Conceptual Framework
Elementary Education Program

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INTRODUCTION: The Institution and the Program

THE INSTITUTION

The University of Puerto Rico at Utuado is one of the eleven autonomous units of the multicampus university system known as the University of Puerto Rico (UPR). The UPR in Utuado was initially founded on December 1, 1978 through Joint Resolution No. 9 of the Legislative Assembly of the Commonwealth of Puerto Rico and through Certification No. 86 (1978-79) of the Council of Higher Education. The university's authorized academic program was identified in the Council's Certification 25 (1978-79). The university began its academic operations in August of 1979, an enrollment of 195 students and reached the number of 419 students during its second year (1980-81).

In 1999, through Certification No. 077 of the Board of Trustees, the university obtained its autonomy, and the positions of Deans, Directors, as well as the deliberative bodies of Administrative Board and Academic Senate, were established. The university acquired its current official name in 2000. The UPR at Utuado offers 14 primary academic programs leading to associate or bachelor degrees, employs a faculty of approximately 106 professors, enrolls around 1,500 students, has modern and expanding facilities, recognized research and education projects, and an overall budget of approximately 14,000,000 dollars.

THE ELEMENTARY EDUCATION PROGRAM

The University of Puerto Rico at Utuado offers one degree program in professional education. The implementation of the bachelors’ degree program in elementary education in the UPRU began in 1997. The program currently has 113 students enrolled. The faculty of the program consists of 9 professors. Six are full-time, including two professors of other programs who are full-time in the institution, but part-time in the unit. Three are part-time. The unit does not offer any on-line or programs in other sites.

The Elementary Education Program at UPR – Utuado is designed with eight competencies organized in knowledge, skills, and dispositions integrating practical and theoretical knowledge in university, school, and community settings. Teacher candidates participate in field experiences and practicum in their teacher education program. These are organized to provide an integrated learning experience in order for candidates to grow and develop as professionals.

The teacher education graduates work in public and private schools within and outside of Puerto Rico. In their performance, they demonstrate the necessary
qualifications to integrate theory and practice and to face the demands of a constantly transforming education system as competent effective elementary teachers.

The conceptual framework of the UPRU Elementary Education Program is articulated with the vision shared by the community of the University of Puerto Rico at Utuado. It is consistent with the vision and mission of the institution and is aligned rigorously with existing institutional, state and professional standards.

**VISION AND MISSION**

**VISION OF THE UNIVERSITY OF PUERTO RICO AT UTUADO**

“The University of Puerto Rico at Utuado will be the first option among other higher education institutions of the central/mountainous region of Puerto Rico. It will be a postsecondary institution at the forefront in the promotion of academic, cultural and economic development, committed to sustainability and environmental conservation.”

[www.uprutuado.edu](http://www.uprutuado.edu)

**MISSION OF THE UNIVERSITY OF PUERTO RICO AT UTUADO**

The University of Puerto Rico at Utuado will:

1. Offer a relevant and quality postsecondary education at the undergraduate level, especially, but not limited to, the rural area of Utuado and surrounding municipalities.

2. Meet all the agricultural, economic, and socio-cultural needs of the region by offering academic preparations in the areas of Agricultural Technology, Educational and Administrative professions.

3. Form graduates intellectually and morally prepared, who are motivated with university level skills, attitudes and habits, as well as committed to sustainability and the conservation of the environment.
4. Contribute to the improvement of the population which it serves by offering a variety of updated programs and academic experiences focused on research and on artistic and literary creation.

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VISION OF THE ELEMENTARY EDUCATION PROGRAM OF THE UPR - UTUADO

Congruent with the vision of the UPRU, the Elementary Education Teaching Education Program aims to prepare highly qualified elementary teachers with a strong commitment to reflective practice, intertwining theory into practice as agents of change.

MISSION OF THE ELEMENTARY EDUCATION PROGRAM OF THE UPR - UTUADO

The mission of the Elementary Education Program at the UPRU, is to prepare, through a quality educational and professional atmosphere, teachers for grades K through 6 with the knowledge, skills, and dispositions to face the social, cultural and academic challenges. A reflective practitioner with the ability to link theory and practice, design and implement instruction connecting across curriculum, knowledgeable of assessment strategies, and technology. A teacher candidate who promotes commitment with society and demonstrates awareness and sensitivity to a culturally diverse population and social context as an agent of change.

PHILOSOPHY, PURPOSE, AND GOALS OF THE PROGRAM

PHILOSOPHICAL BASES

The vision, mission, and competencies of the teacher candidate of the Elementary Education Program UPR - Utuado has as a philosophical base the theories reconstruccionism and pragmatism, whose principal exponents are Paulo Freire, John Dewey, William James and Carl Rodgers (2002).
In the learning process, the institution sets out to awake the conscience of developing the teacher candidates, as leaders, in relation to education and social necessities, in order to develop responsible, alert, and socially responsible candidates. The teacher candidate should be an agent of change who promotes social reconstruction, improves human coexistence, and guarantees democracy. Learning is geared toward methods of experimentation, research, planning, assessment, and participation.

The University of Puerto Rico at Utuado’s is grounded on a reconstructionist, pragmatic, and constructivism perspective (Paulo Freire, John Dewey, William James, and Carl Rodgers, 2002). The Elementary Education Program model for teacher education is structured around theoretical constructs and practice, aimed at cultivating and promoting a practitioner who is a reflective practitioner and an agent of change (Schön, 1983, 1987, 1993). Qualified teacher candidates are developed to evolve in any educational scenario, while attending to cultural, social, and educational diversity.

To this respect, Paulo Freire from his reconstructionist philosophy sustains that “education” is to arrive to be critically conscious of personal reality, in such a way that is managed to act effectively on it and on the world. Its aim to know the world is sufficient to be able to face it with efficiency. For that reason, the teacher candidate should be an agent of change and who promotes social reconstruction, improves human coexistence and attends diversity. The philosophical base of pragmatic education visualizes knowledge as a process of progression and reconstruction in which the reality of the individual is constantly changing. This philosophic doctrine sustains that the truth is understood through practical consequences and real experiences. In accordance with the tone of the Cognitive Theory of Jean Piaget, we concentrate on the world that we live in and try to explain reality through experiences and experimentation. To consider these philosophies, it’s important to develop and realize the concepts, skills, and general abilities of academic aptitude that promote the dominion of creativity and knowledge. Respecting diversity and using strategies of effective communication and social commitment.

The philosophical postulates are beliefs which serve as a basis to facilitate the understanding about the world and are influenced by experiences, and the cultural and social environment. Based on these postulates, the Elementary Education Program at UPR - Utuado place the teacher candidate as a reflective practitioner and an agent of change. The program is designed to facilitate a reflective and spiraling process, as candidates integrate practical and theoretical knowledge in university, school, and community settings (Knowles & Cole, 1996). Providing the teacher candidates with multiple interactions in diverse scenarios, which allow significant experiences that enable him/her to reconstruct his/her social environment.
The pedagogical and professional knowledge, ethical and value-based development, practical experiences, general education, and content/subject matter knowledge specialization are interrelated. This approach is in agreement with the propositions of many educational philosophers. Cross & Rigden (2002), Mewborn (2001), Shulman (1986), Grossman (1990), and Wise & Leibbrand (2000), sustain that almost the whole world agrees in affirming that a teacher highly qualified must be an effective reflective practitioner that should adequately dominate three types of knowledge: content of general education knowledge, content of subject matter specialization, and pedagogical and professional content.

**PURPOSE**

The purpose of the Elementary Education Program of the UPRU is to prepare highly qualified K through 6 teachers, who are reflective practitioners and agents of change. The program provides general education, education foundation, and methodology courses, intertwining clinical experience and practice.

**GOALS**

The major goals of the UPRU Elementary Education Program development and academic pursuits are:

1. To create developmentally appropriate curricula that reflects sound theory and promotes reflective practice.

2. To develop teacher candidates with ethical awareness and commitment to the community, as agents of change.

3. To develop highly qualified teacher candidates with knowledge, skills, and dispositions of subject content, human development, pedagogical and professional teaching methodology, research, technology, and assessment strategies.

4. To develop a qualified and diverse elementary education faculty active in teaching, research, and service.
5. To foster relationships with school members and collaborative partnerships with school communities and others organizations to support student learning.

6. To implement a continued assessment system to improve the quality of the candidate’s learning experience and the program.

7. To prepare teacher candidates that integrates technology in the teaching learning process.

8. To develop a teacher candidate that promotes a learning environment that embraces elements of diversity and multicultural perspectives.

**KNOWLEDGE BASE**

The following elements serve as guideposts to prepare competent effective elementary teachers with the knowledge, skills, and dispositions to be both, a reflective practitioner and an agent of change.

*The Reflective Practitioner*

The Elementary Education Program curricula and its collaborative environment seek to communicate an understanding of the learning process as a fluid, complex, and creative dialogical act (Freire, 1970; Vygotsky, 1978; Goodman 1984; Gardner, 1985). An educational philosophy then, has been adopted which stresses the value of learning through meaningful activity (Dewey, 1938) within a community of educators.

Reflective practice is encouraged throughout the program. Candidates reflect on theory and practice in relation to their own experiences through activities such as autobiographies of schooling, reflective journals, discussion groups, and professional development portfolios. The emphasis is in active learning. For example, rather than simply discussing ways to integrate art into the curriculum, the program provides opportunities for candidates to develop skills as writers and artists (Hillocks, 1995). Rather than "celebrating diversity," the program facilitates opportunities for candidates to engage diversity through meaningful fieldwork or community service in diverse local settings.

The concept of theoretical and practical teacher has had ample diffusion through the thinking of Donald A. Schön (1983, 1987, 1993), which, based on that of philosopher and educator Dewey and on his theory about the epistemology of practice, has given a place to the configuration of a new model of the teaching professional. A professional, at his finest, is capable of generating valid
knowledge in his practice and to look for strategies and resources to improve it, with a positive attitude toward the personal and professional developing while attending to diversity. Stenhouse (1975) raises the notion that the teacher should participate in the research process and, in this way, it is explained that theory is not created separately of practice, but that it constitutes an indispensable dimension of practice.

The Elementary Education Program focus on reflective practice is directly related to our advocacy for the maintenance of teaching as a profession. In order for teachers to make sound decisions they must keep current in professional and disciplinary knowledge. Effective teachers seek knowledge of their students as individual persons, how they learn and grow, including an understanding of various disabilities and diverse learning styles. They cultivate knowledge of pedagogical method, curriculum development and planning strategies, multiple ways of assessing student learning and growth, human relations, technology use in the classroom, understanding of an adaptation to cultural diversity and individual disability (Darling-Hammond, 1996; Richardson, V., 1996; Shulman, L. S., 1987). The professional educator constantly seeks new knowledge relevant to their practice and disciplines (Henderson, 1992).

Knowledge alone, however, does not assure insight. Effective professionals cultivate insight and refine practice through reflection-in-action (Danielson, 1996; Schön, 1987). Professional practice seldom escapes situations of uncertainty, instability, uniqueness, often complicated by competing values and conflict. Master teachers closely observe the ways in which such complexity plays out, all the while examining unquestioned assumptions and refining theoretical constructs. Teaching from this stance requires thoughtful analysis along with deep understanding of divergent fields, including the discipline being taught, psychological or developmental issues of the individual student, as well as social contexts (Jackson, 1986; Schön, 1987; Shulman, 1987). Pinar and Grumet (1976) assert that teaching requires a synthesis of philosophy, psychology, and the imagination. Educators who cultivate the imagination and seek self-knowledge are the most likely to engage complexity and form nuanced perspectives on individual learning and interpersonal dynamics.

The UPRU Elementary Education Program believes that the best teachers act as models of self-reflection and praxis (Freire, 1970; Greene, 1978; Palmer, 1998; Sloan, 1983). Reflective teachers are attuned to their students’ as well as their own emotional academic and social needs (Noddings, 1984; Palmer, 1998; Silin, 1995). We accept the position of Schön (1987) that the ideal preparation is one that produces a professional who is able to “reflect-in-action.” A professional who has specific knowledge, is able to learn in context, and problem solve throughout a career. Also understand that a deep and confident understanding of disciplinary subject matter is vital.
Subject matter knowledge must be accompanied by pedagogical content knowledge so that individuals will have an understanding of how to interpret, communicate, and construct such knowledge so as to promote student learning (Shulman, 1987; and Cohen, McLaughlin, and Talbert, 1993). The value of this long-standing commitment to intellectualism by our faculty is confirmed by recent research conducted by Goldhaber and Brewer (1999), Fetler (1999), and Monk (1994) that validated the need for intellectual rigor in subject matter. The research findings of Wenglinsky (2000) reveal the need for similar intellectual rigor in professional studies in education.

Reflection is a key component of effective teaching and is a means for a teacher’s growth throughout the teaching profession. The significance of reflection in the teaching profession is well documented in John Dewey's (1933 & 1965) works and recent studies in teacher education (Clift, Houston, & Pugach, 1990; Collier, 1999; Schön, 1983 & 1987; Taylor & Valli, 1992). According to Dewey (1965), reflective thinking is a powerful tool for professional growth. He argues that educators should learn strategies to think about their teaching so that they can more effectively engage learners in the learning process. He believes that this kind of thinking about one’s own teaching will lead to continuous improvement in both teaching and learning. As Dewey (1933) stresses the importance of reflective thinking skills, he suggests that teacher educators should include the development of reflective thinking in educational objectives.

According to Irwin (1987), a reflective educator is one who makes teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are made and the technical, educational, and ethical consequences of those decisions. These decisions are made before, during and after teaching actions. Schön (1983) further proposes “reflection in action.” This kind of reflection is grounded in Dewey’s philosophy of learning by doing. Schön believes that teachers will develop the ability for continued learning throughout the professional’s career if they engage in reflection in action.

To help teacher candidates understand the interrelationship between reflection and professional growth and to encourage reflective practice, the UPRU Elementary Education Program provides a supportive environment where candidates are given developmentally appropriate opportunities to reflect on their field observation experience, and their professional and pedagogical growth. They are encouraged to continuously use a variety of strategies for reflection to inform instruction as well as to promote teaching and learning. A program assessment task is also created for the evaluation of the performance of candidates’ reflective practice throughout their learning experience.

**The Agent of change**

Education is the permanent process that looks for development in all virtues of being and society. Education is always related to the human and societal project...
actively in process of social construction. This implies that education has to respond to the array of institutional, state, and professional standards, national situations, student experiences, contemporaneous perspectives, and trends. Education as a creative force has to challenge the students to be the constructors of their own learning. The program contends that education is a social act, always enmeshed within the ethical and the political. The society is constitutionally a liberal democracy, and possesses a general cultural self-identity that identifies society (Dahl, 2000; Fukuyma, 1992; Gutmann, 1999).

It is also commonly understood that there exists an intimate relationship between education and society, between how the next generation is educated and the future of society as well as how social forces shape the limits and possibilities of that education (Gutmann, 1999; Nussbaum, 1996). Embracing this tradition, the program seek to cultivate teachers who are aware of their responsibility for the promotion of a democratic and just society (Dewey, 1916, 1927; Freire, 1993; Greene, 1978; Gutmann, 1999). Given the phenomena of globalization and cultural diversity, in today's world educators also need a deep and wide understanding of other cultures and the nature of the emerging transnational, global society, as well as their relationship to the natural environment (Boulding, 1988; Glover, 2000; Nussbaum, 1997; Reardon, 1988).

Educators cannot attempt to understand their profession outside of historical, political, and economic contexts. Professional judgment must be informed by a critical understanding of the school and society relationship (Tozer, 1993), including the ways in which hierarchies of race, class, and gender may be reproduced in schools (Nussbaum, 1999; Watney, 1991). The teacher is a living representation of humanity and the world (Buber, 1965). Socially responsible individuals care for and about others, use ethical standards to make judgments, are open to viewpoints of others, are altruistic, politically conscious, informed and involved, act with integrity, and are concerned for the community as a whole (Berman, 1997). It's important that candidates reflect from social practice to recover popular knowledge, and the pedagogical debate in the course of a transforming social practice.

The works of cognitive psychologists of the 20th century like Jean Piaget (1952, 1966), and Vygotsky (1978) focused on human thought processes, but they also provide valuable insights into how learning occurs and how it could be most effectively promoted. Perhaps even more importantly, they highlight the critical role of the teacher in the learning process. Cognitive theory views the human mind as a dynamic set of cognitive structures through which we make sense of what we perceive in our experiences. Piaget (1966), for example, observed children learn through play and suggested that learning occurs when individuals interact with objects (material things, concepts or relationships) in their environment and construct knowledge and meaning in their heads.
Because the view of knowledge as constructed, both in the sense of individual cognitive development and in the sense of social community development of shared understanding (Britzman, 2003; Cobb, 1994), teacher candidates must be provided with opportunities for making sense of their experiences. This suggests the need for an inquiry-oriented approach to teacher education where teaching is made problematic and teacher candidate of teaching engage in reflection to develop their understandings of teaching and learning to apply theories into practices (Giroux, 1988; Kincheloe, 2001; Villaverde & Pinar, 1999).

This interpretation of how people learn (constructivism) and the research it generated has led to a greater understanding of the social nature of learning and the belief that learners construct their own understanding of the topics they study (Eggen & Kauchak, 1996). Constructivist theory emphasizes the importance of the learner's initiative in the educational process. Constructivists believe that people’s understanding of any concept depends entirely on their mental construction of that concept that is their experience in deriving that concept for themselves. The role of the teacher shifts from that of provider of information to one of facilitator, who asks questions, suggests resources, and learns alongside the students (Tyne, D. & Ingram A., 2001).

To this respect, Paulo Freire from his reconstructionist philosophy sustains that “education” is to arrive to be critically conscious of personal reality, in such a way that is managed to act effectively on it and on the world. Its aim to know the world is sufficient to be able to face it with efficiency. For that reason, the teacher candidate should be an agent of change and who promotes social reconstruction, improves human coexistence and attends diversity. The philosophical base of pragmatic education visualizes knowledge as a process of progression and reconstruction in which the reality of the individual is constantly changing. This philosophic doctrine sustains that the truth is understood through practical consequences and real experiences. In accordance with the tone of the Cognitive Theory of Jean Piaget, we concentrate on the world that we live in and try to explain reality through experiences and experimentation. To consider these philosophies, it’s important to develop and realize the concepts, skills, and general abilities of academic aptitude that promote the dominion of creativity and knowledge. Respecting diversity and using strategies of effective communication the teacher candidate will be an agent of change.
COMPETENCIES OF THE UPRU TEACHER CANDIDATE

The Conceptual Framework Model

The Figure 1 shows the **structural base** is anchored in both society and educational standards. On one hand, a teacher candidate is sought who understands the challenges that he/she faces and possesses the knowledge, skills, and dispositions to contribute to changing social reality. On the other hand, the standards are the parameters that guide us to the formation of teacher candidates to professional demands. This **first component**, shown at the base of the diagram, represents the assumption that prospective candidates bring to the university a **prior context** consisting of society influences. This assumption is consistent with the constructivist view of learning in which learners become “actively engaged in constructing meaning” by bringing their own “prior knowledge to bear on new situations” and “adapting those new knowledge structures” (Steffe and Gale, 1995). Constructivists see new learning as interpreted within the context of prior experience and understanding, not “as isolated information that is later related to existing knowledge” (Eggen and Kauchak, 2003). What the aspiring teacher candidates bring with them to the university serves as the foundation for knowledge construction, for the learning that takes place in the university’s and the college’s educational programs (the second component of the model).

The **second component** of the model, illustrated in the full large inner figure of the diagram, represents the setting in which the college provides the education and training of prospective teachers and other professional educators. This setting is the **interactive context**. What the candidates bring to the university and what exists at the university are useful in providing the context in which interaction takes place (Tomlinson, 1995). This context encompasses the general areas in which the development of competence is necessary for informed and effective decision making. These areas are knowledge and ability, application through experience, and professional values and dispositions. This component provides opportunities for the candidates to weave new learning into their existing knowledge base and thereby to broaden and deepen their understanding and experience.

*In the interactive context, the candidates become solidly grounded in the knowledge, skills, and dispositions necessary for becoming a reflective practitioner and an agent of change.* Shulman (1987) has identified distinct categories of knowledge essential for the effectiveness of a professional educator. This, in consideration with the opinion of the philosophers (Cross & Rigden, 2002; Mewborn, 2001; Shulman, 1986; Grossman, 1990; and Wise & Leibbrand, 2000), who sustain that although almost the whole world agrees in affirming that a teacher of quality should adequately dominate three types of knowledge: content of general knowledge, content of specialization, and
professional content, to be an effective theoretical and practical teacher. These include general education, professional knowledge, knowledge of teaching, and content knowledge, integration of theory and practice, and integration of ethical and values awareness. These categories are represented in the following domains of the **knowledge base** required in the unit’s professional preparation programs:

- General education skills and knowledge (the core curriculum requirements)
- Subject content knowledge (knowledge of subject matter and of the structure of the teaching discipline)
- Pedagogical content knowledge (knowledge of how to translate the subject content into understandable forms)
- Knowledge of teaching and learning and of the principles of effective practice (knowledge of learning development, human exceptionalities, instructional technologies, motivational strategies, management techniques, and assessment techniques)
- Ethical and values awareness includes the knowledge of professional values and dispositions (knowledge and practice of the law, professional codes of conduct, ethics, and personal and professional values)

Field experiences and clinical practice provide controlled opportunities for teacher candidates to gain practice in integrating these dimensions of their knowledge base into effective decision making as they create and implement meaningful learning experiences designed for all students. It is here that theory and practical application are blended, and teacher candidates are able to strengthen their confidence and sharpen their expertise as emerging professionals. Emphases on diversity, on professional values and dispositions, and on the uses of technology are infused throughout all areas of study in this context.

Field-based learning is integral to knowledge of learners, knowledge of pedagogy and participants’ growth as teaching professionals. The unit believes that sequencing of field and clinical experiences is fundamental to the preparation of a competent teaching professional. Therefore, field experiences are now organized into three new courses: FAED 4001 Professional Reflection Seminar I, FAED 4002 Professional Reflection Seminar II, and FAED 4003, Professional Reflection Seminar III. These courses reflect on the need for observing and reflecting about the effect of teaching on student learning. To maintain a close connection between coursework and application of concepts and teaching strategies in the field, course instructors must design, assign, and grade field assignments. It is important that field assignments include a variety of school and other educational sites that illustrate exemplary teaching. It is also important that candidates apply their knowledge of human development, learning theories, and pedagogy by completing a variety of assignments that call on them to observe
teachers, students, and classroom environments; study communities; assess students; and conduct individual and small-group instruction.

The **third component** of the model, illustrated by the center square of the diagram, represents the *outcomes context*. All of the other components of the model lead to the achievement of this one goal--the development of the educator who is an informed and responsible decision maker. This decision maker is characterized as a reflective practitioner and an agent of change.

The **fourth component**, illustrated by the upper part of the diagram, represents the **eight competencies** of the elementary education teacher candidate. The eight competencies are organized as knowledge, skills, and dispositions. However, these components are not conceived only through productive knowledge through educational research, without their being recognized and valued as sources of generating knowledge, while reflecting and researching on practice itself, with the goal of understanding it and improving it (O’Bannon & Judge, 2004-2005). Thus, a developmental and spiraling inquiry framework (based on Knowles & Cole, 1996) was chosen in the program. The curricular content of the program corresponds to this model, which also represents the profile of the graduate of the program to meet the outcomes.

These eight competencies run through and guide the program: content knowledge, competent in methodology and multiplicity and assessment, knowledge of human development and diversity, communicator, competent in technology, effective planner, reflective practitioner, and an effective collaborator.

The graphical illustration of the conceptual framework follows next.
Figure 1

COMPETENCIES OF THE ELEMENTARY EDUCATION TEACHER CANDIDATE

- Content Knowledge
- Knowledge of Human Development and Diversity
- Pedagogical knowledge and skills
- General Education
- Development of a reflective practitioner and agent of change
- Professional Knowledge

SOCIETY

PHILOSOPHY

PROFESSIONAL STANDARDS

Conceptual Framework of the Elementary Education Program of the University of Puerto Rico at Utuado
The Elementary Education Program of the University of Puerto Rico at Utuado aims at the development of a teacher candidate who is reflective and can integrate theory and practice, with eight (8) competencies that are organized and presented as knowledge, skills, and dispositions that the graduate should possess. The inclusion of these competencies as essential is supported by the results of educational investigations, marked by professional standards and justified by the necessities identified by the global society. The eight (8) competencies required for graduation from the Program are:

1. **Content Knowledge →**
   - The teacher candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

   The teacher graduate should have knowledge of general education that enables him/her to interpret, communicate and construct knowledge that promotes and effects significant education and learning, in agreement with the theoretical bases. This knowledge should enable them to make decisions and solve problems through professional life and their practice as a teacher. The program should facilitate formative experiences that provide the teacher candidate with knowledge, skills, and dispositions to inquire, evaluate and construct his/her own knowledge, converting it into knowledge for life.

2. **Knowledge of Human Development and Diversity →**

   - The teacher candidate understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning. The teacher candidate understands and can identify and respect differences in approaches to learning and performance.

   A fundamental aim of the preparation of teacher candidates is the understanding of K – 6 learners. The primordial task of the teacher candidate is the understanding that each person’s development is unique and that it is necessary to acquire the capacity to establish a direct connection with each student. For this reason, the program provides the teacher candidate with theoretical understanding and practical experience from the beginning of professional formation so that the teacher candidate can develop knowledge of the learning styles, the internal and external motivations of a human development, and other skills and dispositions necessary to understand the student. The teacher candidate will have the knowledge of the educational diversity and the ability to recognize the differences and be effective in his teaching. It’s important that the teacher candidate recognizes the differences
and develops the skills and knowledge to attend the diversity in the educational environment in and outside the classroom.

3. Competent in Methodology and Assessment →

- The teacher candidate knows and uses multiple teaching, learning, assessment strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

A very important aspect in the preparation of teacher candidates is to offer them the opportunity to take courses in the methodology of learning of each subject matter and to enable them with the strategies of being teachers who promote learning. This pedagogical base will allow the future teacher to have the adequate knowledge, skills, and dispositions to facilitate learning and attend the individual differences of the students. The teacher candidate will also acquire the ability to reflect on the process of education/learning in order to develop a systematic diagnosis, research in action and correction and treatment plans.

4. Communicator →

- The teacher candidate knows about and can use effective verbal, nonverbal, and media communication techniques.

The program is committed to having the teacher candidates develop the knowledge, skills, and dispositions of effective, verbal and non-verbal, and electronic communication, in order to be effective in their role in the classroom. The teacher candidates will learn, through the general education and methodology curricula, about multimedia that assist the skillful use and integration of technology in a professional environment.

5. Competent in Technology →

- The teacher candidate understands and integrates technology as an important component of the teaching-learning experience.

The teacher candidate will possess the skills to apply technology to run the classroom, research information and continue professional development. The program is committed to have the teacher candidate take courses in general
education, methodology and multimedia that contribute to the knowledge and skills to integrate technology in his/her professional environment.

6. Effective Planner →

- The teacher candidate will be capable to design, implant and evaluate the plans, in order to utilize the materials and strategies that respond to diverse groups and attend to different contents.

The teacher candidate will have the knowledge and skills to effectively, plan the education/learning process, with an emphasis on formulating objectives. These will give direction to the educational process and will determine the criteria on which the evaluative process will build itself.

7. Reflective Practitioner →

- The teacher candidate understands methods of inquiry that provide a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The UPRU Elementary Education Program seeks to prepare a professional who is capable of making decisions and solving problems, after undergoing a process of reflection and analysis. This process is the product of a liberal education which facilitates opportunities to have practical experiences where the teacher candidate can apply his/her knowledge, utilize his/her individual criteria and make decisions. Furthermore, the practical experiences should provide challenges in which one would develop creativity, analysis and application of new and varied strategies. The program will enable the teacher candidate with the skills and dispositions of thinking, so that s/he can present to the students the contents in significant and pertinent form so that the student has access to ideas and solutions.

8. Effective Collaborator →

- The teacher candidate establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

The teacher candidate will develop the necessary skills and dispositions to understand his/her social reality and work to change it. The program will enable the teacher candidate with strategies and skills of thinking so that s/he
can present the students with the content in significant and pertinent form so that the student has access to the ideas and solutions to problems. It will further enable the teacher candidate with the knowledge to design and adapt the curriculum to attend the interests and necessities of the students. The use of collaborative styles will be promoted and developed in recognition of the need to work effectively and cooperatively in the professional community.

**ALIGNMENT OF INSTITUTIONAL, STATE AND PROFESSIONAL STANDARDS WITH THE COMPETENCIES OF ELEMENTARY EDUCATION TEACHER CANDIDATES AT THE UPR IN UTUADO**

The Elementary Education Program at UPR – Utuado will form, through a program of integral development, teacher candidates who will possess the knowledge, skills, and dispositions necessary to be highly qualified teachers. The competencies presented in this plan are in harmony with the professional standards established on a national and state level. The program of integral professional development that we propose will determine its effectiveness based on the norm which will ensure that the graduate possesses the general pedagogic knowledge, practice, ethics, and skills that he will need to facilitate the teaching of his students.

Table 1 presents the alignment of the competencies of the UPR-Utuado Elementary Education Program teacher candidate with the State Standards of Excellence, the Principles of INTASC (Interstate New Teacher Assessment and Support Consortium), and the standards of the National Council Association of Teacher Education (NCATE).
### Table 1:
Elementary Education Program UPR - Utuado
Teacher Candidate’s Proficiencies – Standards Alignment Matrix

<table>
<thead>
<tr>
<th>ACEI 2.1 Reading, Writing, and Oral Language</th>
<th>State Standards (Puerto Rico Council of Higher Education)</th>
<th>UPR Utuado Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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,</em></td>
<td><strong>Section 2.1.1</strong> - The teacher candidate understands the concepts, tools of investigation and the central structures of the discipline or disciplines within the context of a global society and creates learning experiences that effect that these aspects of the subject make sense to the students.</td>
<td><strong>Content Knowledge</strong></td>
</tr>
<tr>
<td><strong>ACEI 2.2 Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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;</td>
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<tr>
<td><strong>ACEI 2.3 Mathematics</strong></td>
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<tr>
<td>ACEI</td>
<td>State Standards (Puerto Rico Council of Higher Education)</td>
<td>UPR Utuado Competencies</td>
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<tr>
<td>3.5</td>
<td><strong>ACEI 3.5 Communication to foster collaboration</strong>&lt;br&gt;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</td>
<td><strong>Communicator</strong></td>
</tr>
<tr>
<td></td>
<td>Section 2.1.7 – The teacher candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom</td>
<td></td>
</tr>
<tr>
<td>ACEI</td>
<td>State Standards (Puerto Rico Council of Higher Education)</td>
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<tr>
<td>foster active inquiry, collaboration, and supportive interaction in the elementary classroom</td>
<td>Section 2.1.4 - The teacher candidate recognizes the importance of planning and development of the curriculum in the long term and the development, implementation and evaluation of the curriculum based on the standards of performance of the student, the district, and the state.</td>
<td>Effective Planner</td>
</tr>
<tr>
<td>ACEI 3.1 Integrating and applying knowledge for instruction</td>
<td>Section 2.1.5 - The teacher candidate uses a variety of instruction strategies to encourage student's development of the critical thinking, problem solving, and performance skills.</td>
<td>Competent in Methodology and Assessment</td>
</tr>
<tr>
<td>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community</td>
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<tr>
<td>ACEI 4. Assessment for instruction</td>
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<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 ACEI 3.5 Communication to foster collaboration</td>
<td>Section 2.1.7 – The teacher candidate models effective verbal,</td>
<td>Competent in Technology</td>
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<td></td>
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<tr>
<td>ACEI</td>
<td>State Standards (Puerto Rico Council of Higher Education)</td>
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</tbody>
</table>
| | **ACEI 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 environment | Communicator |
| | **Section 2.1.6** - The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | Knowledge of Human Development & Diversity |
| | **ACEI 5.1 Professional growth, reflection, and evaluation**
<p>| | Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and | Reflective Practitioner |
| | <strong>Section 2.1.9</strong> - The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow | |</p>
<table>
<thead>
<tr>
<th>ACEI</th>
<th>State Standards (Puerto Rico Council of Higher Education)</th>
<th>UPR Utuado Competencies</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
<td>professionally and utilizes the assessment and growth to generate more learning for the students.</td>
</tr>
<tr>
<td></td>
<td><strong>5.2 Collaboration with families, colleagues, and community agencies</strong>&lt;br&gt;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.</td>
<td><strong>Effective Collaborator</strong></td>
</tr>
<tr>
<td>ACEI 3.2 Adaptation to diverse students</td>
<td>Candidates understand how elementary students differ in their development and approach to learning, and create instructional opportunities that are adapted to diverse</td>
<td><strong>Knowledge of Human Development &amp; Diversity</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Section 2.1.10</strong> - The teacher candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.</td>
<td><strong>Section 2.1.2</strong> - The teacher candidate understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</td>
</tr>
<tr>
<td>ACEI</td>
<td>State Standards (Puerto Rico Council of Higher Education)</td>
<td>UPR Utuado Competencies</td>
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<tr>
<td></td>
<td>candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td></td>
</tr>
<tr>
<td><strong>ACEI 3.1 Integrating and applying knowledge for instruction</strong>&lt;br&gt;Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</td>
<td><strong>Section 2.1.2</strong> - The teacher candidate understands the way that the students learn and how they are developed, and provide opportunities with learning that support the intellectual, social and personal development of all the students.</td>
<td><strong>Knowledge of Human Development &amp; Diversity</strong></td>
</tr>
<tr>
<td><strong>ACEI 4. Assessment for instruction</strong>&lt;br&gt;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</td>
<td><strong>Section 2.1.8</strong> - The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learners.</td>
<td><strong>Competent in Methodology &amp; Assessment</strong></td>
</tr>
</tbody>
</table>
4.5.1 Description of the system by which candidate proficiencies are regularly assessed.

This section describes how the UPRU Elementary Education Program assesses the teacher candidates’ performances, the transitions points, and key assessments applied to collect and analyze data, mechanisms to assure that the instruments are valid and reliable, and the decisions and actions taken with the findings and performance results.

There are four transition points of assessment for the program: Admission to the Elementary Education Program, Entrance to the Pre-Practicum, Admission and Exit to Student Teaching (Practicum), and Completion of the Program.

ADMISSION TO THE INSTITUTION

The teacher candidate must have a minimum UPR General Admission Index (GAI) of 250 and/or 2.50 (on a scale of 4.00) of High School GPA to be admitted. The GAI is composed of the high school General Point Average (GPA) and the College Board Entrance Examination. Teacher candidates who are readmitted, reclassified or transferred should possess a GPA of 2.50 or more and possess 24 approved credits from a licensed higher education institution. The Office of Admissions evaluates the teacher candidate in accordance with the standards of admission published in the Catalog of the University of Puerto Rico at Utuado and the regulations of Admission of the University of Puerto Rico System.

ADMISSION TO THE UPRU ELEMENTARY EDUCATION PROGRAM

The General Admission Index (GAI) of the UPR – Utuado is established by the Elementary Education Program and it constitutes a requirement to be admitted to the institution and to the program. Teacher candidates who are readmitted, reclassified or transferred should possess a GPA of 2.50 or more and possess 24 approved credits from a licensed higher education institution.

- **Basic Skills courses**: The teacher candidate must have completed all the requirements for admission to the UPR at Utuado.

- **Electronic portfolio**: The teacher candidate will begin to prepare an electronic professional portfolio in the first Professional Reflection Seminar - FAED 4001. The portfolio must include personal data, a self portrait, an educational
philosophy, and samples of assessments prepared by the candidate with their corresponding rubrics and of evidence of pedagogical knowledge and skills about planning, assessment, and technology.

- **Field Experiences:** Teacher candidates at the initial level are introduced to the world of teaching. This is their first opportunity to actively participate in instructional problem solving. The field experience is an integral part of the FAED courses and must be successfully completed in order to receive a passing. The service-learning field experience that accompanies the courses is designed to acquaint the teacher preparation candidate with various aspects of teaching and provide opportunities to explore. Teaching as a career and examine the daily life of teachers and students in classrooms, implement instruction that incorporates various technologies, communicate via technology, submit assignments electronically, and incorporate instructional and communications technology into inquiry projects. Candidates will participate in assessing the quality of instructional technology and in designing activities at several different levels of cognition (Seamon, 2001). The Faculty and the Field Experience Coordinator will evaluate using the corresponding rubric. These experiences in the school, knowledge, and application of information and communications technology will culminate in a completed electronic portfolio.

- If the teacher candidate does not meet the GPA, will receive a warning letter from the program, and be offered academic tutoring, counseling, or advisement on coursework which provides opportunities to acquire prerequisite skills or knowledge.

**ENTRANCE TO PRE-PRACTICUM:**

In order to be admitted to pre-practicum, the teacher candidate must have approved ten courses, with a grade of B or better. The teacher candidate must fulfill with all criteria to demonstrate satisfactory academic progress.

- **Academic Transcript** – The Director of the Program and the Field Experience Coordinators will evaluate each teacher candidate’s transcript to ensure that he/she has approved all required courses in general studies and elementary education courses with B or better grade. This information is obtained through the UPR Student Information System or the Registrar’s Office. The academic transcript demonstrates that teacher candidates possess the necessary knowledge, skills, and dispositions to effectively perform in varied educational settings.

- **Electronic portfolio:** The teacher candidate must complete the electronic portfolio. The Faculty and the Field Experience Coordinator will evaluate the portfolio using a rubric of criteria already prepared in each step.
• **Pre-practicum Application:** The Field Experience Coordinator will evaluate the applications and will notify the candidates their decision. The teacher candidates who don’t met the requirements to enter the pre-practice will be interviewed and an individual plan of action will be prepared with due recommendations.

• **Lesson Plan:** The teacher candidate will prepare the lesson plans in a format provided by the program. The faculty, the Cooperating Teacher, and the Field Experience Coordinator will evaluate with a standard lesson plan rubric.

**ENTRANCE AND EXIT OF STUDENT TEACHING (THE PRACTICUM):**

**Entrance:**

In order to be admitted to Student Teaching Practice (the Practicum) course, teacher candidates must comply with all criteria which demonstrate satisfactory academic progress. During the semester prior to the practicum, each teacher candidate completes the practice request form, is interviewed, and will be evaluated with the academic transcript. The Field Experience Coordinator and the Student Teaching Supervisors will evaluate the request and will notify their decision. The practice in teaching experience, during which the teacher candidates begin to assume responsibility for classroom instruction establishes a foundation on which the students build their repertoire of instructional strategies, polish their classroom management techniques, and begin to infuse themselves into a teaching career from a professional perspective rather that a student’s perspective.

• **GPA 2.5 or more:** The Director of the Program and the Teacher Education Committee evaluate each teacher candidate’s academic transcript to ensure that he has successfully completed the required courses with a minimum of 2.50 General Point Average (GPA). The data is evidence that the teacher candidate possess the general education, content, professional, and pedagogical content knowledge, skills, and dispositions necessary to perform within different educational settings. The candidate who do not meet the requirements and hold a GPA lower than 2.50 are notified, in writing, by the Director of the Program that they must enroll and approve a sequence of courses to improve their academic performance in order to become eligible for graduation.

**Exit of Student Teaching:**

Once selected, the teacher candidate will be placed in the school setting center where the supervisor will visit at least three times a semester and will provide formative and summative assessments with instruments aligned with the conceptual framework and institutional, state, and professional standards.

If the teacher candidate is not performing adequately, an action plan will be established with the goal to improve candidate’s performance.
• **Formative and Summative Evaluation:** During and at the end of Student Teaching Practice, each candidate is evaluated by the Student Teaching Supervisors and Cooperating Teacher using the formative and summative evaluation Instrument aligned with the Conceptual Framework. The Student Teaching Supervisor visits each teacher candidate at least three times during the semester. The Supervisor completes the evaluation instrument during each visit in concurrence with the cooperating teacher. Also, the teacher candidates provide evidence of their performance in their electronic portfolio, which have been prepared throughout the entire program.

• **Teacher Work Sample (TWS):** It is a standard-based unit plan completed during student teaching. It includes: a description of the teaching context, an integrated instruction and assessment plan aligned with learning outcomes, an assessment of students prior to instruction with respect to the post-instruction expectations, modifications to instruction based on pre-assessment results, and an interpretation of post-instructional results. The TWS is done at this time because of the teacher candidate’s instructional responsibility assumed during student teaching provide evidence of candidate ability to positively impact K-6 learners. The Student Teaching Supervisors use a rubric to assess the TWS.

• **Portfolio:** At the end of the course Student Teaching (EDPE 4340), each teacher candidate is required to present the electronic portfolio developed throughout the years of study. The portfolio includes personal data, self-portrait, educational philosophy, samples of tests prepared by the candidate with their portfolio content and pedagogical knowledge, and skills about planning, assessment, and technology. The reflective diary, which expresses the experiences which prepared teacher candidates for student teaching is also assessed from candidates’ dispositions. The Student Teaching Supervisors establish the date for all teacher candidates to present the portfolio. The professors and the Field Experience Coordinator will evaluate the portfolio using a checklist with criteria. This process ensures that candidate has completed all the parts of the professional development as a teachers.

**COMPLETE THE PROGRAM**

**Candidate Assessments**

The Director of the Program will have to certify that the teacher candidate has complied with all requirements of the Elementary Education Program for graduation. Each teacher candidate must present to the Program Director a certified academic transcript to verify that the teacher candidate has completed all the professional courses with B or more for graduation.
Unit Assessments

Upon completion, all teacher candidates, in order to be eligible for the State’s professional license, must meet or exceed the pass rate scores of the Puerto Rico Teacher Certification Examination (PCMAS – Pruebas Puertorriqueñas de Certificación de Maestros). The results will be received by the institution and the Elementary Education Program of the UPR-Utuado.

- **Puerto Rico Teacher Certification Examination** (PCMAS in Spanish): Upon completion of the UPR – Utuado Elementary Education Program, all teacher candidates, in order to be eligible for professional license, must meet or exceed the pass rate scores of the PCMAS. The results of this test, particularly those pertaining to the fundamental, professional and pedagogical knowledge components, together with the other academic requirements described above, is evidence that teacher candidates have the knowledge and the skills to teach at the elementary school level in and out of Puerto Rico. Those teacher candidates who do not pass the PCMAS are notified that they must attend the structured reviews offered by the program.

- **Questionnaires to Graduates**: The faculty of the UPR – Utuado Elementary Education Program is committed with the preparation of competent professionals who can perform effectively within the field of elementary education. For this reason, it is important to evidence the effectiveness of the program. Questionnaires sent to graduates allow the program to revise and update the educational activities and operations according to the needs of the teacher candidates. The questionnaire will be administered annually seeking the teacher candidates' opinions regarding the quality of the program and is administered at the end of the Student Teaching.
  The information gathered through the survey questionnaires allows the evaluation of graduate’s performance, and the operation of the unit. The information obtained is shared with the program faculty and personnel in a professional meeting at the end of each academic year. This ensures that useful recommendations are incorporated into the program.
### Transition Points

<table>
<thead>
<tr>
<th>TRANSITION POINTS</th>
<th>COMPETENCIES OF THE TEACHER CANDIDATE</th>
<th>DATA</th>
<th>RESPONSIBLE PERSON</th>
<th>ASSESSMENT INSTRUMENTS</th>
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</thead>
<tbody>
<tr>
<td><strong>ADMISSION TO THE UPRU ELEMENTARU EDUCATION PROGRAM</strong></td>
<td></td>
<td>General Admission Index 250</td>
<td>Admissions Office</td>
<td>Admission Application Form</td>
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<td>Application Form</td>
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<td></td>
<td>Readmissions, Transfers and Reclassifications with a GPA of 2.5 or more plus 24 approved credits from a licensed higher education institution</td>
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</tbody>
</table>

### Intervention Actions

- If the teacher candidate does not meet IGS of 250 and/or High School GPA 250 or more. Then he may reapply for admission to Teacher Education Program when meeting the requirements of the GAI.
- If, during the first year, or at any time thereafter, the teacher candidate fails to maintain a satisfactory grade point average in coursework in Education, the major or academic concentration... Then the teacher candidate will receive a warning letter from the program, and be offered academic tutoring, counseling, or advisement on coursework which provides opportunities to acquire prerequisite skills or knowledge.

### Entrance to Pre-Practicum

- **Content Knowledge**
  - Knowledge of Human Development & Diversity
  - Competent in Methodology, Assessment, and Multiplicity Instructional Strategies
  - Communicator
  - Planner
- **Completion of Professional Courses with B or better grade**
- **Faculty of the Elementary Education Program**
- **Field Experience**
  - Academic Transcript Copy to verify grades in the courses
  - Approved application for Pre-Practice to apply for student teaching
- **Field Experience Coordinator**
- **Lesson Plan Rubrics**
- **Pre-Practice application**
- **Rubrics for Field Experience**

### Intervention Actions

- If the teacher candidate earns a grade below B in the Introductory Education Courses... Then he must re-take the course.
- If the teacher candidate's performance on the field experience is unsatisfactory... Then the teacher candidate will be required to repeat the experience until a satisfactory performance is obtained.
- If the teacher candidate's GPA falls between 2.25 and 2.5... Then the teacher candidate will be placed on "Probation" within the Professional Education Unit and will be advised to repeat courses in which he earned low grades.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Completion of 150</th>
<th>Practice Supervisor</th>
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</thead>
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Pre-condition 4.5
<table>
<thead>
<tr>
<th>TRANSITION POINTS</th>
<th>COMPETENCIES OF THE TEACHER CANDIDATE</th>
<th>DATA</th>
<th>RESPONSIBLE PERSON</th>
<th>ASSESSMENT INSTRUMENTS</th>
</tr>
</thead>
</table>
| ADMISSION AND EXIT OF STUDENT TEACHING | Knowledge of Human Development & Diversity  
Competent in Methodology, Assessment and Multiplicity Instructional Strategies  
Communicator  
Competent in Technology  
Planner  
Effective Collaborator | hours of clinical practice  
Completion of all methodology courses with B or higher grade  
94% completion of course work  
Interview  
Only be enrolled in two courses or less with the practice  
Formative and Summative Evaluations  
Teacher Work Sample | Faculty Supervisor  
Cooperating Teacher | Practice application  
Formative and Summative Evaluations  
Teacher Work Sample Rubric |

**INTERVENTION ACTIONS**

- If the teacher candidate earns a grade below B in the Method Education Courses... Then the teacher candidate must re-take the course.
- If the teacher candidate’s performance on the field experience is unsatisfactory... Then the teacher candidate must repeat the experience until a satisfactory performance is obtained.
- If the teacher candidate has not successfully completed the required coursework... Then the teacher candidate must re-take courses to fulfill this requirement and reapply to the Professional Sequence upon satisfactory completion.
- If teacher candidate has not completed all prerequisite major, concentration and Professional Education courses... Then the teacher candidate will not be admitted to the Professional Year (methods and student teaching) until all requirements are met.

<table>
<thead>
<tr>
<th>CONTENT KNOWLEDGE</th>
<th>DATA</th>
<th>RESPONSIBLE PERSON</th>
<th>ASSESSMENT INSTRUMENTS</th>
</tr>
</thead>
</table>
| Knowledge of Human Development & Diversity  
Competent in Methodology, Assessment, and Multiplicity Instructional Strategies  
Communicator  
Competent in Technology  
Planner  
Reflective Practitioner  
Effective Collaborator | Transcript Copy  
Evaluation of the Director and the Registrar  
Evaluation by the Director of the Education Program and the Registrar | Registrar  
Director of the Department of Education | PCMAS – Puerto Rico’s Teacher Certification Examination  
Graduate Survey |
### Intervention Actions

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Competencies of the Teacher Candidate</th>
<th>Data</th>
<th>Responsible Person</th>
<th>Assessment Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the teacher candidate’s Teacher Work Sample is unsatisfactory, as determined by cooperating teacher of college supervisor...</td>
<td>Then the teacher candidate will be required to repeat the Teacher Work Sample until it is judged to be satisfactory.</td>
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</tr>
<tr>
<td>If the teacher candidates' effectiveness in teaching, based on the outcomes of the Teacher Work Sample, and the evaluations of the cooperating teacher and college supervisor...</td>
<td>Then the teacher candidate will receive assistance by the Cooperating Teacher and College Supervisor and will be required to demonstrate instructional effectiveness as a condition for a passing grade in Student Teaching.</td>
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</tr>
<tr>
<td>If the teacher candidate fails to demonstrate at least satisfactory evaluations by the cooperating teacher and the faculty supervisor of professional behavior, and dispositions appropriate to a professional educator...</td>
<td>Then the teacher candidate will receive counseling and guidance from the cooperating teacher, faculty supervisor and will be required to demonstrate sustained professional behavior and dispositions as a condition for a passing grade in Student Teaching.</td>
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</tr>
<tr>
<td>If the teacher candidate fails to demonstrate mastery in the elementary level or a subject matter to be taught, as reflected in teaching content...</td>
<td>Then teacher candidate will be assigned materials to improve the deficiencies and to demonstrate mastery in subsequent teaching activities as a condition for a passing grade in Student Teaching.</td>
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</tbody>
</table>

### Maintenance of the Assessment System

The Assessment System of the UPRU Elementary Education Program has been designed to obtain data that will allow our teacher candidates to demonstrate that they have developed the expected proficiencies outlined for the Elementary Education Teacher Candidates. The data is collected through different key assessments at the four transition points: (1) admission to the program, (2) entrance to pre-practicum, (4) admission and exit of student teaching, and (4) program completion. Faculty members responsible for the different key assessments at these transition points submit a report to the Department Head at the end of each academic semester. The Department Head submits the reports to the Assessment and NCATE Coordinator, who is in charge of the data base. Once the data are entered, it is aggregated and analyzed by the NCATE Coordinator. The data and reports are shared with faculty, teacher candidates, and the community.

### Control of Assessment Data

The assessment system of the UPR – Utuado Elementary Education Program evaluates the teacher candidates’ proficiencies at various transition points, and by different means of assessment. This ensures consistency and precision in the data. Furthermore, all rubrics that are used for the assessment of the candidates’ performance are designed, revised, and used by all professors who are responsible for the different key assessments at each transition point. The faculty meets annually to discuss the results obtained from the different measures. The results will guide the
revision of both the assessment instruments and the corresponding rubrics to insure accuracy, consistency, and the avoidance of bias.
REFERENCES


Richardson, V. (1996). From Behaviorism to Constructivism in Teacher Education. Teacher Education and Special Education.


