

Observation Instrument for Teaching Practice Improvement

1.1.2

This observation instrument is designed to guide teaching practice observations of teacher candidates by evaluators (university supervisor and cooperating teacher). Each evaluator fills out this form 3 times per semester, once each month of observation. Each evaluation is discussed with the candidate and the candidate signs the evaluation. This instrument serves to monitor the practitioner's performance and guide his or her development providing timely feedback in areas aligned with state professional teaching standards: *Estándares Profesionales de los Maestros de Puerto Rico* of 2008 (EPM-PR), national teaching standards: Interstate Teacher Assessment and Support Consortium of 2013 (*InTASC*) and the Council for the Accreditation of Educator Preparation standards: CAEP 2013. The instrument as a whole is aligned with CAEP standards 1.1, 1.3, 1.4 and 2.3. It was developed in collaboration with cooperating teachers, school directors, and district superintendents using the four InTASC categories: 1) the Learner and Learning, 2) Content Knowledge, 3) Instructional Practice, and 4) Professional Responsibility. This instrument is used for both formative evaluation providing candidates with progressive feedback and for summative evaluation that determines the final grade in the teaching practice course. The scoring for the pre-service teacher's observational evaluation reflects his or her ability to complete the tasks listed in the evaluation rubric.

To make a **summative assessment** of the candidate's performance, please use the descriptions that follow to score his/her performance during the course of what he or she has learned as a teacher.

Level 1: Emerging Score: 1

The teacher candidate relies heavily on ongoing assistance from the cooperating teacher for support and guidance in lesson planning, instruction, and/or classroom management. The candidate may not yet be able to effectively apply what s/he has learned about teaching and may often make inappropriate choices about how and what to teach. The candidate may lack appropriate levels of content area understanding.

Level 2: Developing Score: 2

Performance: The teacher candidate relies on the cooperating teacher for some support, but is moving toward becoming more self-directed and independent in planning instruction, teaching, and classroom management. The candidate demonstrates some ability to apply what s/he has learned about teaching, even though s/he may still make a few inappropriate choices about how and what to teach. The candidate demonstrates a level of content area knowledge appropriate to the classroom context.

Level 3: Competent Score: 3

Performance: This is the competency level considered *good enough* for the teacher candidate to reach by the end of the teaching practice course. The candidate is usually able to teach with minimal input from the cooperating teacher and easily applies what s/he has learned about teaching. Her/his choices about what to teach and how to teach it reflect a solid understanding of effective teaching strategies. The candidate demonstrates a solid command of content area knowledge, and is able to adjust instruction in response to student needs.

Level 4: Exemplary Score: 4

Performance: This is the ideal competence level – expected from a highly effective teacher. The candidate is able to plan and implement effective instruction without assistance from the cooperating teacher. S/he manages classroom schedules and student behavior with relative ease. S/he is able to engage students in learning by integrating a variety of instructional models and teaching strategies into her/his classroom practice. The candidate demonstrates a deep and flexible command of content area knowledge, and is quickly able to adjust instruction in response to student needs.

1. The Learner and Learning: Learner Development				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>1. Designs instruction to address learners' development, individual strengths, prior knowledge, and experience.</p> <p>InTASC 1b, 1i, 2c, 7n EP-DEPR 1.13, 1.14, 3.12 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2c UPRM TPP 3</p>	Creates written lesson plans that do not meet minimal requirements or plans that may fail to address the readiness or background of students.	Creates written lesson plans that may not clearly address the readiness and background of individual students or the class as a whole.	Creates written lesson plans that address the cognitive, linguistic, and affective readiness of student groups.	Creates written lesson plans that differentiate for the cognitive, linguistic, and affective readiness of individual students.
<p>2. Uses resources effectively, including appropriate technology.</p> <p>InTASC 1j, 4g, 5c, 5l, 7k EP-DEPR 4.13, 7.1, 7.13 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 5</p>	Plans instruction that fails to utilize available classroom resources; use of available technology is missing from instruction; student independence in the access and use of resources is not encouraged.	Plans instruction to utilize available classroom texts; uses technology with support; occasionally encourages student independence in the access and use of discipline appropriate resources.	Plans instruction to utilize an array of available resources appropriate for the level and the discipline; regularly encourages student independence in the access and use of resources, including peer tutoring.	Plans instruction to utilize a wide array of available, appropriate resources beyond district-provided materials; encourages student independence in the access and use of resources, including peer tutoring.

1. The Learner and Learning: Learning Environment				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>3. Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation.</p> <p>InTASC 3a, 3f, 3k EP-DEPR 3.20, 4.4 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 3b 3c UPRM TPP 6</p>	Uses verbal and non-verbal interactions that are not positive, respectful, supportive, or motivating. Provides no opportunities for active learning experiences or for students to work in groups. Students are not required to assume responsibility for their own learning.	Uses verbal and non-verbal interactions that may not be positive, respectful and supportive. Provides few opportunities for active learning; provides limited opportunities for students to work together. Uses instructional strategies that rely heavily on external student motivation.	Uses verbal and non-verbal interactions that are generally positive, supportive, and respectful. Provides opportunities active learning group work, and for students to assume responsibility for their own learning.	Uses verbal and non-verbal interactions that are all positive, supportive, and respectful. Provides multiple opportunities for active learning; creates opportunities for students to work in groups and assume responsibility for their own learning. Employs approaches that rely heavily on internal student motivation.

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Note: If the pre-service teacher receives an evaluation of 1 = Emerging, in any criteria, please contact the supervisors as soon as possible.

1. The Learner and Learning: Learning Environment				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>4. Communicates behavioral expectations to learners.</p> <p>InTASC 3k EP-DEPR 4.8, 4.10 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 4a 4b UPRM TPP 9</p>	<p>Provides little or no explanation of behavior expectations to students, or establishes no positive relationship. May express frustration or negatively influence student behavior. Uses little or no eye contact during instruction.</p>	<p>Provides shallow, incomplete, or unclear explanations of acceptable behaviors. Reinforcement of appropriate behavior is inconsistent. Uses some eye contact to engage students.</p>	<p>Clearly communicates behavioral expectations; models and reinforces appropriate behaviors. Uses consistent eye contact to engage students and check for student understanding.</p>	<p>Clearly communicates precise behavioral expectations developed in collaboration with students; consistently models and reinforces appropriate behaviors. Uses eye contact to engage student learning, communicate understanding, and monitor learning.</p>
<p>5. Employs effective management strategies and maintains consistent standards for behavior in the learning environment.</p> <p>InTASC 3.d, 3h, 3k, 3n EP-DEPR 4.2, 4.3, 4.7 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 4a 4b UPRM TPP 9</p>	<p>Demonstrates little understanding of management strategies, whether with individuals, small groups, or the entire class. Behavioral standards are not apparent.</p>	<p>Demonstrates inconsistent use of classroom management strategies; behavioral expectations may not be clearly stated or consistently reinforced.</p>	<p>Demonstrates an appropriate use of multiple management strategies to maintain consistent standards of behavior. Establishes positive rapport with students, using clarity and patience to guide students toward independence and self-control.</p>	<p>Demonstrates a keen awareness of the classroom environment and employs a range of effective behavioral strategies to maintain a high standard of behavior and student self-regulation. Engages in positive interactions with the students, and Integrates behavioral strategies with the learning environment.</p>

2. Content Knowledge				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>6. Creates instructional plans which incorporate critical/creative thinking, problem solving, and collaboration.</p> <p>InTASC 4j, 4n, 4o, 4p, 5m, 5o EP-DEPR 1.11 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 1a, 1b UPRM TPP 1, 4</p>	<p>Does not create instructional plans which incorporate critical/creative thinking, problem solving, or collaboration.</p>	<p>Creates instructional plans which include some minimal integration of critical/ creative thinking, problem solving and student collaboration.</p>	<p>Creates instructional plans which integrate critical/creative thinking, problem solving, and student collaboration but implementation in teaching may be limited.</p>	<p>Creates instructional plans which appropriately integrate critical/creative thinking, problem solving and student collaboration as a means to promote and extend student learning.</p>

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Note: If the pre-service teacher receives an evaluation of 1 = Emerging, in any criteria, please contact the supervisors as soon as possible.

2. Content Knowledge				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>7. Implements instructional plans which incorporate critical/creative thinking, problem solving, and collaboration.</p> <p>InTASC 5a, 5b, 5d, 5f, 8i EP-DEPR 1.11, 3.18, 8.11 CAEP 1.1, 1.3, 1.4, 2.3</p>	Does not implement instructional plans that incorporate critical/creative thinking, problem solving, or collaboration.	Implements instructional plan which includes some minimal integration of critical/ creative thinking, problem solving and student collaboration.	Implements instructional plan which integrates critical/creative thinking, problem solving, and student collaboration but implementation in teaching may be limited.	Implements instructional plan which appropriately integrate critical/creative thinking, problem solving and student collaboration as a means to promote and extend student learning.
<p>8. Creates learning experiences which help build accurate conceptual understanding, content knowledge, and academic language.</p> <p>InTASC 4a, 4l, 4k, 4n, 8e EP-DEPR 1.14, 3.17, 3.21, 8.7 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 1a, 1b, 1c UPRM TPP 1, 4</p>	Creates learning experiences which do not guide students through a logical learning progression, build on prior knowledge, or make connections.	Creates learning experiences which provide only minimal guidance through a logical learning progression.	Creates learning experiences which guide students through logical learning progressions, causes them to reflect on prior knowledge, and helps students make connections between prior experience and content.	Creates learning experiences which provide students with multiple representations, guidance through learning progression, and recognition of common misconceptions. Lesson implementation stimulates reflection of prior knowledge, builds connections between prior experiences and content and helps students master the academic language of the content area.
<p>9. Implements learning experiences which help build accurate conceptual understanding, content knowledge, and academic language.</p> <p>InTASC 4a, 4b, 4c, 4d, 4h, 8e EP-DEPR 1.14, 3.17, 3.21, 8.7 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 1a, 1b, 1c UPRM TPP 1, 4</p>	Implements learning experiences which do not guide students through a logical learning progression, build on prior knowledge, or make connections.	Implements learning experiences which provide only minimal guidance through a logical learning progression.	Implements learning experiences which guide students through logical learning progressions, causes them to reflect on prior knowledge, and helps students make connections between prior experience and content.	Implements learning experiences which provide students with multiple representations, guidance through learning progression, and recognition of common misconceptions. Lesson implementation stimulates reflection of prior knowledge, builds connections between prior experiences and content and helps students master the academic language of the content area.

3. Instructional Practice				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>10. Aligns instructional procedures and assessments with identified learning objectives.</p> <p>InTASC 1a, 6b, 6r, 7a EP-DEPR 3.1, 3.19 CAEP 1.1, 1.3, 2.3 ISTE 2a UPRM TPP 2</p>	<p>Designs lesson activities and assessments that do not align in a meaningful way either with each other or with the identified learning objectives for the lessons.</p>	<p>Designs lesson activities and assessments that closely align with each other and support learning for the identified objectives for the lessons.</p>	<p>Designs and implements lessons that include step-by-step descriptions of procedures that are built around state curriculum goals.</p>	<p>Articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.</p>
<p>11. Designs sequential instruction which support learners in meeting curriculum goals, standards and grade level expectations.</p> <p>InTASC 1b, 4n, 6b, 7c, 7g EP-DEPR 1.3, 1.15 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	<p>Designs sequential instruction in which the procedures do not build towards understanding of state curriculum goals.</p>	<p>Designs disorganized sequential instruction that is only loosely connected to state curriculum goals.</p>	<p>Designs sequential instruction that includes step-by-step descriptions of procedures that are built around state curriculum goals.</p>	<p>Designs sequential instruction which articulate curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.</p>
<p>12. Implements sequential instruction that supports learners in meeting curriculum goals, standards and grade level expectations.</p> <p>InTASC 4a, 7c, 7g EP-DEPR 1.3, 1.15 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	<p>Implements sequential instruction in which the procedures do not build towards understanding of state curriculum goals.</p>	<p>Implements disorganized sequential instruction that is only loosely connected to state curriculum goals.</p>	<p>Implements sequential instruction that includes step-by-step descriptions of procedures that are built around state curriculum goals.</p>	<p>Implements sequential instruction which articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.</p>

3. Instructional Practice				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>13. Develops and uses learning experiences that support literacy (reading, writing, speaking, listening).</p> <p>InTASC 7l, 8h, 8m, 8q EP-DEPR 8.6, 8.7 CAEP 1.1, 1.3, 1.4, 2.3</p>	<p>Uses few supportive learning experiences to develop disciplinary literacy, with little consideration of the needs of students in this area.</p>	<p>Uses multiple learning experiences to support disciplinary literacy; may attempt to assist students in this content area.</p>	<p>Uses appropriate instructional strategies and resources to support the development of class and individual students' disciplinary vocabulary and literacy skills.</p>	<p>Uses instructional strategies and resources to appropriately sequence, present, model, monitor and adjust learning experiences that provide multiple opportunities for students to build and demonstrate the range of their skills and disciplinary reasoning.</p>
<p>14. Uses a variety of appropriate instructional strategies to meet the needs of all learners.</p> <p>InTASC 2g, 2.l, 7b, 8a, 8k, 8l EP-DEPR 2.12, 3.3, 3.7, 5.15, 5.17, 5.18 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	<p>Uses a limited range of instructional models and strategies with little attention to whether these are appropriate or helpful in conveying content or addressing student needs.</p>	<p>May attempt to use a range of instructional models and strategies, but may fail to address subject matter content essential to student learning.</p>	<p>Uses instructional models, strategies and resources that support student learning and meet subject matter requirements.</p>	<p>Uses multiple instructional models, strategies and resources to support and expand student learning. Appropriate and resourceful adaptations are made to communicate content requirements and address students' diverse learning needs.</p>
<p>15. Provides clear, accurate lessons.</p> <p>InTASC 8i EP-DEPR 3.14, 3.17, 3.18, 8.11, 8.13 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	<p>Implements instruction that is difficult to understand or lacks clear and/or accurate information. Provides few or no demonstrations, modeling, prompts, questions, retelling, and/or "think aloud" strategies.</p>	<p>Implements instruction that is clear but not always accurate, or instruction is accurate but not always clear. Age-appropriate words are inconsistently used; demonstrations are not always complete and/or lack appropriate sequencing. Prompts, questions, retelling and/or "think aloud" are minimal.</p>	<p>Implements instruction that is described in clear words everyone can understand, is described accurately and is well organized. Instruction may or may not use appropriate demonstrations, prompts, questions, retelling, and/or "think aloud" to support and scaffold learning outcomes appropriate for the age and discipline.</p>	<p>Implements instruction that is described in clear words everyone can understand, is described accurately and is well organized. Instruction uses appropriate demonstrations, prompts, questions, retelling, and/or "think aloud" to support and scaffold learning outcomes for individual disciplinary progress. Request for clarification is routinely embedded.</p>

3. Instructional Practice				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>16. Provides instruction that makes connections to learners' prior knowledge and experiences.</p> <p>InTASC 1f, 2c, 2j, 3.f, 4d, 4e, 4k, 4m EP-DEPR 3.4, 3.15, 5.14 CAEP 1.1, 1.3, 1.4, 2.3</p>	Does not help students make connections to their prior knowledge or experience.	Attempts to use content knowledge to activate students' prior knowledge or help them make connections to their previous experience, but not effectively.	Uses background knowledge in the content to help students make connections to their prior knowledge or experience.	Uses understanding of content to evaluate students' background knowledge and/or misconceptions; considers curriculum goals and the students' needs in selecting appropriate tasks; scaffolds instruction according to students' needs, and links content knowledge to students' background knowledge and experience.
<p>17. Engages learners through inquiry methods.</p> <p>InTASC 4c, 4j, 5m, 8i, 8j EP-DEPR 1.10, 8.13 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	Relies heavily on direct instruction strategies only; does not attempt to engage students in inquiry processes	Attempts to use inquiry methods and strategies, but fails to fully engage students in the inquiry process.	Plans and models inquiry methods and strategies that engage students in the inquiry process.	Plans for and uses multiple inquiry strategies to engage, support, and expand student learning with the inquiry process.
<p>18. Engages learners in applying content knowledge to real world problems.</p> <p>InTASC 5a, 5b, 5d, 5q, 7h, 8l EP-DEPR 1.9, 1.16, 3.18 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	Designs learning activities with no attempt to connect instructional content to relevant real world problems or student needs, and makes no attempt to engage students in applying skills to real world contexts.	Makes a conscious effort to incorporate instructional content that is applicable to real world problems and addresses student needs, and helps students make connections to these problems.	Pays little attention to whether instructional content is applicable to real world problems and student needs, or fails to engage students in making those applications.	Incorporates instructional content that is relevant and applicable to real world problems, and ensures students have opportunities to suggest and attempt real world applications as well as apply skills in real world contexts.

3. Instructional Practice				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>19. Models critical/creative thinking, problem solving skills, and collaboration.</p> <p>InTASC 3a, 3o, 3q, 4b, 5f, 5m, 5o, 8f EP-DEPR 1.11, 2.12, 3.17 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2a UPRM TPP 2</p>	Targets lower order thinking skills only; models an authoritarian approach to problem solving.	Models thinking skills in classroom activities, but at a lower level; recall thinking is generally targeted; problem solving involves little collaborative activity.	Models critical and creative thinking skills through the use of probing questioning and collaborative problem solving in the classroom.	Models high levels of critical and creative thinking through provocative questioning and collaborative problem solving and negotiation with students and colleagues.
<p>20. Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways.</p> <p>InTASC 1a, 6a, 6b, 6g, 6k, 6l, 7d, 7i EP-DEPR 6.7, 6.8, 6.15, 6.17 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2d UPRM TPP 7</p>	Fails to monitor student progress toward learning objectives; does not provide opportunities for students to demonstrate understanding in diverse ways.	Provides pre-assessment, formative, and summative assessments that are not always aligned with learning objectives; offers some diversity in assessment opportunities.	Uses constant, but repetitive, pre-assessment, formative, and summative assessments to monitor progress toward learning objectives and adapt instruction; uses a variety of assessment tools.	Uses constant and varied pre-assessment, formative, and summative assessments to monitor student progress toward learning objectives and to guide instruction; differentiates assessment opportunities to address students' needs and strengths.
<p>21. Provides opportunities for students to monitor their own learning.</p> <p>InTASC 6d, 6f, 6m, 6s, 8e, 10d EP-DEPR 6.10 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 2d UPRM TPP 7</p>	Is ambiguous about expectations for tasks. Student assignments allow little room for revision and improvement.	States expectations for tasks. Students are given projects that allow for revision and improvement, but are not guided in how to revise and improve work.	Communicates clear expectations for tasks; models examples of quality work. Gives feedback about how students may revise and improve their work and encourages self-evaluation.	Clearly explains and models examples of quality work while communicating expectations for tasks; demonstrates how to monitor and improve learning. Students are required to self-evaluate and to set goals based on assessment results.

3. Instructional Practice				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>22. Adapts instruction according to assessment of learning and provides feedback to students</p> <p>InTASC 1a, 7d, 7l, 7q, 8b, 8s EP-DEPR 4.9, 6.17 CAEP 1.1, 1.3, 1.4, 2.3</p>	Does not attempt to use assessment data to inform instruction; provides little or no feedback to students.	Collects assessment data but makes minimal effort to use such data in future planning; provides feedback that is ineffective in leading students toward quality work.	Uses assessment data to guide planning, but may not consider individual students' needs; provides specific and timely feedback.	Effectively uses assessment data to guide planning by identifying each student's learning needs and developing differentiated learning experiences; provides timely, effective, and descriptive feedback to guide students towards quality work.

4. Professional Responsibility (evaluated by observation and interview)				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>23. Uses feedback from professionals and assessments of student learning to evaluate and improve his/her teaching practice.</p> <p>InTASC 9c, 9l, 10b EP-DEPR 4.9, 6.14, 10.1, 11.1, 11.8, 11.19 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 5a, 5b, 5c, 5d UPRM TPP 10</p>	Does not seek, discuss, or implement relevant feedback and advice from professional sources (cooperating teacher, content area colleagues, university professors and supervisors) to improve practice.	Does not seek, discuss, or implement relevant professional feedback on improving instructional practice unless directed to do so.	Seeks, discusses, and implements relevant feedback and advice from a variety of professional sources to improve instructional practice.	Demonstrates self-direction in consistently seeking, discussing, and implementing relevant feedback and advice from a variety of professional sources to improve instructional practice.
<p>24. Self-evaluates the effects of his/her choices and actions on others.</p> <p>InTASC 9a, 9g, 9k EP-DEPR 11.6, 11.7, 11.8, 11.9 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 5a, 5b, 5c, 5d UPRM TPP 10</p>	Provides no evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides little evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides substantial evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.

4. Professional Responsibility (evaluated by observation and interview)				
Level of performance The candidate:	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Exemplary)
<p>25. Advocates, models, and teaches safe, legal, and ethical behavior including the use of information and technology</p> <p>InTASC 3g, 3m, 3n, 9f, 9j, 9o EP-DEPR 10.4, 10.8, 10.13 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 4a, 4b, 5a, 5b, 5c, 5d UPRM TPP 10</p>	<p>Demonstrates inappropriate legal and ethical behavior; struggles to understand, advocate, teach or model appropriate behaviors. Demonstrates little recognition of the legal use of technological resources; may make illegal copies of software or fails to reference materials correctly.</p>	<p>Does not clearly model legal and ethical behavior in the classroom; does not consistently understand, advocate, or teach appropriate behaviors. Does not correctly implement the legal use of technological resources.</p>	<p>Addresses safe, legal and ethical behavior and advocates, teaches, and models such behaviors in the classroom. Is knowledgeable about technology resources and the legal use of these resources.</p>	<p>Models behavior that is above reproach in safe, legal, and ethical aspects; understands, advocates, and teaches such behaviors in the classroom. Emphasizes the appropriate use of technology resources according to law.</p>
<p>26. Collaborates with others to reflect on, plan, and improve instruction</p> <p>InTASC 7a, 7e, 7m, 7o, 9c, 9d, 10b EP-DEPR 3.10, 3.11, 6.18, 9.16 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 4a, 4b, 5a, 5b, 5c, 5d UPRM TPP 10</p>	<p>Does not interact with colleagues, or does not seek out opportunities to share, support and assist others. Does not use feedback from others to improve instruction.</p>	<p>Works with others only when directed to do so, and is supportive of others on a minimal level. May accept ideas and feedback from colleagues to improve practice.</p>	<p>Collaborates with colleagues and peers is willing to work to create a positive learning atmosphere. Accepts and uses input from others to improve instruction.</p>	<p>Actively and regularly collaborates with colleagues (cooperative teacher in practice) and peers (in the seminar), helping to create a positive, progressive, and professional learning environment. Demonstrates respect and appreciation for others' contributions, and incorporates suggestions into instructional practice.</p>
<p>27. Collects and evaluates evidence to measure student learning.</p> <p>InTASC 1a, 6a, 6c, 6o, 6t EP-DEPR 6.13, 6.14, 6.15 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 4a, 4b, 5a, 5b, 5c, 5d UPRM TPP 10</p>	<p>Does not collect evidence of learning or uses only minimal measures of student recall to evaluate student learning.</p>	<p>Uses inconsistent procedures to collect and interpret evidence of student learning; relies chiefly on measures of simple recall to assess learning.</p>	<p>Establishes a procedure for collecting evidence of student learning; uses multiple measures to evaluate student understanding.</p>	<p>Establishes a procedure for consistent evaluation of multiple and varied measures of student learning; reflects on evidence collected as measures of student understanding.</p>

4. Professional Responsibility (evaluated by observation and interview)				
Level of performance The candidate:	Level of performance The candidate:			
<p>28. Projects a professional, responsible and ethical image in their behavior, clothing, documents and participation in PPMES and practice center activities.</p> <p>InTASC 9o, 10f, 10s EP-DEPR 3.8, 9.9, 11.14 CAEP 1.1, 1.3, 1.4, 2.3 ISTE 4a, 4b, 5a, 5b, 5c, 5d UPRM TPP 10</p>	<p><i>28. Projects a professional, responsible and ethical image in their behavior, clothing, documents and participation in PPMES and practice center activities.</i></p>	<p><i>28. Projects a professional, responsible and ethical image in their behavior, clothing, documents and participation in PPMES and practice center activities.</i></p>	<p><i>28. Projects a professional, responsible and ethical image in their behavior, clothing, documents and participation in PPMES and practice center activities.</i></p>	<p><i>28. Projects a professional, responsible and ethical image in their behavior, clothing, documents and participation in PPMES and practice center activities.</i></p>