

CAEP REPORT

2021-2022

Pontifical Catholic University of Puerto Rico



Seminar Rubric Analysis

Seminar Rubric (Data will be collected for a first cycle semester 2021 (40) This rubric is administered in the Clinical Experiences (Practicum) course. The Seminar is taken concurrently with the Practicum. The rubric has a scale from 4 to N/A not apply. The criteria are as follows:

1. Includes a title page that identifies the title and names of the student, institution, college, location, university supervisor, and specialty area, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-7.6, 8,8.1-8.5)

Achievement indicators

1. ATTENDANCE TO THE SEMINAR

Attend the Seminar according to the norms established in the Teaching practicum Manual (CAEP 1.1,1.5 In TASC #9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

2. PROFESSIONAL DEVELOPMENT

Participates in professional development activities/meetings whenever required to update their professional knowledge and skills and train to meet the academic needs of the students under their charge. (CAEP (2.2) InTASC #3, #9, #10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)

3. LERMA MODULES

The follow-up in the areas of need reflected in the diagnostic test of Spanish, Mathematics and English skills is evident. (CAEP1.1 InTASC # 11, 1.1-1.5,11, 11.1-11.5 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

4. NOTEBOOK OF OBSERVATIONS FROM THE TRAINING TEACHER TO THE COOPERATOR TEACHER

Record daily the observations made during the observation period to your cooperating teacher; identifies and includes pedagogical aspects of the teaching-learning process. (CAEP (2.2) InTASC #3, #9, #10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)

5. VERBAL COMMUNICATION: ORAL EXPRESSION

Oral expression reflects good diction, clarity of thought, correct use of vocabulary and professional terms, appropriate volume for the

circumstances and good professional projection. (CAEP 1.1, 1.3, InTASC #9 DE 7, 7.1-7.6, 8,8.1-8.5)

6. WRITTEN COMMUNICATION:

The content of professional documents and teaching practicum complies with the rules of spelling, grammar and writing. (CAEP 1.1, 1.3, InTASC #9 OF 7, 7.1-7.6, 8,8.1-8.5).

7. PROFESSIONAL CLOTHING

Complies with the dress code of the PUCPR and the complete uniform established by the Unit of study in the seminar and professional activities. (CAEP1.1 InTASC 9)

8. PRESENTATION OF THE SPECIAL PROJECT (final, closing of your experience)

Perform a demonstration to express what your teaching practicum experience represented to your peers and practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 OF 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1).

The student Kariv Jusino of the specialty area of Elementary English in December 2021, as well as Ninochka Pérez of Secondary English in May 2022 and Angélica Rivera of Special Education in May 2022 participated in the practicum experience and were evaluated with the rubric to evaluate seminar criteria. According to the scale of the rubric it is evident that 100% of the students achieved in an outstanding way the competences, skills, attitudes and values established, demonstrating the highest levels of execution in the seminary.

Prof. Sandra Vargas
University Supervisor

April 5, 2023

STANDARD 1 Key Assessment Practicum Instrument 1.1-1.5

Data For Secondary English

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed with candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which require three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was .969. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out

Data for this assessment's 2021-2022 cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 27. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument and the crosscutting themes for all programs. The data analyzed for this report includes a report one candidate that graduated from the program Criminology and Major English Secondary Education.

Overall Practicum Instrument shows that Planning, Processes of Teaching & Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had EPP-wide overall mean scores that ranged from 3.00 to 4.00, which are above 3.00 (Good: Meets with most of the established competencies, skills, attitudes, and values).

This candidate is considered a completer, passed the Practicum with excellent execution and the state licensure test PCMAS. In general, the evaluated Secondary English student demonstrated an excellent performance, however it is necessary to work on the criteria "considers the different levels of thinking in planning".

Prof. Sandra Vargas
University Supervisor

STANDARD 1 Key Assessment Practicum Instrument 1.1-1.5

Data for

BSEE in English (ELED 431)

Elementary Education in English

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which require three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was .969. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out

Data for this assessment's 2021-2022 cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 27. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument and the crosscutting themes for all programs. The data analyzed for

this report includes the data for one candidate that graduated from the English Elementary Education program.

Current Program	
Bachelor of Science Elem Educ	
Program:	BSEE in English
College:	College of Education
Campus:	Mayagüez
Major and Department:	English-Elementary Education

ELED	431	Mayagüez	UG	Teaching Practicum in Elementary Education	A
-------------	------------	-----------------	-----------	---	----------

Overall Practicum Instrument shows that Planning, Processes of Teaching & Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had EPP-wide overall mean scores that ranged from 3.00 to 4.00, which are above 3.00 (Good: Meets with most of the established competencies, skills, attitudes, and values).

In general, the evaluated Elementary English student demonstrated an excellent performance. The total of the weighted scores in the three visits was 100%. This candidate is considered a completer, passed the practicum with an excellent performance and the state licensure test PCMAS.

Prof. Sandra Vargas
University Supervisor

Seminar Portfolio Data Analysis Dr. Mirta Rivera 2021-2022

Seminar Portfolio Rubric (Data will be collected for a first cycle semester 2021-2022. This rubric is administered during the Clinical Experiences (Practicum) course. The Seminar is taken concurrently with the Practicum. The rubric has a scale from 4 to N/A does not apply. The criteria are as follows:

1. Follows One Note workshop by Including a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)

II. AUTOBIOGRAPHY AND EDUCATIONAL PHILOSOPHY

2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)

3. Presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his/her area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

III. RESUME OR CURRICULUM VITAE

4. Complies with an updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)

IV. DOCUMENTS FROM THE SCHOOL OR PRACTICUM CENTER

5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

6. Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)

V. DOCUMENTS OF TEACHING PRACTICUM

7. Reflects on the experiences and performance of his work in teaching practicum, presenting ideas and feelings in a creative way, considering professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 # 4 # 5 # 2, # 9 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5).

8. Critically analyzes information related to the content area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP

1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

9. Documents Professional Practicum Seminar meetings.

(CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

10. Presents a narrative or video closing that summarizes the teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

General Analysis

Overall, the rubric for the portfolio for Desegregated Data shows that all 7 candidates mastered all ten criteria with a 4.00 average in all. The segregated data includes the following:

- Two candidates in Secondary History
- Three candidates in Secondary Biology
- Two candidates in Secondary Math

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1. Follows One Note workshop by Including a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-	7	4.00	4.00	4.0000	.00000	.000
2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DEPR 7, 7.1-7.6, 8,8.1-8.5)	7	4.00	4.00	4.0000	.00000	.000
3.Presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5	0					
4.Complies with an updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)	7	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8	7	4.00	4.00	4.0000	.00000	.000
6.Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5	7	4.00	4.00	4.0000	.00000	.000
7. Reflects on the experiences and performance of his work in teaching practicum, presenting his ideas and feelings in a creative way, considering his professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 #	7	4.00	4.00	4.0000	.00000	.000
8. Critically analyzes information related to your area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5	7	4.00	4.00	4.0000	.00000	.000
9. Documents Professional Practicum Seminar meetings. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)	7	4.00	4.00	4.0000	.00000	.000
10.Presents a narrative or video closing that summarizes your teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7	7	4.00	4.00	4.0000	.00000	.000
Valid N (listwise)	7					

STANDARD 1 Key Assessment Practicum Instrument
Desegregated Data for HISTORY and SCIENCE and HISTORY
January 2022

Narrative:

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which requires three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was .969. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out

Data for this assessment's **2021-2022** cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 27. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument and the crosscutting themes for all programs. The data analyzed for this report includes a report on three candidates that graduated

from the programs (**Science and History**). The candidates are considered completers.

Overall Practicum Instrument for Desegregated Data shows that Planning, Processes of Teaching and Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had overall mean scores that ranged from **3.00 to 4.00**, (Good: Meets with most of the established competencies, skills, attitudes and values.

In general, of 141 indicators of the Teaching Practicum Form, in **59** of the indicators the average was **4.00** between two (2) practitioners.

- In **63** indicators, the average fluctuated between **3.00 and 3.50**.
- In **18** indicators, the average was from **2.00 to 2.50**.
- In **1** indicator, the average was **1.00**.

It should be noted that there are indicators that were not evidenced in any of the evaluations, particularly the following:

- #13 Decor is according to level, grade & subject
- #46 Provides positive contributions to the school environment
- # 47 Participates in co-curricular and extra-curricular activities

For the first evaluation, the practitioners did not necessarily prepare a test, so indicators # 36, # 37 and # 38 were not evidenced for one of the practitioners. These were:

- # 36. Constructs correctly a table of specifications for tests
- # 37. Constructs adequate criteria tests for student achievement
- # 38. Analyze and interpret correctly the results of students' evaluations

Analysis and interpretation of data submitted by:

Dr. Mirta Enid Rivera
Course Professor

Descriptive Statistics						
	No.	Minimum	Maximum	mean	Std Deviation	variation
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	2	2.00	4.00	3.0000	1.41421	2,000
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	2	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1.5) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000

4. Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	2	4.00	4.00	4.0000	.00000	.000
5. Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
6. Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	2	2.00	4.00	3.0000	1.41421	2,000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
8. Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	2	2.00	4.00	3.0000	1.41421	2,000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC, 5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	2	3.00	3.00	3.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	2	3.00	4.00	3.5000	.70711	.500
11. Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4.5) (DEPR 4.2, 4.3, 4.4)	2	3.00	4.00	3.5000	.70711	.500
12. Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	2	2.00	3.00	2.5000	.70711	.500
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	1	3.00	3.00	3.0000	.	.
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.5, 10.1)	1	4.00	4.00	4.0000	.	.
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.3, 8.5)	2	3.00	4.00	3.5000	.70711	.500
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	2	3.00	4.00	3.5000	.70711	.500
17Makes use of communication feedback mastering the skill of questioning and adequate	2	4.00	4.00	4.0000	.00000	.000

responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)						
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	2	4.00	4.00	4.0000	.00000	.000
19. Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	2	2.00	3.00	2.5000	.70711	.500
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	2	4.00	4.00	4.0000	.00000	.000
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	2	2.00	2.00	2.0000	.00000	.000
22. Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	2	2.00	3.00	2.5000	.70711	.500
23. Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	2	1.00	1.00	1.0000	.00000	.000
24.Various students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	2	4.00	4.00	4.0000	.00000	.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	2	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	2	4.00	4.00	4.0000	.00000	.000
27. Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	2	4.00	4.00	4.0000	.00000	.000
28. Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	2	4.00	4.00	4.0000	.00000	.000
29. Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	2	2.00	3.00	2.5000	.70711	.500

30. Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) (DEPR 1.5)	2	4.00	4.00	4.0000	.00000	.000
31. Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	2	1.00	4.00	2.5000	2.12132	4,500
32. Use adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3.8) (DEPR 2.1,)	2	2.00	2.00	2.0000	.00000	.000
33. Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	2.00	3.00	2.5000	.70711	.500
34. Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	1.00	4.00	2.5000	2.12132	4,500
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	1.00	4.00	2.5000	2.12132	4,500
36. Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	1	4.00	4.00	4.0000	.	.
37. Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	1	3.00	3.00	3.0000	.	.
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	0					
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	2	1.00	4.00	2.5000	2.12132	4,500
40. Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	2	3.00	4.00	3.5000	.70711	.500
41. Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	2	3.00	4.00	3.5000	.70711	.500

42. Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	3.00	4.00	3.5000	.70711	.500
43. Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	3.00	4.00	3.5000	.70711	.500
44. Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2.9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
45. Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3.9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
46. Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	0					
47. Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	1	3.00	3.00	3.0000	.	.
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	2	3.00	3.00	3.0000	.00000	.000
2. Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	2	4.00	4.00	4.0000	.00000	.000
3. Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1.5) (DEPR 3.3)	2	3.00	3.00	3.0000	.00000	.000
4. Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	2	1.00	4.00	2.5000	2.12132	4,500
5. Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	2	3.00	3.00	3.0000	.00000	.000
6. Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	2	4.00	4.00	4.0000	.00000	.000
7. Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	2	3.00	3.00	3.0000	.00000	.000
8. Assessment activities are included to comply with the	2	2.00	3.00	2.5000	.70711	.500

objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)						
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC, 5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	2	2.00	4.00	3.0000	1.41421	2,000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	2	2.00	4.00	3.0000	1.41421	2,000
11. Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4.5) (DEPR 4.2, 4.3, 4.4)	2	2.00	4.00	3.0000	1.41421	2,000
12. Captivates students' attention (CAEP 1.1) (InTASC 5.8) (DEPR 4.2, 4.3, 4.4)	2	2.00	3.00	2.5000	.70711	.500
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	2	3.00	4.00	3.5000	.70711	.500
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.5, 10.1)	2	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.3, 8.5)	2	2.00	4.00	3.0000	1.41421	2,000
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	2	4.00	4.00	4.0000	.00000	.000
17Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	2	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	2	2.00	4.00	3.0000	1.41421	2,000
19. Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	2	3.00	4.00	3.5000	.70711	.500
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	2	3.00	4.00	3.5000	.70711	.500
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	2	3.00	4.00	3.5000	.70711	.500

22. Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	2	3.00	4.00	3.5000	.70711	.500
23. Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	2	3.00	4.00	3.5000	.70711	.500
24. Various students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	2	3.00	4.00	3.5000	.70711	.500
25. Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	2	4.00	4.00	4.0000	.00000	.000
26. Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	2	2.00	3.00	2.5000	.70711	.500
27. Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	2	2.00	3.00	2.5000	.70711	.500
28. Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	2	4.00	4.00	4.0000	.00000	.000
29. Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	2	2.00	4.00	3.0000	1.41421	2,000
30. Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	2	4.00	4.00	4.0000	.00000	.000
31. Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	2	4.00	4.00	4.0000	.00000	.000
32. Use adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3.8) (DEPR 2.1,)	2	2.00	4.00	3.0000	1.41421	2,000
33. Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	4.00	3.5000	.70711	.500
34. Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	4.00	3.5000	.70711	.500

35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	4.00	3.5000	.70711	.500
36. Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	4.00	4.00	4.0000	.00000	.000
37. Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	4.00	3.5000	.70711	.500
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	4.00	3.5000	.70711	.500
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	2	4.00	4.00	4.0000	.00000	.000
40. Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	2	4.00	4.00	4.0000	.00000	.000
41. Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	2	3.00	4.00	3.5000	.70711	.500
42. Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	3.00	4.00	3.5000	.70711	.500
43. Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	3.00	4.00	3.5000	.70711	.500
44. Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2.9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
45. Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3.9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
46. Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	1	4.00	4.00	4.0000	.	.

47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	2	4.00	4.00	4.0000	.00000	.000
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	2	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1.5) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000
4. Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	2	3.00	4.00	3.5000	.70711	.500
5. Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000
6. Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	2	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
8. Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	2	3.00	4.00	3.5000	.70711	.500
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	2	2.00	4.00	3.0000	1.41421	2,000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	2	3.00	4.00	3.5000	.70711	.500
11. Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4.5) (DEPR 4.2, 4.3, 4.4)	2	3.00	4.00	3.5000	.70711	.500
12. Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	2	3.00	3.00	3.0000	.00000	.000
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	0					

14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.5, 10.1)	2	4.00	4.00	4.0000	.00000	.000
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.3, 8.5)	2	4.00	4.00	4.0000	.00000	.000
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1.2) (DEPR 8.1, 8.2, 8.3, 8.4)	2	4.00	4.00	4.0000	.00000	.000
17. Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2, 8.3, 8.4)	2	4.00	4.00	4.0000	.00000	.000
18. Observable sequential learning activities (CAEP 1.3) (InTASC 5.8) (DEPR 4.1, 4.2, 4.3, 4.4)	2	3.00	4.00	3.5000	.70711	.500
19. Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1.2) (DEPR 4.6)	2	4.00	4.00	4.0000	.00000	.000
20. Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4, 8.5)	2	4.00	4.00	4.0000	.00000	.000
21. Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) (DEPR 3.3, 8.5)	2	3.00	4.00	3.5000	.70711	.500
22. Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	2	3.00	3.00	3.0000	.00000	.000
23. Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	2	3.00	4.00	3.5000	.70711	.500
24. Various students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4, 3.6)	2	4.00	4.00	4.0000	.00000	.000
25. Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4, 4.5, 4.6)	2	4.00	4.00	4.0000	.00000	.000
26. Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	2	4.00	4.00	4.0000	.00000	.000

27. Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	2	4.00	4.00	4.0000	.00000	.000
28. Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	2	4.00	4.00	4.0000	.00000	.000
29. Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	2	3.00	4.00	3.5000	.70711	.500
30. Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	2	4.00	4.00	4.0000	.00000	.000
31. Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	2	2.00	4.00	3.0000	1.41421	2,000
32. Use adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3.8) (DEPR 2.1,)	2	1.00	4.00	2.5000	2.12132	4,500
33. Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	2.00	3.00	2.5000	.70711	.500
34. Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	4.00	3.5000	.70711	.500
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	4.00	3.5000	.70711	.500
36. Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	4.00	4.00	4.0000	.00000	.000
37. Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	4.00	3.5000	.70711	.500
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	3.00	3.0000	.00000	.000
39. Documents the learning of the students in the grade book	2	3.00	4.00	3.5000	.70711	.500

and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)						
40. Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	2	4.00	4.00	4.0000	.00000	.000
41. Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	2	4.00	4.00	4.0000	.00000	.000
42. Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	4.00	4.00	4.0000	.00000	.000
43. Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	4.00	4.00	4.0000	.00000	.000
44. Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2.9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
45. Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3.9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
46. Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	2	4.00	4.00	4.0000	.00000	.000
47. Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	2	4.00	4.00	4.0000	.00000	.000
Valid N (listwise)	0					

Dra. Mirta Rivera

STANDARD 1 Key Assessment Practicum Instrument
Desegregated Data for HISTORY, MATHEMATICS AND SCIENCE
August 2021

Narrative:

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which requires three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was .969. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out

Data for this assessment's **2021-2022** cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 27. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument and the crosscutting themes for all programs. The data analyzed for this report includes a report on three candidates that graduated

from the programs (**History, Mathematics and Science**). The candidates are considered completers.

Overall Practicum Instrument for Desegregated Data shows that Planning, Processes of Teaching and Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had overall mean scores that ranged from **3.00 to 4.00**, (Good: Meets with most of the established competencies, skills, attitudes and values.

In general, of 141 indicators of the Teaching Practicum Form, in **57** of the indicators the average was **4.00** among five (5) practitioners.

In 72 indicators, the average fluctuated between **3.00 and 3.80**

In 12 indicators, the average was from **2.00 to 2.80**

It should be noted that there are indicators that were not evidenced in any of the evaluations since the modality of the classes continued virtual due to the restrictions of the Covid-19; therefore, it was a challenge for the practitioners.

Particularly the following:

- # 13. Decor is according to level, grade & subject
- #46 Provides positive contributions to the school environment
- # 47. Participates in co-curricular and extra-curricular activities

For the first evaluation, not necessarily all the practitioners have prepared a test, which is why indicators # 36, # 37 and # 38 were not evidenced for two of the practitioners. While for the second evaluation the values of the same indicators (# 36, # 37 and # 38) of one of the practitioners were not evidenced, since, according to the planning of the evaluation process of student learning, a work of evaluation was assigned. research as a means of assessment which did not require the preparation of a test. Consequently, the following indicators were not evidenced:

- # 36. Constructs correctly a table of specifications for tests
- # 37. Constructs adequate criteria tests for student achievement
- # 38. Analyze and interpret correctly the results of students' evaluations

In the case of one of the interns, the values of indicator # 31 were not evidenced since none of the students in his group required reasonable accommodation.

- # 31. Provides reasonable accommodation for students with functional diversity

Analysis and interpretation of data submitted by:

Dr. Mirta Enid Rivera

Course Professor

Descriptive Statistics

	No.	Minimum	Maximum	mean	Std Deviation	variance
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	5	2.00	4.00	3.0000	.70711	.500
2. Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	5	3.00	4.00	3.8000	.44721	.200
3. Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1.5) (DEPR 3.3)	5	3.00	4.00	3.4000	.54772	.300
4. Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	5	2.00	3.00	2.6000	.54772	.300
5. Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	5	2.00	4.00	3.0000	1.00000	1,000
6. Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	5	4.00	4.00	4.0000	.00000	.000
7. Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	5	3.00	4.00	3,2000	.44721	.200
8. Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	5	2.00	3.00	2.8000	.44721	.200
9. Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	5	2.00	4.00	3.6000	.89443	.800
10. Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	5	3.00	4.00	3.8000	.44721	.200
11. Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4.5) (DEPR 4.2, 4.3, 4.4)	5	3.00	4.00	3.6000	.54772	.300
12. Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	5	2.00	4.00	3.0000	1.00000	1,000
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	5	2.00	4.00	3.4000	.89443	.800

	No.	Minimum	Maximum	mean	Std Deviation	variance
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.5, 10.1)	5	4.00	4.00	4.0000	.00000	.000
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.3, 8.5)	5	3.00	4.00	3.8000	.44721	.200
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1.2) (DEPR 8.1, 8.2, 8.3, 8.4)	5	3.00	4.00	3.6000	.54772	.300
17. Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6.8) (DEPR 8.1, 8.2, 8.3, 8.4)	5	4.00	4.00	4.0000	.00000	.000
18. Observable sequential learning activities (CAEP 1.3) (InTASC 5.8) (DEPR 4.1, 4.2, 4.3, 4.4)	5	4.00	4.00	4.0000	.00000	.000
19. Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1.2) (DEPR 4.6)	5	4.00	4.00	4.0000	.00000	.000
20. Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5.6, 8) (DEPR 3.6, 8.4, 8.5)	5	3.00	4.00	3.4000	.54772	.300
21. Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2.3, 10) (DEPR 3.3, 8.5)	5	2.00	4.00	3.0000	.70711	.500
22. Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2.3, 4) (DEPR 4.4, 5.1, 5.2)	5	3.00	4.00	3.2000	.44721	.200
23. Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1.2, 4, 5) (DEPR 1.1, 9.3)	5	2.00	4.00	3.2000	1.09545	1.200

	No.	Minimum	Maximum	mean	Std Deviation	variance
24.Various students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	5	2.00	4.00	3.4000	.89443	.800
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	5	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	5	4.00	4.00	4.0000	.00000	.000
27. Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	5	3.00	4.00	3.8000	.44721	.200
28. Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	5	4.00	4.00	4.0000	.00000	.000
29. Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	5	3.00	4.00	3.6000	.54772	.300
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	5	4.00	4.00	4.0000	.00000	.000
31. Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	2.00	4.00	3.0000	1.00000	1,000
32. Use adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3.8) (DEPR 2.1,)	5	4.00	4.00	4.0000	.00000	.000
33. Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	5	2.00	4.00	2.8000	.83666	.700
34. Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	5	2.00	4.00	3,2000	.83666	.700
35.Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP	5	2.00	4.00	3.4000	.89443	.800

	No.	Minimum	Maximum	mean	Std Deviation	variance
4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)						
36. Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	0					
37. Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	0					
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	0					
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	5	2.00	4.00	3.4000	.89443	.800
40. Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	5	3.00	4.00	3.8000	.44721	.200
41. Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	5	3.00	4.00	3.6000	.54772	.300
42. Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	5	4.00	4.00	4.0000	.00000	.000
43. Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	5	4.00	4.00	4.0000	.00000	.000
44. Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2.9) (DEPR 4.5)	5	4.00	4.00	4.0000	.00000	.000
45. Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3.9) (DEPR 4.5)	5	4.00	4.00	4.0000	.00000	.000
46. Provides positive contributions to the school	1	3.00	3.00	3.0000	.	.

	No.	Minimum	Maximum	mean	Std Deviation	variance
environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)						
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	5	-99.00	4.00	-57.8000	56.41542	3182,700
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	5	3.00	4.00	3.4000	.54772	.300
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	5	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1.5) (DEPR 3.3)	5	3.00	4.00	3.4000	.54772	.300
4. Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	5	2.00	4.00	2.8000	1.09545	1,200
5. Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	5	3.00	4.00	3.6000	.54772	.300
6. Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	5	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	5	4.00	4.00	4.0000	.00000	.000
8. Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	5	3.00	4.00	3.6000	.54772	.300
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	5	3.00	4.00	3.6000	.54772	.300
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	5	4.00	4.00	4.0000	.00000	.000
11. Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4.5) (DEPR 4.2, 4.3, 4.4)	5	3.00	4.00	3.8000	.44721	.200

	No.	Minimum	Maximum	mean	Std Deviation	variance
12. Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	5	3.00	4.00	3,2000	.44721	.200
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	2	3.00	4.00	3.5000	.70711	.500
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.5, 10.1)	5	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.3, 8.5)	5	3.00	4.00	3.6000	.54772	.300
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	5	3.00	4.00	3.8000	.44721	.200
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	5	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	5	4.00	4.00	4.0000	.00000	.000
19. Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	5	2.00	4.00	3,2000	1.09545	1,200
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	5	3.00	4.00	3.6000	.54772	.300
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	5	3.00	4.00	3.6000	.54772	.300
22. Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1,	5	3.00	4.00	3.4000	.54772	.300

	No.	Minimum	Maximum	mean	Std Deviation	variance
1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)						
23. Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	5	2.00	4.00	3.2000	1.09545	1,200
24.Various students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	5	2.00	4.00	3.0000	1.00000	1,000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	5	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	5	2.00	4.00	2.6000	.89443	.800
27. Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	5	2.00	4.00	2.8000	.83666	.700
28. Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	5	4.00	4.00	4.0000	.00000	.000
29. Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	5	3.00	4.00	3.8000	.44721	.200
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	5	2.00	4.00	3.6000	.89443	.800
31. Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	4	3.00	4.00	3.7500	.50000	.250
32. Use adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3.8) (DEPR 2.1,)	5	3.00	4.00	3.8000	.44721	.200
33. Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	5	3.00	4.00	3.4000	.54772	.300

	No.	Minimum	Maximum	mean	Std Deviation	variance
34. Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	5	3.00	4.00	3.6000	.54772	.300
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	4.00	4.00	4.0000	.00000	.000
36. Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	2.00	4.00	3.0000	1.00000	1,000
37. Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	2.00	4.00	2.8000	.83666	.700
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	.00	4.00	3.0000	1.73205	3,000
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	5	4.00	4.00	4.0000	.00000	.000
40. Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	5	4.00	4.00	4.0000	.00000	.000
41. Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	5	3.00	4.00	3.8000	.44721	.200
42. Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	5	4.00	4.00	4.0000	.00000	.000
43. Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	5	4.00	4.00	4.0000	.00000	.000
44. Masters and manages impromptu situations following	5	4.00	4.00	4.0000	.00000	.000

	No.	Minimum	Maximum	mean	Std Deviation	variance
the adequate channels (CAEP 3.5, InTASC 2.9) (DEPR 4.5)						
45. Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3.9) (DEPR 4.5)	5	4.00	4.00	4.0000	.00000	.000
46. Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	5	-99.00	4.00	-57.8000	56.41542	3182,700
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	5	1.00	4.00	3.4000	1.34164	1,800
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	5	2.00	4.00	3,2000	.83666	.700
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	5	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1.5) (DEPR 3.3)	5	2.00	4.00	3.0000	.70711	.500
4. Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	5	2.00	4.00	3.0000	.70711	.500
5. Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	5	3.00	4.00	3.6000	.54772	.300
6. Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	5	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	5	4.00	4.00	4.0000	.00000	.000
8. Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	5	3.00	4.00	3.6000	.54772	.300
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	5	3.00	4.00	3.8000	.44721	.200

	No.	Minimum	Maximum	mean	Std Deviation	variance
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	5	4.00	4.00	4.0000	.00000	.000
11. Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4.5) (DEPR 4.2, 4.3, 4.4)	5	4.00	4.00	4.0000	.00000	.000
12. Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	5	3.00	4.00	3.6000	.54772	.300
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	1	.00	.00	.0000	.	.
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.5, 10.1)	5	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3.8) (DEPR 3.3, 8.5)	5	4.00	4.00	4.0000	.00000	.000
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	5	3.00	4.00	3.8000	.44721	.200
17Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	5	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	5	4.00	4.00	4.0000	.00000	.000
19. Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	5	4.00	4.00	4.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	5	3.00	4.00	3.8000	.44721	.200
21.Demonstrates ability to work with large, small & individual	5	3.00	4.00	3.8000	.44721	.200

	No.	Minimum	Maximum	mean	Std Deviation	variance
groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)						
22. Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	5	3.00	4.00	3.6000	.54772	.300
23. Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	5	.00	4.00	2.6000	1.67332	2.800
24.Various students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	5	3.00	4.00	3.8000	.44721	.200
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	5	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	5	3.00	4.00	3.6000	.54772	.300
27. Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	5	2.00	4.00	3.4000	.89443	.800
28. Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	5	4.00	4.00	4.0000	.00000	.000
29. Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	5	4.00	4.00	4.0000	.00000	.000
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	5	4.00	4.00	4.0000	.00000	.000
31. Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	4	3.00	4.00	3.7500	.50000	.250

	No.	Minimum	Maximum	mean	Std Deviation	variance
32. Use adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3.8) (DEPR 2.1.)	5	4.00	4.00	4.0000	.00000	.000
33. Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	5	3.00	4.00	3.2000	.44721	.200
34. Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	5	3.00	4.00	3.4000	.54772	.300
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	4.00	4.00	4.0000	.00000	.000
36. Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	3.00	4.00	3.8000	.44721	.200
37. Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	2.00	4.00	3.4000	.89443	.800
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	5	3.00	4.00	3.6000	.54772	.300
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	5	4.00	4.00	4.0000	.00000	.000
40. Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	5	4.00	4.00	4.0000	.00000	.000
41. Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	5	2.00	4.00	3.6000	.89443	.800
42. Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	5	4.00	4.00	4.0000	.00000	.000
43. Demonstrates a professional attitude towards	5	4.00	4.00	4.0000	.00000	.000

	No.	Minimum	Maximum	mean	Std Deviation	variance
the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)						
44. Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2.9) (DEPR 4.5)	5	4.00	4.00	4.0000	.00000	.000
45. Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3.9) (DEPR 4.5)	5	4.00	4.00	4.0000	.00000	.000
46. Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	4	4.00	4.00	4.0000	.00000	.000
47. Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000	.000
Valid N (listwise)	0					

Dra. Mirta Rivera

Seminar Portfolio Analysis August 2021

Seminar Portfolio Analysis

Seminar Portfolio Rubric (Data will be collected for a first cycle semester 2021 (40) This rubric is administered in the Clinical Experiences (Practicum) course. The Seminar is taken concurrently with the Practicum. The rubric has a scale from 4 to N/A does not apply. The criteria are as follows:

1. Includes a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-7.6, 8,8.1-8.5)

II. AUTOBIOGRAPHY AND EDUCATIONAL PHILOSOPHY

2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)

3. The candidate presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his/her area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

III. RESUME OR CURRICULUM VITAE

4. There is evidence of the updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)

IV. DOCUMENTS FROM THE SCHOOL OR PRACTICUM CENTER

5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

6. Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)

V. DOCUMENTS OF TEACHING PRACTICUM

7. Candidate reflects on the experiences and performance of his work in teaching practicum, presenting ideas and feelings in a creative way, considering professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 # 4 # 5 # 2, # 9 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5).

8. Critically analyzes information related to the content area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

9. Documents Professional Practicum Seminar meetings. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

10. Presents a narrative or video closing that summarizes the teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

Overall, the rubric for the portfolio for Desegregated Data shows that for this semester the educational philosophy. Was not part of the evaluation criteria. The reflection journal was also a challenge for some of the candidates. The participation in co-curricular or extra-curricular activities in the school community and at PUCPR was limited due to Covid-19 restrictions at the schools and on campus.

This presentation gives closure to the practicum experience. It is evaluated with a specific rubric in the seminar.

Descriptive Statistics

	N	Minimum	Maximum	Media	Std. dev	Variance
1. Includes a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-7.6, 8,8.1-8.5)	3	4.00	4.00	4.0000	.00000	.000
2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)	3	4.00	4.00	4.0000	.00000	.000

	N	Minimum	Maximum	Media	Std. dev	Variance
3.The candidate presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5	3	-99.00	-99.00	-99.0000	.00000	.000
4.There is evidence of the updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)	3	4.00	4.00	4.0000	.00000	.000
5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8	3	4.00	4.00	4.0000	.00000	.000
6.Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5	3	3.00	4.00	3.6667	.57735	.333
7. Candidate reflects on the experiences and performance of his work in teaching practicum, presenting his ideas and feelings in a creative way, considering his professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 #	3	4.00	4.00	4.0000	.00000	.000
8. Critically analyzes information related to your area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5	3	4.00	4.00	4.0000	.00000	.000
9. Documents Professional Practicum seminar meetings. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)	3	4.00	4.00	4.0000	.00000	.000
10.Presents a narrative or video closing that summarizes your teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7	3	3.00	4.00	3.6667	.57735	.333

	N	Minimum	Maximum	Media	Std. dev	Variance
Z SCORE(Campus)	0					
Valid N (listwise)	0					

Prof. Miriam Pacheco Molina, supervisor

Seminar Portfolio Analysis
January May 2022

Seminar Portfolio Analysis

Seminar Portfolio Rubric (Data will be collected for a first cycle semester 2021 (40) This rubric is administered in the Clinical Experiences (Practicum) course. The Seminar is taken concurrently with the Practicum. The rubric has a scale from 4 to N/A does not apply. The criteria are as follows:

1. Includes a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-7.6, 8,8.1-8.5)

II. AUTOBIOGRAPHY AND EDUCATIONAL PHILOSOPHY

2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)

3. The candidate presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his/her area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

III. RESUME OR CURRICULUM VITAE

4. There is evidence of the updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)

IV. DOCUMENTS FROM THE SCHOOL OR PRACTICUM CENTER

5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

6. Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)

V. DOCUMENTS OF TEACHING PRACTICUM

7. Candidate reflects on the experiences and performance of his work in teaching practicum, presenting ideas and feelings in a creative way,

considering professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 # 4 # 5 # 2, # 9 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5).

8. Critically analyzes information related to the content area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

9. Documents Professional Practicum seminar meetings. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

10. Presents a narrative or video closing that summarizes the teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

Overall, the rubric for the portfolio for Desegregated Data shows that for this semester the educational philosophy was not part of the evaluation criteria.

This presentation gives closure to the practicum experience. It is evaluated with a specific rubric in the seminar.

Descriptive Statistics

	No.	Minimum	Maximum	mean	Std Deviation	variance
1. Includes a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-7.6, 8,8.1-8.5)	3	4.00	4.00	4.0000	.00000	.000
2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)	3	4.00	4.00	4.0000	.00000	.000
3.The candidate presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his area of specialty. (CAEP 1.1,1.2, 1.4, INTASC #	3	-99.00	-99.00	-99.0000	.00000	.000

4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5						
4. There is evidence of the updated resume or curriculum vitae. (CAEP 1.1, InTASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)	3	4.00	4.00	4.0000	.00000	.000
5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 InTASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8	3	4.00	4.00	4.0000	.00000	.000
6. Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6, 10, 10.1-10.4, 11, 11.1-11.5	3	3.00	4.00	3.6667	.57735	.333
7. Candidate reflects on the experiences and performance of his work in teaching practicum, presenting his ideas and feelings in a creative way, considering his professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 #	3	4.00	4.00	4.0000	.00000	.000
8. Critically analyzes information related to your area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5	3	4.00	4.00	4.0000	.00000	.000
9. Documents Professional Practicum seminar meetings. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)	3	4.00	4.00	4.0000	.00000	.000
10. Presents a narrative or video closing that summarizes your teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7	3	3.00	4.00	3.6667	.57735	.333
Z score (Campus)	0					
Valid N (listwise)	0					

Miriam Pacheco Molina

STANDARD 1 Key Assessment Practicum Instrument
Desegregated Data for General Education, Elementary
August 2021

Narrative:

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which requires three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was .969. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out

Data for this assessment's 2021-2022 cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 27. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument and the crosscutting themes for all programs. The data analyzed for this report includes a report on three candidates that graduated from the programs (General Education, Elementary). The candidates are considered completers.

Overall Practicum Instrument for Desegregated Data shows that Planning, Processes of Teaching and Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had overall mean scores that ranged from 2.00 to 4.00, (Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications). The lowest mean score was obtained from the first visit. There is a tendency or students to score a 2.00 in the area of planning during the first visit. In general, candidates mastered all criteria ranging from 3.00 to 4.00.

For the first evaluation, not necessarily all the candidates have prepared a test, which is why indicators # 36, # 37 and # 38 were not evidenced for one of the candidates.

Analysis and interpretation of data submitted by:
 Prof. Miriam Pacheco Molina
 Course Professor

Descriptive Statistics

	No.	Minimum	Maximum	mean	Std Deviation
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	3	2.00	4.00	3.3333	1.15470
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1.5) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	3.00	4.00	3.6667	.57735
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	4.00	4.00	4.0000	.00000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	4.00	4.00	4.0000	.00000

	No.	Minimum	Maximum	mean	Std Deviation
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	4.00	4.00	4.0000	.00000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	1	4.00	4.00	4.0000	.
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	4.00	4.00	4.0000	.00000
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	3	3.00	4.00	3.6667	.57735
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	4.00	4.00	4.0000	.00000
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	4.00	4.00	4.0000	.00000
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	4.00	4.00	4.0000	.00000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	4.00	4.00	4.0000	.00000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	4.00	4.00	4.0000	.00000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	3	4.00	4.00	4.0000	.00000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	3.00	4.00	3.6667	.57735

	No.	Minimum	Maximum	mean	Std Deviation
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	4.00	4.00	4.0000	.00000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	4.00	4.00	4.0000	.00000
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	4.00	4.00	4.0000	.00000
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	4.00	4.00	4.0000	.00000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	4.00	4.00	4.0000	.00000
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	4.00	4.00	4.0000	.00000
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	4.00	4.00	4.0000	.00000
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	3	4.00	4.00	4.0000	.00000
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	4.00	4.00	4.0000	.00000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	4.00	4.00	4.0000	.00000
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000

	No.	Minimum	Maximum	mean	Std Deviation
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	1	4.00	4.00	4.0000	.
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	4.00	4.00	4.0000	.00000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	4.00	4.00	4.0000	.00000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	4.00	4.00	4.0000	.00000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	4.00	4.00	4.0000	.00000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	1	4.00	4.00	4.0000	.

	No.	Minimum	Maximum	mean	Std Deviation
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	4.00	4.00	4.0000	.00000
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	3	4.00	4.00	4.0000	.00000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	4.00	4.00	4.0000	.00000
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	4.00	4.00	4.0000	.00000
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	4.00	4.00	4.0000	.00000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	4.00	4.00	4.0000	.00000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	4.00	4.00	4.0000	.00000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	3	4.00	4.00	4.0000	.00000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	4.00	4.00	4.0000	.00000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	4.00	4.00	4.0000	.00000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	4.00	4.00	4.0000	.00000
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	4.00	4.00	4.0000	.00000

	No.	Minimum	Maximum	mean	Std Deviation
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	4.00	4.00	4.0000	.00000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	3	4.00	4.00	4.0000	.00000
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	4.00	4.00	4.0000	.00000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	4.00	4.00	4.0000	.00000
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000

	No.	Minimum	Maximum	mean	Std Deviation
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	4.00	4.00	4.0000	.00000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	4.00	4.00	4.0000	.00000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	4.00	4.00	4.0000	.00000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	4.00	4.00	4.0000	.00000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	3	4.00	4.00	4.0000	.00000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	4.00	4.00	4.0000	.00000
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	3	4.00	4.00	4.0000	.00000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000

	No.	Minimum	Maximum	mean	Std Deviation
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	4.00	4.00	4.0000	.00000
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	4.00	4.00	4.0000	.00000
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	4.00	4.00	4.0000	.00000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	4.00	4.00	4.0000	.00000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	4.00	4.00	4.0000	.00000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	3	4.00	4.00	4.0000	.00000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	4.00	4.00	4.0000	.00000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	4.00	4.00	4.0000	.00000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	4.00	4.00	4.0000	.00000
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	4.00	4.00	4.0000	.00000
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	4.00	4.00	4.0000	.00000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000

	No.	Minimum	Maximum	mean	Std Deviation
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	3	4.00	4.00	4.0000	.00000
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	4.00	4.00	4.0000	.00000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	4.00	4.00	4.0000	.00000
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000
Valid N (listwise)	0				

January May 2022
Miriam Pacheco

**STANDARD 1 Key Assessment Practicum Instrument
Desegregated Data for General Education, Elementary
May 2022**

Narrative:

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which requires three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was .969. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out

Data for this assessment's 2021-2022 cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 27. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument and the crosscutting themes for all programs. The data analyzed for this report includes a report on three candidates that graduated from the programs (General Education, Elementary). The candidates are considered completers.

Overall Practicum Instrument for Desegregated Data shows that Planning, Processes of Teaching and Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had overall mean scores that ranged from 3.00 to 4.00, (3- Good: Meets with most of the established competencies, skills, attitudes, and values). The lowest mean score was obtained from the first visit. There is a tendency or students to score a 3.00 in the area of planning during the first visit. In general, candidates mastered all criteria ranging from 3.00 to 4.00.

For the first evaluation, not necessarily all the candidates have prepared a test, which is why indicators # 36, # 37 and # 38 were not evidenced for one of the candidates.

Descriptive Statistic

	N o.	Minimum	Maximum	mean	Std Deviation	variance
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000	.000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000	.000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000	.000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000	.000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	4.00	4.00	4.0000	.00000	.000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	3	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000	.000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	4.00	4.00	4.0000	.00000	.000
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	3	4.00	4.00	4.0000	.00000	.000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	4.00	4.00	4.0000	.00000	.000
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000	.000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	4.00	4.00	4.0000	.00000	.000
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	4.00	4.00	4.0000	.00000	.000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6.)	3	3.00	4.00	3.6667	.57735	.333
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	4.00	4.00	4.0000	.00000	.000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	4.00	4.00	4.0000	.00000	.000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	4.00	4.00	4.0000	.00000	.000
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000	.000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	4.00	4.00	4.0000	.00000	.000
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	4.00	4.00	4.0000	.00000	.000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000	.000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	3.00	4.00	3.3333	.57735	.333
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000	.000
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	-99.00	4.00	-64.6667	59.46708	3536.333
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	-99.00	4.00	-64.6667	59.46708	3536.333
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	-99.00	4.00	-64.6667	59.46708	3536.333
39.Documents the learning of the students in the grade book and/or	3	3.00	4.00	3.6667	.57735	.333

	N o.	Minimum	Maximum	mean	Std Deviation	variance
electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)						
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	2.00	4.00	3.3333	1.15470	1.333
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	4.00	4.00	4.0000	.00000	.000
42Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000	.000
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000	.000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000	.000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	4.00	4.00	4.0000	.00000	.000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000	.000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000	.000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	4.00	4.00	4.0000	.00000	.000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	3	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000	.000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	4.00	4.00	4.0000	.00000	.000
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	3	4.00	4.00	4.0000	.00000	.000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	4.00	4.00	4.0000	.00000	.000
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000	.000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	4.00	4.00	4.0000	.00000	.000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	4.00	4.00	4.0000	.00000	.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6.)	3	4.00	4.00	4.0000	.00000	.000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	4.00	4.00	4.0000	.00000	.000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	4.00	4.00	4.0000	.00000	.000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	4.00	4.00	4.0000	.00000	.000
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000	.000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	4.00	4.00	4.0000	.00000	.000
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	4.00	4.00	4.0000	.00000	.000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000	.000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	3.00	4.00	3.6667	.57735	.333
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000	.000
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.6667	.57735	.333
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000	.000
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	3	4.00	4.00	4.0000	.00000	.000
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	4.00	4.00	4.0000	.00000	.000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	4.00	4.00	4.0000	.00000	.000
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000	.000
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	4.00	4.00	4.0000	.00000	.000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000	.000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	4.00	4.00	4.0000	.00000	.000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000	.000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	4.00	4.00	4.0000	.00000	.000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	4.00	4.00	4.0000	.00000	.000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	3	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000	.000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	4.00	4.00	4.0000	.00000	.000
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	3	4.00	4.00	4.0000	.00000	.000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	4.00	4.00	4.0000	.00000	.000
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	4.00	4.00	4.0000	.00000	.000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	4.00	4.00	4.0000	.00000	.000
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	4.00	4.00	4.0000	.00000	.000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	4.00	4.00	4.0000	.00000	.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	3	4.00	4.00	4.0000	.00000	.000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	4.00	4.00	4.0000	.00000	.000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	4.00	4.00	4.0000	.00000	.000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	4.00	4.00	4.0000	.00000	.000
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000	.000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	4.00	4.00	4.0000	.00000	.000
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	4.00	4.00	4.0000	.00000	.000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	3.00	4.00	3.6667	.57735	.333
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000	.000
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000	.000
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.6667	.57735	.333
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	4.00	4.00	4.0000	.00000	.000
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	3	4.00	4.00	4.0000	.00000	.000
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	4.00	4.00	4.0000	.00000	.000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	4.00	4.00	4.0000	.00000	.000
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000	.000

	N o.	Minimum	Maximum	mean	Std Deviation	variance
Valid N (listwise)	3					

Analysis and interpretation of data submitted by:
Prof. Miriam Pacheco Molina
Course Professor

STANDARD 1 Key Assessment Practicum Instrument 1.1-1.5 Desegregated Data for Physical Education Program

Dr. Karylyn Melendez

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which require three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was zero (0). This statistically obtained value has a lot of weight in the representative amount of the sample of subjects evaluated. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out

Data for this assessment's 2021-2022 cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 28. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. The analyzed data correspond to two practitioners in the area of elementary and secondary physical education. Both candidates were pending to take teachers licensure State test. One student doesn't finish bachelor.

From the general perspective, according to the highest results obtained from the two practitioners in the planning area, values between 4.00 to 3.00 were found the following items: didactic resources are appropriate and plans for individual differences. In the process of teaching and learning the results demonstrated both practitioners develop pertinent initial activities, decor is according to level, grade and subject, integrates available technology, uses adequate didactic materials considering individual differences, develops teaching strategies in a safe learning environment and utilizes adequate discipline strategies in the physical education class. In the assessment of student learning part, the following items area highest: analyze and interpreted correctly the results of student's evaluation, documents the learning in the gradebook and /or electronic platforms and attends the practicum center according to the established norms. Finally, in the duties and responsibilities: attitudes and values result the practitioners demonstrate a professional attitude towards the recommendations of cooperating teacher and university supervisor, maintains effective communication with immediate supervisors.

However, the results shown for the desegregated data for planning, processes of teaching and learning, assessment of student learning and duties and responsibilities: attitudes and values had minimum means ranging from 1.00 to 2.00 following results: provides opportunities for initial and pedagogical closure, uses time adequately, turns in documents with punctuality, shows initiate in all tasks and constructs adequate criterion teste for student achievement.

Regarding application technology skills standards as candidates design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practice. Results show that candidates can use MS Word to edit text documents, create templates, and automate the creation of tables of content. They show proficiency in Excel means running and creating functions to document grades and charts. Additionally, they can make interactive slideshows in PowerPoint to enhance the teaching and learning process. The mean scores range from 4.00 points overall. The practitioners integrated interactive platform such as Kahoot, etc.

Reliability

Warnings

There are too few cases (N = 0) for the analysis.

Execution of this command stops.

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	2	3.00	4.00	3.5000	.70711	.500
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	2	3.00	4.00	3.5000	.70711	.500
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	2	2.00	4.00	3.0000	1.41421	2.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	2	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	2	-99.00	4.00	-47.5000	72.83200	5304.500
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	2	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	2	3.00	3.00	3.0000	.00000	.000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	2	3.00	4.00	3.5000	.70711	.500
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	2	3.00	4.00	3.5000	.70711	.500

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	2	4.00	4.00	4.0000	.00000	.000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	2	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	2	4.00	4.00	4.0000	.00000	.000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	2	3.00	4.00	3.5000	.70711	.500
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	2	3.00	3.00	3.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	2	3.00	4.00	3.5000	.70711	.500
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	2	3.00	3.00	3.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	2	3.00	4.00	3.5000	.70711	.500
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	2	-99.00	3.00	-48.0000	72.12489	5202.000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	2	3.00	4.00	3.5000	.70711	.500
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	2	3.00	4.00	3.5000	.70711	.500
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	2	4.00	4.00	4.0000	.00000	.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	2	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	2	2.00	3.00	2.5000	.70711	.500
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	2	2.00	4.00	3.0000	1.41421	2.000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	2	3.00	4.00	3.5000	.70711	.500

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	2	3.00	4.00	3.5000	.70711	.500
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	0					
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	0					
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	2	4.00	4.00	4.0000	.00000	.000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	3.00	3.0000	.00000	.000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	4.00	3.5000	.70711	.500
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	1	4.00	4.00	4.0000	.	.
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	0					
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	0					
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	1	4.00	4.00	4.0000	.	.
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	1	4.00	4.00	4.0000	.	.
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	2	4.00	4.00	4.0000	.00000	.000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	2	3.00	4.00	3.5000	.70711	.500
42Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	3.00	4.00	3.5000	.70711	.500
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	2	3.00	4.00	3.5000	.70711	.500
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	1	4.00	4.00	4.0000	.	.
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	2	3.00	4.00	3.5000	.70711	.500
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	2	3.00	4.00	3.5000	.70711	.500
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	2	3.00	4.00	3.5000	.70711	.500
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	2	3.00	4.00	3.5000	.70711	.500
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	2	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	2	4.00	4.00	4.0000	.00000	.000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	2	3.00	4.00	3.5000	.70711	.500
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	2	4.00	4.00	4.0000	.00000	.000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	2	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	2	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	2	4.00	4.00	4.0000	.00000	.000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	2	3.00	4.00	3.5000	.70711	.500
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	2	3.00	4.00	3.5000	.70711	.500
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	2	3.00	4.00	3.5000	.70711	.500
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	2	4.00	4.00	4.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	2	3.00	4.00	3.5000	.70711	.500
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	2	3.00	3.00	3.0000	.00000	.000
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	2	3.00	4.00	3.5000	.70711	.500
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	2	4.00	4.00	4.0000	.00000	.000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	2	4.00	4.00	4.0000	.00000	.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	2	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	2	3.00	3.00	3.0000	.00000	.000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	2	2.00	4.00	3.0000	1.41421	2.000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	2	4.00	4.00	4.0000	.00000	.000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	2	3.00	4.00	3.5000	.70711	.500

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	0					
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	1	4.00	4.00	4.0000	.	.
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	2	3.00	4.00	3.5000	.70711	.500
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	3.00	3.0000	.00000	.000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	4.00	3.5000	.70711	.500
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	4.00	3.5000	.70711	.500
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	1	4.00	4.00	4.0000	.	.
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	-99.00	4.00	-47.5000	72.83200	5304.500
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	4.00	4.00	4.0000	.00000	.000
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	2	4.00	4.00	4.0000	.00000	.000
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	2	4.00	4.00	4.0000	.00000	.000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	2	2.00	4.00	3.0000	1.41421	2.000
42Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	2.00	4.00	3.0000	1.41421	2.000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	2	3.00	4.00	3.5000	.70711	.500

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	2	3.00	4.00	3.5000	.70711	.500
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	2	4.00	4.00	4.0000	.00000	.000
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	2	3.00	4.00	3.5000	.70711	.500
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	2	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	2	4.00	4.00	4.0000	.00000	.000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	2	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	2	4.00	4.00	4.0000	.00000	.000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	2	3.00	4.00	3.5000	.70711	.500
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	2	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	2	4.00	4.00	4.0000	.00000	.000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	2	4.00	4.00	4.0000	.00000	.000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	2	4.00	4.00	4.0000	.00000	.000
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	2	1.00	4.00	2.5000	2.12132	4.500
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	2	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	2	4.00	4.00	4.0000	.00000	.000
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	2	3.00	4.00	3.5000	.70711	.500
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	2	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5.8) (DEPR 4.1,4.2,4.3,4.4)	2	4.00	4.00	4.0000	.00000	.000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	2	3.00	4.00	3.5000	.70711	.500
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	2	3.00	4.00	3.5000	.70711	.500
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	2	3.00	4.00	3.5000	.70711	.500
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	2	3.00	4.00	3.5000	.70711	.500
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	2	4.00	4.00	4.0000	.00000	.000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	2	4.00	4.00	4.0000	.00000	.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	2	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	2	3.00	4.00	3.5000	.70711	.500
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	2	3.00	4.00	3.5000	.70711	.500
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	2	4.00	4.00	4.0000	.00000	.000
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	2	3.00	4.00	3.5000	.70711	.500
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	0					

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	1	4.00	4.00	4.0000	.	.
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	2	3.00	4.00	3.5000	.70711	.500
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	3.00	3.0000	.00000	.000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	2	3.00	4.00	3.5000	.70711	.500
35.Applies a variety of techniques using quantitative and qualitative instruments to asses student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	3.00	4.00	3.5000	.70711	.500
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	1.00	4.00	2.5000	2.12132	4.500
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	1.00	4.00	2.5000	2.12132	4.500
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	2	4.00	4.00	4.0000	.00000	.000
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	2	4.00	4.00	4.0000	.00000	.000
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	2	4.00	4.00	4.0000	.00000	.000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	2	3.00	4.00	3.5000	.70711	.500
42Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	3.00	4.00	3.5000	.70711	.500
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	2	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	2	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	2	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	2	4.00	4.00	4.0000	.00000	.000
Valid N (listwise)	0					

Dr. Karylyn Melendez

STANDARD 1 Key Assessment Practicum Instrument 1.1-1.5 Desegregated Data for Elementary and Secondary English Candidates 2021

Dr. Mercedes Torres

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned to CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which require three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed during every visit by the candidate, the university supervisor, and the cooperating teacher. The reliability of the revised version (141 items) as measured by Cronbach's Alpha related to the four sections was .969. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out.

Data for this assessment's 2021 cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 29. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument and the crosscutting themes for all programs. The data analyzed for this report includes a report on six candidates that graduated from the program. Four candidates are considered completers, and two are not working as teachers

Overall Practicum Instrument for **Desegregated Data** shows that Planning, Processes of Teaching & Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had EPP-wide overall mean scores that ranged from 3.00 to 4.00, which are above 3.00 (Good: Meets with most of the established competencies, skills, attitudes, and values).

An exception is shown for the desegregated data for the Secondary English level, specifically in the first visit in the areas of planning with minimum means ranging from 1.00 to a maximum of 4.00 and teaching/learning processes from 2.00 to 4.00. Model lesson plans need to be addressed and discussed in the seminar. Additionally, writing objectives for lesson planning continues to be a challenge in the first phase of the evaluation process.

Concerning the teaching and learning process, criteria # 17: *Makes use of communication feedback, mastering the skill of questioning and adequate responses*, and # 24: *Varies students' participation with passive/active activities* also obtained the lowest minimum mean scores during the first visit. It is essential to mention that most of the classes were partially virtual due to Covid-19 restrictions; therefore, issues with students' participation were a virtual challenge in many cases. Encountered challenges were addressed in the seminar, and as a result, improvement was evidenced during the second and third visits.

SPSS Results English Secondary Level (5) & Elementary Level (1): Overall Data

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	138

Item #47 was excluded for the three visits.

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	6	2.00	4.00	3.1667	.75277	.567
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	6	1.00	4.00	3.5000	1.22474	1.500

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	6	2.00	4.00	3.3333	.81650	.667
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	6	1.00	4.00	2.8333	1.16905	1.367
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	6	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	6	1.00	4.00	3.3333	1.21106	1.467
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	6	4.00	4.00	4.0000	.00000	.000
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	6	3.00	4.00	3.8333	.40825	.167
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC, 5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	6	3.00	4.00	3.6667	.51640	.267
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	6	3.00	4.00	3.6667	.51640	.267
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	6	3.00	4.00	3.5000	.54772	.300
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	6	3.00	4.00	3.3333	.51640	.267
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	6	3.00	4.00	3.6667	.51640	.267
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	6	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	6	3.00	4.00	3.6667	.51640	.267
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	6	3.00	4.00	3.6667	.51640	.267
17.Makes use of communication feedback mastering the skill of questioning and	6	2.00	4.00	3.1667	.75277	.567

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)						
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	6	3.00	4.00	3.8333	.40825	.167
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	6	3.00	4.00	3.8333	.40825	.167
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	6	3.00	4.00	3.6667	.51640	.267
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	6	3.00	4.00	3.6667	.51640	.267
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	6	3.00	4.00	3.6667	.51640	.267
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	6	3.00	4.00	3.5000	.54772	.300
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	6	2.00	4.00	3.3333	.81650	.667
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	6	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	6	3.00	4.00	3.3333	.51640	.267
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	6	3.00	4.00	3.8333	.40825	.167
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	6	3.00	4.00	3.8333	.40825	.167
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	6	3.00	4.00	3.6667	.51640	.267

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) (DEPR 1.5)	6	3.00	4.00	3.5000	.54772	.300
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	6	3.00	4.00	3.5000	.54772	.300
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	6	3.00	4.00	3.6667	.51640	.267
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	6	3.00	4.00	3.5000	.54772	.300
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	6	3.00	4.00	3.5000	.54772	.300
35.Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.8333	.40825	.167
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.8333	.40825	.167
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.6667	.51640	.267
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.6667	.51640	.267
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	6	3.00	4.00	3.8333	.40825	.167
40.Attends the practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	6	4.00	4.00	4.0000	.00000	.000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	6	3.00	4.00	3.8333	.40825	.167
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	6	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	6	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	6	3.00	4.00	3.8333	.40825	.167
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	6	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	6	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	1	4.00	4.00	4.0000	.	.
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	6	3.00	4.00	3.8333	.40825	.167
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	6	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	6	3.00	4.00	3.8333	.40825	.167
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	6	3.00	4.00	3.8333	.40825	.167
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	6	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	6	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	6	3.00	4.00	3.8333	.40825	.167
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	6	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC, 5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	6	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	6	3.00	4.00	3.8333	.40825	.167
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	6	3.00	4.00	3.6667	.51640	.267
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	6	3.00	4.00	3.6667	.51640	.267
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	6	4.00	4.00	4.0000	.00000	.000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	6	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	6	3.00	4.00	3.8333	.40825	.167
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	6	4.00	4.00	4.0000	.00000	.000
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	6	3.00	4.00	3.6667	.51640	.267
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	6	3.00	4.00	3.8333	.40825	.167
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	6	4.00	4.00	4.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	6	3.00	4.00	3.5000	.54772	.300
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	6	4.00	4.00	4.0000	.00000	.000
22.Demonstrates ability to work with individual differences and cultural and community	6	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)						
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	6	4.00	4.00	4.0000	.00000	.000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	6	2.00	4.00	3.5000	.83666	.700
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	6	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	6	3.00	4.00	3.5000	.54772	.300
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	6	4.00	4.00	4.0000	.00000	.000
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	6	3.00	4.00	3.6667	.51640	.267
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	6	3.00	4.00	3.8333	.40825	.167
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	6	4.00	4.00	4.0000	.00000	.000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	6	3.00	4.00	3.8333	.40825	.167
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	6	4.00	4.00	4.0000	.00000	.000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	6	3.00	4.00	3.3333	.51640	.267
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	6	3.00	4.00	3.5000	.54772	.300
35.Applies a variety of techniques using quantitative and qualitative instruments to	6	3.00	4.00	3.8333	.40825	.167

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)						
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.5000	.54772	.300
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.6667	.51640	.267
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.5000	.54772	.300
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	6	3.00	4.00	3.8333	.40825	.167
40.Attends the practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	6	4.00	4.00	4.0000	.00000	.000
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	6	3.00	4.00	3.8333	.40825	.167
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	6	4.00	4.00	4.0000	.00000	.000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	6	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	6	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	6	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	6	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	6	-99.00	4.00	-81.8333	42.04957	1768.167

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3)	6	4.00	4.00	4.0000	.00000	.000
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	6	4.00	4.00	4.0000	.00000	.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	6	4.00	4.00	4.0000	.00000	.000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	6	3.00	4.00	3.8333	.40825	.167
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	6	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	6	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	6	3.00	4.00	3.8333	.40825	.167
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	6	4.00	4.00	4.0000	.00000	.000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC, 5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	6	3.00	4.00	3.8333	.40825	.167
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	6	3.00	4.00	3.5000	.54772	.300
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	6	3.00	4.00	3.3333	.51640	.267
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	6	3.00	4.00	3.8333	.40825	.167
13.Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	6	4.00	4.00	4.0000	.00000	.000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1)	6	3.00	4.00	3.8333	.40825	.167

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5)	6	3.00	4.00	3.8333	.40825	.167
16.Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	6	3.00	4.00	3.6667	.51640	.267
17.Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	6	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	6	4.00	4.00	4.0000	.00000	.000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	6	3.00	4.00	3.8333	.40825	.167
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	6	3.00	4.00	3.6667	.51640	.267
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	6	3.00	4.00	3.8333	.40825	.167
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	6	3.00	4.00	3.8333	.40825	.167
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	6	3.00	4.00	3.8333	.40825	.167
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	6	2.00	4.00	3.5000	.83666	.700
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	6	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	6	3.00	4.00	3.3333	.51640	.267
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	6	3.00	4.00	3.8333	.40825	.167

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	6	3.00	4.00	3.6667	.51640	.267
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	6	3.00	4.00	3.8333	.40825	.167
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	6	3.00	4.00	3.8333	.40825	.167
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	6	4.00	4.00	4.0000	.00000	.000
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	6	4.00	4.00	4.0000	.00000	.000
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	6	3.00	4.00	3.3333	.51640	.267
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	6	3.00	4.00	3.6667	.51640	.267
35.Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	4.00	4.00	4.0000	.00000	.000
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.8333	.40825	.167
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	4.00	4.00	4.0000	.00000	.000
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	6	3.00	4.00	3.8333	.40825	.167
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5)	6	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
40.Attends the practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	6	3.00	4.00	3.8333	.40825	.167
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	6	3.00	4.00	3.6667	.51640	.267
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	6	4.00	4.00	4.0000	.00000	.000
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	6	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	6	3.00	4.00	3.8333	.40825	.167
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	6	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	6	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	1	4.00	4.00	4.0000	.	.
Valid N	6					

Technological Skills Practicum Instrument

CAEP Standard 1.5 Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practice.

In terms of applying technology standards as candidates design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practicum. Results show that candidates can use MS Word to edit text documents, create templates, and automate the creation of tables of content. They show proficiency in Excel means running and creating functions to

document grades and charts. Additionally, they can make interactive slideshows in PowerPoint to enhance the teaching and learning process. The mean scores range from 3.40 to 4.00 points overall.

CAEP Standards/InTASC Standards/DEPR (Department of Education of Puerto Rico) International Society for Technology in Education (ISTE) standards Academic Year 2021	Technology EPP Descriptive Statistics IBM SPSS Statistics 29					
Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	6	2.00	4.00	3.1667	.75277	.567
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	6	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	6	3.00	4.00	3.6667	.51640	.267
35.Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	6	3.00	4.00	3.8333	.40825	.167
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.) (ISTE 5a., 5b., 5c., 7b.)	6	3.00	4.00	3.8333	.40825	.167
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	6	3.00	4.00	3.6667	.51640	.267

CAEP Standards/InTASC Standards/DEPR (Department of Education of Puerto Rico) International Society for Technology in Education (ISTE) standards Academic Year 2021	Technology EPP Descriptive Statistics IBM SPSS Statistics 29					
Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	6	3.00	4.00	3.8333	.40825	.167
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	6	3.00	4.00	3.8333	.40825	.167
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	6	4.00	4.00	4.0000	.00000	.000
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	6	3.00	4.00	3.8333	.40825	.167
35.Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	6	3.00	4.00	3.8333	.40825	.167
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.) (ISTE 5a., 5b., 5c., 7b.)	6	3.00	4.00	3.5000	.54772	.300
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	6	3.00	4.00	3.6667	.51640	.267

CAEP Standards/InTASC Standards/DEPR (Department of Education of Puerto Rico) International Society for Technology in Education (ISTE) standards Academic Year 2021	Technology EPP Descriptive Statistics IBM SPSS Statistics 29					
Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	6	3.00	4.00	3.8333	.40825	.167
1.Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.)	6	4.00	4.00	4.0000	.00000	.000
14.Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	6	3.00	4.00	3.8333	.40825	.167
15.Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	6	3.00	4.00	3.8333	.40825	.167
35.Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	6	4.00	4.00	4.0000	.00000	.000
36.Constructs correctly a table of specifications for tests (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.) (ISTE 5a., 5b., 5c., 7b.)	6	3.00	4.00	3.8333	.40825	.167
37.Constructs adequate criterion tests for student achievement (CAEP 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	6	4.00	4.00	4.0000	.00000	.000

CAEP Standards/InTASC Standards/DEPR (Department of Education of Puerto Rico) International Society for Technology in Education (ISTE) standards Academic Year 2021	Technology EPP Descriptive Statistics IBM SPSS Statistics 29					
Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
39.Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	6	4.00	4.00	4.0000	.00000	.000
	6					

Seminar Portfolio Analysis

Seminar Portfolio Rubric (Data will be collected for a first cycle semester 2021 (40) This rubric is administered in the Clinical Experiences (Practicum) course. The Seminar is taken concurrently with the Practicum. The rubric has a scale from 4 to N/A not apply. The criteria are as follows:

1. Includes a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-7.6, 8,8.1-8.5)

II. AUTOBIOGRAPHY AND EDUCATIONAL PHILOSOPHY

2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)

3. The candidate presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his/her area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

III. RESUME OR CURRICULUM VITAE

4. There is evidence of the updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)

IV. DOCUMENTS FROM THE SCHOOL OR PRACTICUM CENTER

5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other

documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

6. Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)

V. DOCUMENTS OF TEACHING PRACTICUM

7. Candidate reflects on the experiences and performance of his work in teaching practicum, presenting ideas and feelings in a creative way, considering professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 # 4 # 5 # 2, # 9 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5).

8. Critically analyzes information related to the content area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

9. Documents Professional practicum Seminar meetings.

(CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

10. Presents a narrative or video closing that summarizes the teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

Overall, the rubric for the portfolio for Desegregated Data shows that candidates had some difficulty articulated their own educational philosophy. The reflection journal was also a challenge for some of the candidates. The participation in co-curricular or extra-curricular activities in the school community and at PUCPR was limited due to Covid-19 restrictions at the schools and on campus.

A notable criterion is shown for the desegregated data for the Secondary and Elementary English program is the presentation of a narrative or video closing that summarized the teaching practicum experience and growth. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, This presentation gives closure to the practicum experience. It is evaluated with a specific rubric in the seminar.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. Includes a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-7.6, 8,8.1-8.5)	6	4.00	4.00	4.0000	.00000
2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DEPR 7, 7.1-7.6, 8,8.1-8.5)	6	3.00	4.00	3.3333	.51640
3.The candidate presents an articulated educational philosophy with a clear philosophical framework that reflects his/her profile as an educator and his area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5)	6	1.00	4.00	3.5000	1.22474
4.There is evidence of the updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)	6	4.00	4.00	4.0000	.00000
5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8	6	2.00	4.00	3.5000	.83666
6.Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)	6	2.00	4.00	3.3333	1.03280
7. Candidate reflects on the experiences and performance of his work in teaching practicum, presenting his ideas and feelings in a creative way, considering his professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 #	6	1.00	4.00	3.3333	1.21106
8. Critically analyzes information related to your area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5	6	4.00	4.00	4.0000	.00000
9. Documents Professional practicum Seminar meetings. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)	6	3.00	4.00	3.6667	.51640
10.Presents a narrative or video closing that summarizes your teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7	6	4.00	4.00	4.0000	.00000
Valid N (listwise)	6				

STANDARD 1 Key Assessment Practicum Instrument 1.1-1.5 Desegregated Data for Elementary and Secondary English Candidates 2022

Dr. Mercedes Torres

The practicum evaluation instrument is an assessment measure used to evaluate candidates' performance in their internship experience. The instrument was aligned with CAEP, InTASC, and the Department of Education of Puerto Rico Professional Standards. The indicators evaluate candidates in Planning, Teaching-Learning, Evaluation, and Interpersonal skills in student teaching. The assessment measure is used for all the Teacher Preparation Programs. It includes a scale that ranges from 4 (excellent) to N/A (does not apply). This document is discussed candidates in an orientation provided by the Practicum Coordinator at the beginning of every semester. It includes the rubric scale, the rubric, an overall performance table, which require three school visits, an observation sheet completed by the cooperating teacher, and a director's report by the university supervisors indicating the qualitative performance during the practicum. It also includes areas in which improvement is needed. The document is signed by the candidate, the university supervisor, and the cooperating teacher during every visit. The reliability of the revised version (141 items) measured by Cronbach's Alpha related to the four sections was .985. The scale of performance follows:

- 4- Excellent: Exceeds with outstanding evidence of established competencies, skills, attitudes, and values, demonstrating the highest levels of execution
- 3- Good: Meets with most of the established competencies, skills, attitudes, and values
- 2- Satisfactory: Acceptable evidence of established competencies, skills, attitudes, and values but requires short-term adjustments or modifications
- 1- Deficient: Under-established performance is evidenced, and immediate corrective action is required
- N/A: Not applicable or not considered for purposes of the evaluation carried out.

Data for this assessment's 2022 cycle were disaggregated for all licensure areas and presented in the following Tables using SPSS Version 29. Lesson Planning, Teaching and Learning, Evaluation, and Interpersonal Skills are assessed for three classroom evaluations each semester. Additionally, the application of technology skills is addressed in several criteria of the practicum instrument. The data analyzed for this report includes a report on three candidates. Two candidates completed the program, and one is pending completion this

semester. All three candidates have yet to take the PCMAS. Two of the candidates are secondary, and one candidate is elementary level.

Overall Practicum Instrument for **Desegregated Data** shows that Planning, Processes of Teaching & Learning, Assessment of Student Learning, and Duties and Responsibilities: Attitudes and Values had EPP-wide overall mean scores that ranged from 2.00 to 4.00; the students at the secondary level were the ones whose mean scores ranged from 1.00-4.00. The main concerns were planning, group control, and written expression. Meanwhile, the student at the elementary level had an overall mean score for all criteria of 3.00 -4.00, which are above 3.00 (Good: Meets with most of the established competencies, skills, attitudes, and values).

An exception is shown for the desegregated data for the Secondary English level, specifically in the first visit in the areas of planning with minimum means ranging from 1.00 to a maximum of 4.00 and teaching/learning processes from 2.00 to 4.00. Once again, model lesson plans need to be addressed and discussed in the seminar. Additionally, writing objectives for lesson planning continues to be a challenge in the first phase of the evaluation process. After the pandemic, many schools are interlocking. The class setup is tables, not individual desks. That has been a challenge for the secondary level practicum students in dealing with cooperative learning structure. This is a recommendation for methodology courses to attend.

Concerning the teaching and learning process, criteria # 12. Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4), 18. Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4),20. Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5) obtained the lowest minimum mean scores during the first visit. Encountered challenges were addressed in the seminar, and as a result, improvement was evidenced during the second and third visits. Nevertheless, this will be addressed at a faculty meeting to discuss how the method's courses can emphasize these challenges at the secondary level.

Reliability Statistics

Cronbach's Alpha	N of Items
.985	141

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	3	2.00	4.00	3.0000	1.00000	1.000
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	2.00	4.00	3.0000	1.00000	1.000
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	2.00	4.00	3.0000	1.00000	1.000
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	2.00	4.00	3.0000	1.00000	1.000
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	2.00	4.00	3.0000	1.00000	1.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	3.00	4.00	3.6667	.57735	.333
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	3.00	4.00	3.3333	.57735	.333
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	2.00	4.00	3.0000	1.00000	1.000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	3.00	4.00	3.3333	.57735	.333
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	2.00	4.00	3.0000	1.00000	1.000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	2.00	4.00	3.0000	1.00000	1.000
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	2.00	3.00	2.3333	.57735	.333
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	3.00	4.00	3.3333	.57735	.333
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	3	3.00	4.00	3.3333	.57735	.333
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	2.00	3.00	2.6667	.57735	.333
17. Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	3.00	4.00	3.3333	.57735	.333
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1.4.2,4.3,4.4)	3	2.00	3.00	2.3333	.57735	.333
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	3.00	4.00	3.6667	.57735	.333
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	2.00	3.00	2.3333	.57735	.333
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	3.00	4.00	3.6667	.57735	.333
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	3.00	4.00	3.6667	.57735	.333
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	3.00	3.00	3.0000	.00000	.000
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	2.00	4.00	3.0000	1.00000	1.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	3.00	4.00	3.6667	.57735	.333
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	3	2.00	4.00	3.0000	1.00000	1.000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	2.00	4.00	3.0000	1.00000	1.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	2.00	3.00	2.3333	.57735	.333
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	3.00	4.00	3.3333	.57735	.333
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	3.00	3.00	3.0000	.00000	.000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	3.00	4.00	3.6667	.57735	.333
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	2.00	3.00	2.3333	.57735	.333
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	3.00	3.00	3.0000	.00000	.000
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	2.00	3.00	2.6667	.57735	.333
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	3	3.00	4.00	3.3333	.57735	.333
36. Correctly constructs a table of specifications for tests (CAEP 1.5 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.)	3	3.00	4.00	3.3333	.57735	.333
37. Constructs adequate criterion tests for student achievement (CAEP 1.5 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.3333	.57735	.333
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 1.5, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
40.Attends the practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	2.00	4.00	3.3333	1.15470	1.333

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	2.00	4.00	3.3333	1.15470	1.333
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	3.00	4.00	3.3333	.57735	.333
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000	.000
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	3	2.00	4.00	3.3333	1.15470	1.333
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	3.00	4.00	3.6667	.57735	.333
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	3.00	4.00	3.6667	.57735	.333
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	3.00	4.00	3.6667	.57735	.333
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	3.00	4.00	3.6667	.57735	.333
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	3.00	4.00	3.3333	.57735	.333
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	3.00	4.00	3.3333	.57735	.333
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	3.00	4.00	3.6667	.57735	.333
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	3	3.00	4.00	3.6667	.57735	.333
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	2.00	4.00	3.3333	1.15470	1.333
17. Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1,4.2,4.3,4.4)	3	3.00	4.00	3.6667	.57735	.333
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	3.00	4.00	3.6667	.57735	.333
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	3.00	4.00	3.6667	.57735	.333

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	3.00	4.00	3.3333	.57735	.333
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	3.00	4.00	3.6667	.57735	.333
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	3.00	4.00	3.6667	.57735	.333
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	3.00	4.00	3.6667	.57735	.333
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	3	3.00	4.00	3.6667	.57735	.333
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	3.00	4.00	3.3333	.57735	.333
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	3.00	4.00	3.3333	.57735	.333
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	3.00	4.00	3.3333	.57735	.333
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000	.000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	3.00	4.00	3.6667	.57735	.333
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	2.00	3.00	2.6667	.57735	.333
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	3.00	4.00	3.6667	.57735	.333
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	3.00	3.00	3.0000	.00000	.000
35. Applies a variety of techniques using quantitative and qualitative instruments to assess	3	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)						
36. Correctly constructs a table of specifications for tests (CAEP 1.5 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
37. Constructs adequate criterion tests for student achievement (CAEP 1.5, 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.6667	.57735	.333
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 1.5, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
40. Attends the practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	3.00	4.00	3.6667	.57735	.333
41. Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	2.00	4.00	3.3333	1.15470	1.333
42. Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	3.00	4.00	3.6667	.57735	.333
43. Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
44. Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2.9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
45. Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3.9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
46. Provides positive contributions to the school environment (CAEP 4.2, InTASC 3.9, 10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000	.000
47. Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3.9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	3	2.00	4.00	3.3333	1.15470	1.333
2.Includes Standards of Excellence of the Subject Matter (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.1)	3	3.00	4.00	3.6667	.57735	.333
3.Plans for different levels of cognitive development (CAEP 1.3, 1.5) (InTASC 1,5) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
4.Objectives are written as observable behavior (CAEP 1.5, 4.2, 5.3) (InTASC 5) (DEPR 3.1)	3	3.00	4.00	3.6667	.57735	.333
5.Initial, developmental & closing activities are included (CAEP 1.5, 4.2) (InTASC 7) (DEPR 3.3)	3	4.00	4.00	4.0000	.00000	.000
6.Didactic resources are appropriate (CAEP 1.5) (InTASC 4) (DEPR 3.6)	3	4.00	4.00	4.0000	.00000	.000
7.Plans for individual differences (CAEP 1.2, 1.3) (InTASC 2) (DEPR 3.3)	3	3.00	4.00	3.6667	.57735	.333
8.Assessment activities are included to comply with the objectives (CAEP 1.2, 1.3) (InTASC 1) (DEPR 6.3, 6.4)	3	4.00	4.00	4.0000	.00000	.000
9.Develops Pertinent Initial Activities (CAEP 1.1) (InTASC,5,6,7,8) (DEPR 1.1, 2.1, 3.3, 3.4)	3	4.00	4.00	4.0000	.00000	.000
10.Communicates with enthusiasm (CAEP 1.1) (InTASC 6,7,8) (DEPR 4.2, 4.3)	3	4.00	4.00	4.0000	.00000	.000
11.Demonstrates creativity in the development of activities (CAEP 1.1, 1.3) (InTASC 3, 4,5) (DEPR 4.2, 4.3, 4.4)	3	3.00	4.00	3.6667	.57735	.333
12.Captivates students' attention (CAEP 1.1) (InTASC 5,8) (DEPR 4.2, 4.3, 4.4)	3	3.00	4.00	3.6667	.57735	.333
13. Decor is according to level, grade & subject (CAEP 1.1, 1.4) (InTASC 5, 8) (DEPR 4.2)	3	3.00	4.00	3.6667	.57735	.333
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	3	4.00	4.00	4.0000	.00000	.000
16. Provides clear & specific instructions (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 8.1, 8.2, 8.3, 8.4)	3	2.00	4.00	3.3333	1.15470	1.333
17. Makes use of communication feedback mastering the skill of questioning and adequate responses (CAEP 1.1, 1.4) (InTASC 6,8) (DEPR 8.1, 8.2,8.3,8.4)	3	4.00	4.00	4.0000	.00000	.000
18.Observable sequential learning activities (CAEP 1.3) (InTASC 5,8) (DEPR 4.1.4.2,4.3,4.4)	3	4.00	4.00	4.0000	.00000	.000
19.Provides positive feedback (CAEP 1.1, 1.3) (InTASC 1,2) (DEPR 4.6)	3	4.00	4.00	4.0000	.00000	.000
20.Applies with security a variety of methods and teaching techniques (CAEP 1.1, 1.3, 1.4) (InTASC 5,6,8) (DEPR 3.6, 8.4,8.5)	3	3.00	4.00	3.6667	.57735	.333
21.Demonstrates ability to work with large, small & individual groups (CAEP 1.1, 1.3) (InTASC 2,3,10) DEPR 3.3, 8.5)	3	3.00	4.00	3.6667	.57735	.333
22.Demonstrates ability to work with individual differences and cultural and community diversity (CAEP 1.1, 1.3) (InTASC 2,3,4) (DEPR 4.4, 5.1, 5.2)	3	3.00	4.00	3.6667	.57735	.333
23.Facilitates the new concepts and clarification of values in class activities (CAEP 1.1, 1.3, 1.4, InTASC 1,2,4,5) (DEPR 1.1, 9.3)	3	3.00	4.00	3.6667	.57735	.333
24.Varies students' participation with passive/active activities (CAEP 1.3, 1.4, InTASC 1, 2, 3, 5) (DEPR 3.2, 3.4,3.6)	3	4.00	4.00	4.0000	.00000	.000
25.Develops teaching strategies in a safe learning environment (CAEP 1.3, InTASC 3) (DEPR 4.3, 4.4,4.5,4.6)	3	4.00	4.00	4.0000	.00000	.000
26.Uses time adequately (CAEP 1.1, 1.3, InTASC 3) (DEPR 3.6,)	3	4.00	4.00	4.0000	.00000	.000
27.Provides opportunities for pedagogical closure (CAEP 1.1,1.3 InTASC 5,8) (DEPR 3.1,3.3)	3	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
28.Demonstrates mastery of the subject matter (CAEP 1.1, 1.3, InTASC 4,5) (DEPR 1.1, 1.2,1.3,1.4,1.5)	3	3.00	4.00	3.6667	.57735	.333
29.Demonstrates mastery of stage control in the teaching/learning process (CAEP 1.1, 1.3, InTASC 4,5,8) (DEPR 3.2, 3.6)	3	3.00	4.00	3.6667	.57735	.333
30.Applies curricular integration strategies (CAEP 1.3, 1.4, InTASC 4,5,8) DEPR 1.5)	3	4.00	4.00	4.0000	.00000	.000
31.Provides reasonable accommodation for students with functional diversity (CAEP 1.3, InTASC 1,2,3,10) (DEPR 3.3,3.6, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5)	3	4.00	4.00	4.0000	.00000	.000
32.Utilizes adequate discipline strategies (CAEP 1.1, 1.3, InTASC 3,8) (DEPR 2.1,)	3	3.00	4.00	3.6667	.57735	.333
33.Demonstrates mastery of oral expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	3.00	4.00	3.3333	.57735	.333
34.Demonstrates mastery of written expression (CAEP 1.1, 1.3, InTASC 9) (DEPR 8.1, 8.2, 8.3, 8.4, 8.5)	3	2.00	3.00	2.6667	.57735	.333
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
36. Correctly constructs a table of specifications for tests (CAEP 1.5 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
37. Constructs adequate criterion tests for student achievement (CAEP 1.5, 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
38.Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.6667	.57735	.333
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 1.5, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
40.Attends their practicum center according to the established norms (CAEP 1.1, InTASC 9) (DEPR 11.2)	3	3.00	4.00	3.6667	.57735	.333
41.Turns in documents with punctuality (CAEP 1.1, InTASC 9) (DEPR 3.1, 4.5)	3	1.00	4.00	3.0000	1.73205	3.000
42.Shows initiative in all tasks (CAEP 3.4, 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	2.00	4.00	3.3333	1.15470	1.333
43.Demonstrates a professional attitude towards the recommendations of the cooperating teacher and university supervisor (CAEP 4.2, InTASC 3) (DEPR 11.1, 11.2, 11.4)	3	4.00	4.00	4.0000	.00000	.000
44.Masters and manages impromptu situations following the adequate channels (CAEP 3.5, InTASC 2,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
45.Maintains effective communication with immediate supervisors (CAEP 4.2, InTASC 3,9) (DEPR 4.5)	3	4.00	4.00	4.0000	.00000	.000
46.Provides positive contributions to the school environment (CAEP 4.2, InTASC 3,9,10) (DEPR 1.4)	3	4.00	4.00	4.0000	.00000	.000
47.Participates in co-curricular and extra-curricular activities (CAEP 2.2, InTASC 3,9, 10) (DEPR 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)	3	4.00	4.00	4.0000	.00000	.000
Valid N (listwise)	3					

Technological Skills Practicum Instrument

CAEP Standard 1.5 Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practicum.

In applying technology standards, candidates design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practicum. Results show that candidates can use MS Word to edit text documents, create templates, and automate the creation of tables of content. They show proficiency in Excel means running and creating functions to document grades and charts. Additionally, they can make interactive slideshows in PowerPoint to enhance the teaching and learning process. The mean scores range from 2.00 to 4.00 points overall. The lowest score is related to the planning content and not the use of the WORD program.

CAEP Standards/InTASC Standards/DEPR (Department of Education of Puerto Rico) International Society for Technology in Education (ISTE) standards

Academic Year 2022

Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	3	2.00	4.00	3.0000	1.00000	1.000
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	3	3.00	4.00	3.3333	.57735	.333
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	3	3.00	4.00	3.3333	.57735	.333
36. Correctly constructs a table of specifications for tests (CAEP 1.5 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.)	3	3.00	4.00	3.3333	.57735	.333

Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
37. Constructs adequate criterion tests for student achievement (CAEP 1.5, 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.3333	.57735	.333
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 1.5, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a., 1b., 1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	3	2.00	4.00	3.3333	1.15470	1.333
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a., 1b., 1c., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	3	3.00	4.00	3.6667	.57735	.333
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
36. Correctly constructs a table of specifications for tests (CAEP 1.5 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
37. Constructs adequate criterion tests for student achievement (CAEP 1.5, 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
38. Analyzes and interprets correctly the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.6667	.57735	.333
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 1.5, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000

Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1. Masters the skills of planning (CAEP 1.1, 1.4, 1.5, 3.6) (InTASC 7) (DEPR 3.3) (ISTE 1a.,1b.,1c., 3a., 3b., 3c., 5a., 5b., 5c.,)	3	2.00	4.00	3.3333	1.15470	1.333
14. Integrates available technology in the teaching learning process (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.5, 10.1) (ISTE 1a.,1b.,1c., 2c., 3a.,3b., 3c., 5a., 5b., 5c., 6b., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
15. Uses adequate didactic materials considering individual differences (CAEP 1.1, 1.3, 1.5) (InTASC 3,8) (DEPR 3.3, 8.5) (ISTE 2b., 2c., 3a., 3b., 3c., 5a., 5b., 5c., 6b., 6c., 7a., 7b.)	3	4.00	4.00	4.0000	.00000	.000
35. Applies a variety of techniques using quantitative and qualitative instruments to assess student learning (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 2c., 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
36. Correctly constructs a table of specifications for tests (CAEP 1.5 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 7b.)	3	3.00	4.00	3.6667	.57735	.333
37. Constructs adequate criterion tests for student achievement (CAEP 1.5, 4.1, 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
38. Analyzes and correctly interprets the results of students' evaluations (CAEP 4.2, InTASC 6) (DEPR 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	3	3.00	4.00	3.6667	.57735	.333
39. Documents the learning of the students in the grade book and/or electronic platforms (CAEP 1.2, 1.5, 4.1, 4.2, InTASC 6) (DEPR 3.5) (ISTE 5a., 5b., 5c., 6c., 7b.)	3	4.00	4.00	4.0000	.00000	.000
Valid N (listwise)	3					

Seminar Portfolio Analysis

Seminar Portfolio Rubric (Data will be collected for a first cycle semester 2021 (40) This rubric is administered in the Clinical Experiences (Practicum) course. The Seminar is taken concurrently with the Practicum. The rubric has a scale from 4 to N/A not apply. The criteria are as follows:

1. Follows One Note workshop by Including a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)

II. AUTOBIOGRAPHY AND EDUCATIONAL PHILOSOPHY

2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DE 7, 7.1-7.6, 8,8.1-8.5)

3. Presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his/her area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

III. RESUME OR CURRICULUM VITAE

4. Complies with an updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)

IV. DOCUMENTS FROM THE SCHOOL OR PRACTICUM CENTER

5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

6. Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5)

V. DOCUMENTS OF TEACHING PRACTICUM

7. Reflects on the experiences and performance of his work in teaching practicum, presenting ideas and feelings in a creative way, considering professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 # 4 # 5 # 2, # 9 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5).

8. Critically analyzes information related to the content area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP

1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

9. Documents Professional practicum Seminar meetings.

(CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

10. Presents a narrative or video closing that summarizes the teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)

Overall, the rubric for the portfolio for Desegregated Data shows that the candidates had some difficulty with Criteria 7: Reflects on the experiences and performance of his work in teaching practicum, presenting his ideas and feelings in a creative way, considering his professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 #. The reflection journal was a challenge for two of the candidates at the secondary level. Reflections were lacking analysis.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1. Follows One Note workshop by Including a title page that identifies the title and names of the student, institution, college, specialty area, location, and university supervisor, following the instructions provided. (CAEP 1.1,1.5 In TASC # 9 OF 7, 7.1-	3	3.00	4.00	3.6667	.57735	.333
2. Demonstrates command of written expression (spelling, syntax, and writing). (CAEP 1.1, 1.3, InTASC # 9 DEPR 7, 7.1-7.6, 8,8.1-8.5)	3	3.00	3.00	3.0000	.00000	.000
3.Presents an articulated educational philosophy with a clear philosophical framework that reflects his profile as an educator and his area of specialty. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5	3	4.00	4.00	4.0000	.00000	.000
4.Complies with an updated resume or curriculum vitae. (CAEP 1.1, In TASC # 9 DE 7, 7.1-7.6, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.)	3	4.00	4.00	4.0000	.00000	.000
5. Includes the official documents of the school or practicum center: biography of the school, calendars, copy of the acceptance letter and	3	3.00	4.00	3.6667	.57735	.333

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
other documents, as requested by the university supervisor (CAEP 1.1,1.5 In TASC # 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8						
6.Participate in co-curricular or extra-curricular activities in the school community and at PUCPR. (CAEP (2.2) InTASC # 3, # 9, # 10 9 DE, 1, 1.1-1.5, 7, 7.1-7.7, 8, 8.1-8.5, 9, 9.1-9.6,10, 10.1-10.4, 11, 11.1-11.5	3	4.00	4.00	4.0000	.00000	.000
7. Reflects on the experiences and performance of his work in teaching practicum, presenting his ideas and feelings in a creative way, considering his professional growth and compliance with the Code of Ethics. (CAEP 3.5, 4.2), InTASC # 3 #	3	2.00	4.00	3.0000	1.00000	1.000
8. Critically analyzes information related to your area of expertise in articles, news, or workshops as assigned by your practicum supervisor. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5	3	3.00	4.00	3.6667	.57735	.333
9. Documents Professional practicum Seminar meetings. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7, 7.1-7.7, 8, 8.1-8.5, 10, 10.1-10.4, 11, 11.1-11.5)	3	3.00	4.00	3.6667	.57735	.333
10.Presents a narrative or video closing that summarizes your teaching practicum experience and your growth in this stage. (CAEP 1.1,1.2, 1.4, INTASC # 4,5,9,10 DE 1.1, 1.2, 1.3,1.4, 1.5, 2.3,2.4 DE, 1, 1.1-1.5 2, 2.1-2.4, 4, 4.1-4.6, 5, 5.1-5.7, 7	3	3.00	4.00	3.6667	.57735	.333
Valid N (listwise)	3					

Dra. Mercedes Torres, course professor