

University of Puerto Rico in Aguadilla  
 Teacher Preparation Program  
 Aggregate 2011-2012

Assessment 3 –Planning  
 Academic Year 2011-2012

N=40

Pre-evaluation			Post evaluation		
Escala	N	%	Escala	N	%
51-46	24	60%	51-46	37	92.5%
45-41	14	35%	45-41	3	7.5%
40-36	2	5%	40-36	0	0%
35 –	0	0%	35 –	0	0%

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

Aggregate 2011-2012

n=40

Competence	Points by Area	Excelling				Proficient				Acceptable				Poor				Not Evidenced			
		1st	%	2nd	%	1st	%	2nd	%	1st	%	2nd	%	1st	%	2nd	%	1st	%	2nd	%
1. Knowledge and mastery of the subject-matter and the effective teaching planning process	56	30	75%	34	85%	7	18%	5	13%	1	3%	0	0%	0	0%	1	3%	2	5%	0	0%
2. Knowledge of the students, their learning process, and comprehension of student diversity	28	38	95%	38	95%	2	5%	1	3%	0	0%	1	3%	0	0%	0	0%	0	0%	0	0%
3. Classroom management	28	34	85%	34	85%	5	13%	3	8%	1	3%	2	5%	0	0%	1	3%	0	0%	0	0%
4. Communication skills	16	26	65%	31	78%	10	25%	9	23%	4	10%	0	0%	0	0%	0	0%	0	0%	0	0%
5. Learning evaluation and assessment	40	36	90%	39	98%	2	5%	1	3%	2	5%	0	0%	0	0%	0	0%	0	0%	0	0%
6. Professional development, ethics, collaboration, relationship with parents and the community	32	36	90%	39	98%	3	8%	1	3%	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%
7. Management of professional documents	28	28	70%	32	80%	11	28%	5	13%	1	3%	3	8%	0	0%	0	0%	0	0%	0	0%

Evidence to support dispositions  
Aggregate

Academic Year 2011 - 2012

N=40

Dispositions	Assessments	Description	Excelling	%	Proficient	%	Acceptable	%	Not acceptable	%
1. Reflective practitioner, transforming professional and lifelong learner	Assess 4: Section VII, #5	Candidate reflects on the teaching and learning processes, writes weekly journals, and makes adjustments to improve the process.	32	80%	7	18%	1	3%		
	Assess 5: Section VII, #2	Candidate identifies assessments, techniques and activities that were successful or not and provides reasons.	33	83%	6	15%	1	3%		
	Assess 5: Section VII, # 5	Candidate presents a professional improvement plan related to the clinical experiences.	33	83%	7	18%				
	Assess 7: # 8	Candidate evaluates procedures and reflects on the process.	37	93%	1	3%	2	5%		
2. Create learning opportunities that have a positive impact on students, the family and community	Assess 4: Section II, #1	Candidate demonstrates sample knowledge of the characteristics of the community, school, students, and classroom that can affect learning.	38	95%	2	5%				
	Assess 4: Section VI, #4	Candidate provides activities to address students' learning styles, multiple intelligences, talents, strengths, and social and cultural differences.	38	95%	2	5%				
	Assess 5: Section I, #1	Candidate maintains an effective relationship with parents and other community members.	35	88%	5	13%				
3. Commitment to help all students learn	Assess 5: Section I, #2	Candidate demonstrates general and specific knowledge of the students' individual differences that can affect their learning process	33	83%	6	15%	1	3%		
	Assess 4: Section V, #3	Candidate addresses individual differences based upon on-going assessment and keeps evidence	35	88%	5	13%				
	Assess 3: #10	Candidate uses adequate strategies and techniques to maintain students engaged and provides for the integration of students.	34	85%	4	10%	2	5%		
	Assess 7: #1	Candidate identifies situations that need modifications and make the necessary adjustments.	36	90%			4	10%		
4. Promotes and demonstrates respect, fairness, justice, inclusiveness, and sensitivity towards all individuals	Assess 4: Section II, #3	Candidate establishes individual goals according to student's interests and abilities.	37	93%	3	8%				
	Assess 5: Section IV, #4	Candidate integrates a variety of instructional resources and activities which contribute significantly to the learning process.	38	95%	2	5%				
	Assess 4: Section III, #6	Candidate uses effective classroom environment techniques that promote dialogue and learning.	33	83%	5	13%	2	5%		





University of Puerto Rico in Aguadilla  
Department of Education and Physical Education

Exit Summary  
Academic year: 2011 – 2012

Compilation of Final Results (summative) of the Unit's Assessment  
Comparison: Cooperating teacher/Clinical practice supervisor  
Aggregate 2011-2012

Cooperating Teacher (final grade)	Practicum Professor (final grade)
N= 49	N=28
98.09%	96.94%