needed for making connections with the teaching unit. in order to accomplish the curricular goals</p>	<p>Does not establish the importance of the previous concepts needed for making connections with the teaching unit in order to accomplish the curricular goals</p>	

Section 4: General and specific objectives

Indicator	3 target	2 acceptable	1 unacceptable	
General Objectives ACEI 3.1	Establishes an encompassing number of general objectives leading to learning outcomes of the psychomotor, cognitive and affective domain as a foundation for planning the unit.	Establishes some general objectives as a foundation for planning the unit.	Does not establish general objectives as a foundation for planning the unit.	
Objectives are aligned with the specific and their assessments. ACEI 3.1	Each one of the specific objectives are aligned with the assessment. The assessments are coherent with the content and its complexity level. evidencing strong adequate use of formal and informal assessments.	Some of the objectives are aligned with the assessment plan . Not all the assessments are coherent with the content and its complexity level evidencing weak use of formal and informal assessments.	The objectives are not aligned with the assessment plan . The assessments are not coherent with the content and its complexity level, evidencing inadequate use of formal and informal assessments.	
Clarity ACEI 3.1	The majority of the objectives are clearly presented as learning outcomes.	Some of the objectives are clearly presented as learning outcomes.	The objectives are not clearly presented as learning outcomes.	
Importance, challenge and variety ACEI 3.1	The objectives reflect various types or levels of learning and are important and challenging.	The objectives reflect some types or levels of learning but lack importance and challenge.	The objectives reflect only one type or level of learning and lack importance and challenge.	
Adequate for students (Justification) ACEI 3.1	The majority of the objectives are justified in terms of their appropriateness for the acquisition of knowledge, the development of skills, the prerequired experiences and other student needs.	Some objectives are justified in terms of their appropriateness for the acquisition of knowledge, the development of skills, the prerequired experiences and other student needs.	Objectives are not justified in terms of their appropriateness for the acquisition of knowledge, the development of skills, the prerequired experiences and other student needs.	

Section 5: Curricular matrix

Indicator	3 target	2 acceptable	1 unacceptable	
The content is sequentially structured according to the subject matter. This row will be aligned with the specific standard according to the discipline ACEI 21,2.2,2.3.,2.4	The content is effectively structured into a horizontal sequence that moves the unit into achieving its goals. It is sufficiently detailed having big ideas, facts, principles based on knowledge of the major concepts of the discipline .	The content is ordinarily structured into a horizontal sequence It is composed of general ideas that partially reveal knowledge of the major concepts of the discipline.	The content is ineffectively structured into a horizontal sequence.	
Objectives, learning activities and assessments are aligned This row will be aligned with the specific standard according to the discipline ACEI 21,2.2,2.3.,2.4	Objectives, learning activities and assessments are completely aligned, both conceptually and structurally .They relate to the theoretical frameworks and specificities of the discipline.	Objectives, learning activities and assessments partially aligned and related to the theoretical frameworks and specificities of the discipline .	Objectives, learning activities and assessments are not aligned.	
The unit is designed from an interdisciplinary perspective . This row will be aligned with the specific standard according to the discipline of integration ACEI2.5,2.6,2.7	The content effectively integrates elements from other disciplines such s the arts, health and physical education showing that the Candidate know, understand, and use— as appropriate to his/her own understanding and skills concepts from the selected subject of integration.	The content ordinarily integrates elements from other disciplines such s the arts, health and physical education showing that the Candidate know, understand, and use— as appropriate to his/her own understanding and skills concepts from the selected subject of integration.	The content ineffectively integrates elements from other disciplines or does not integrate at all.	
Varied use of instructional means, activities, technology ,assignments and resources ACEI 3.3	Significant varied use of instructional means, activities, assignments and resources. This variety appears to contribute to the learning process developing critical thinking, problem solving and performance skills.	Little varied use of instructional means, activities, assignments and resources. There appears to be a limited contribution to the learning process partially developing critical thinking, problem solving and performance skills.	Absence of a varied use of instructional means, activities, assignments and resources. There is exclusive attention to the text book or to a single resource like worksheets for example.	
Clarity of assessment criteria and performance standards Acei 4	The assessment criteria are clear and explicitly linked to the instructional objectives.	The assessment criteria were developed but are unclear or not explicitly linked to the instructional objectives.	The assessment criteria were not developed in accordance to the learning goals.	
Multiple assessment approaches ACEI 4	The assessment plan includes diverse approaches instruments and promote critical thinking and integration of knowledge, skills and abilities (such as performance ,alternative, assessments). The assessments are sequentially organized.	The assessment plan is restricted in its selection of approaches instruments and do not promote critical thinking and integration of knowledge, skills and abilities. The assessments are sequentially organized.	The assessment plan uses only one form and is not sequentially organized	

Section 6: Plans

Indicator	3 target	2 acceptable	1 unacceptable	
Administrative heading and content indicator ACEI 21,2.2,2.3.,2.4	The plan correctly contains all the information of the heading, such as date, name of the teacher, level, grade, group, unit, topic/means, concept/skill.	The plan contains information such as: date, name of the Teacher, level, grade, group, unit, topic/means, concept/skill. It present less than two errors in the information presented.	The plan contains heading information but it presents multiple errors or is incomplete.	
The Plan t is designed from an interdisciplinary perspective . This row will be aligned with the specific standard according to the discipline of integration ACEI2.5,2.6,2.7	The content effectively integrates elements from other disciplines such s the arts, health and physical education showing that the Candidate know, understand, and use—as appropriate to his/her own understanding and skills concepts from the selected subject of integration.	The content ordinarily integrates elements from other disciplines such s the arts, health and physical education showing that the Candidate know, understand, and use—as appropriate to his/her own understanding and skills concepts from the selected integration.	The content ineffectively integrates elements from other disciplines or does not integrate at all.	
Pedagogical methods This row will be aligned with the specific standard according to the discipline ACEI 21,2.2,2.3.,2.4	The plan contains correct information on the pedagogical methodology processes. They are in accordance with pedagogical principles of the subject area being taught and are aligned with the Puerto Rico Department of Education Programs, Standards, Goals and Curricular Guidelines by Subject Area.	The plan contains correct information on the pedagogical methodology processes and is aligned with the Puerto Rico Department of Education Programs, Standards, Goals and Curricular Guidelines by Subject Area.	The plan contains information on the pedagogical methodology processes, but presents some conceptual errors in accordance with the pedagogical principles of the subject area being taught.	
Writing of instructional objectives This row will be aligned with the specific standard according to the discipline ACEI 21,2.2,2.3.,2.4	The plans consistently present at least one instructional objective for each one of the three taxonomies; cognitive(procedural or propositional), affective and psychomotor(in the case of disciplines other than Physical .Ed movement supporting cognition). They are written in accordance with the pedagogical principles of the subject area being taught and are measurable and conceptually sound. They aligned with their corresponding assessment.	The plans are inconsistent in presenting at least one instructional objective for each one of the three taxonomies (cognitive, affective and psychomotor) and is written in accordance with the pedagogical principles of the subject area being taught and is measurable and contain some conceptual errors.	The plans do not present at least one instructional objective for each one of the three taxonomies (cognitive, affective and psychomotor) and is written in accordance with the pedagogical principles of the subject area being taught and is measurable. Not all are written in accordance with the pedagogical principles of the subject area being taught or are measurable, and contain some type de conceptual error.	

Section 6: Plans

Indicator	3 target	2 acceptable	1 unacceptable	
Parts of the lesson and materials/ implements/ equipment ACEI 3.3	Always presents clearly the three parts of the class. Each one of the three parts presents the specific procedures and the activities to be carried out to attain the objectives established. The activities described reflect the integration of all the elements just as they were established. The methods described for the implementation of assessment techniques and evaluation are precise, reflect high levels of thought, are adequate for the topic and their findings will be useful in making decisions.	Is not consistent in clearly presenting the three parts of the class with the specific procedures and the activities to be carried out to attain the objectives established. The activities described reflect the integration of some the elements as they were established. The methods described for the implementation of assessment techniques and evaluation sometimes reflect high levels of thought and adequacy for the topic.	Does not present the three parts of the class, the procedures and the activities be carried out are not specific. The activities described do not reflect the integration of the elements established the rest of the plan and the methods described for the implementation of assessment techniques and evaluation do not reflect high levels of thought.	
Assignment or Learning Tasks* ACEI 3.4	The plans consistently structure the assignments or learning tasks assigned to the student to reinforce and broaden the contents of the class. They respond to the methods of the subject area and future development.	The plans inconsistently structure assignments or learning tasks assigned to the student to reinforce the contents of the class.	The plan does not structure assignments or learning tasks assigned to the student or not reinforce the contents of the class.	
Reflection ACEI 4	Plans contain a brief statement that draws an abstraction or meditation about class performance related to the activities, types of feedback, evaluation of the style, strategy and/or Teaching Model selected and a comparison between the plan developed and its operational implementation. It uses the findings of the assessment.	Plans contain a brief statement that draws an abstraction or meditation about class performance related to the activities, types of feedback, evaluation of the style, strategy and/or Teaching Model selected. Reflections partially establish a comparison between the plan developed and its operational implementation.	Plans do not contain a brief statement that draws an abstraction or meditation about class or do not establish a comparison between the plan developed and its operational implementation.	
Attachments and appendices ACEI 21,2.2,2.3,.2.4	Includes the materials, instructions, diagrams, copies and other items produced or searched, related to the activities carried out as part of the planning. They are aligned adequately with the activities established in the plan.	Includes the materials, instructions, diagrams, copies and other items produced or searched, related to the activities carried out as part of the planning. They are partially aligned with the activities established in the plan.	Includes some of the materials, instructions, diagrams, copies and other items produced or searched, related to the activities carried out as part of the planning.	

Section 7: Reflection on the unit's construction process and its implications

Indicator	3 target	2 acceptable	1 unacceptable
reflection during the construction process ACEI 5.1	Describes in depth at least two areas of major difficulty while designing the unit demonstrating an aptitude for seeking out opportunities for professional growth.	Partially describes at least two areas of major difficulty while designing the unit demonstrating an aptitude for seeking out opportunities for professional growth	Does not describe at least two areas of major difficulty while designing the unit, not demonstrating an aptitude for seeking out opportunities for professional growth	
Implications for future practice ACEI 5.1	Provides ideas for improving or redesigning the unit and justifies the changes in terms of the students learning process.	Provides ideas for improving or redesigning the unit but does not justify the changes in terms of the students learning process.	There is an absence of ideas for improving or redesigning the unit	

Section 8: References

Indicator	3 target	2 acceptable	1 unacceptable	
References used ACEI 5.1	Uses at least three references in the preparation of the unit that support the candidates professional learning.	Uses one or two references in the preparation of the unit that support the candidates professional learning.	Does not use references in the preparation of the unit.	
Importance of the references ACEI 5.1	All the references appear to be relevant and effective for the preparation of the unit.	Some of the references appear to be relevant and effective for the preparation of the unit.	The references do not appear to be relevant and effective for the preparation of the unit.	

Procedure and protocol for the correction of the UE and for submitting data

Each methodology seminar professor is responsible for correcting the TU of his/her students using the rubrics for each section. The data generated should be submitted to the NCATE Office at the end of the academic semester. The scores must be tabulated on the sheet provided by this office when submitted.

To ensure inter-rater reliability, the Accreditation Office will convene a meeting of clinical experience supervisors at the end of each semester to correct, as a group, a sample of the units submitted.

MODEL OF THE TITLE PAGE

UNIVERSITY OF PUERTO RICO AT CAYEY
DEPARTMENT OF PEDAGOGY

DESIGN OF A TEACHING UNIT

NAME OF THE STUDENT: _____

STUDENT NUMBER: _____

ACADEMIC YEAR: _____

SEMESTER: _____

COURSE: _____

DESIGN

TITLE OF THE UNIT

GRADE: _____

SUBJECT AREA: _____

PROFESSOR: _____

STUDENT SIGNATURE _____

SUPERVISOR SIGNATURE _____

Elementary Education Standards and Supporting Explanation

2007

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

