**University of Puerto Rico**
**Río Piedras Campus**
**College of Education**
**Teaching Practice Office**

# DOCUMENT FOR THE VALIDATION PROCESS OF THE CONTENTS OF THE TEACHING PRACTICE EVALUATION INSTRUMENT

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**Please indicate if you are a:**

___Student          ___Professor          ___Administrator          ___cooperating teacher of _____
                                                                                    **subject**

| Competency and components | Pertinence of the information | Content clarity | Adequate written expression | Adequate graduation of performance levels | Relationship with the disposition | Comments |
|---|---|---|---|---|---|---|
| **Competency #1: Mastery and knowledge of the subject** | | | | | **Not applicable** | |
| A. Content knowledge | | | | | | |
| B. Integration of subject's content and its integration with other disciplines | | | | | | |
| C. Integration with the content standards of the discipline | | | | | | |
| D. Methodological knowledge | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competency and components | Pertinence of the information | Content clarity | Adequate written expression | Adequate graduation of performance levels | Relationship with disposition #1 | Comments |
|---|---|---|---|---|---|---|
| **Competency #2: Knowledge of students and of the learning process** | | | | | | |
| A. Knowledge of the students' profile: Their family, culture, and community. | | | | | | |
| B. Knowledge concerning the cognitive, social, emotional, and physical development of their students and their learning process. | | | | | | |
| C. Knowledge concerning strategies, resources, and teaching and learning activities that serve the development needs of the students. | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competency and components | Pertinence of the information | Content clarity | Adequate written expression | Adequate graduation of performance levels | Relationship with disposition #2 | Comments |
|---|---|---|---|---|---|---|
| **Competency #3: Planning Teaching** | | | | | | |
| A. Alignment of instructional objectives and activities with the subject being taught standards, the school curriculum, and evaluation processes. | | | | | | |
| B. Selection and sequencing of adequate and pertinent activities for the students, their context, and the attainment of the objectives. | | | | | | |
| C. Long and short range planning according to curricular goals and their knowledge of their students and their context. | | | | | | |
| D. Planned distribution of time. | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competency and components | Pertinence of the information | Content clarity | Adequate written expression | Adequate graduation of performance levels | Relationship with the disposition | Comments |
|---|---|---|---|---|---|---|
| **Competency #4: Implementation and research in teaching** | | | | | **Not applicable** | |
| A. Implementation of multiple teaching strategies and activities that are appropriate to serve the needs, interests, and development level of the students; they also consider the characteristics, learning styles, learning theories, and curricular goals applicable | | | | | | |
| B. Selection and use of diverse techniques, methods, and materials that are appropriate to promoting learning. | | | | | | |
| C. Selection and use of practices, strategies, methods, and teaching materials to promote the development of critical thinking and the ability to solve problems.. | | | | | | |
| D. Research and creativity within the teaching learning processes. | | | | | | |
| E. Asking questions technique | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competency and components | Pertinence of the information | Content clarity | Adequate written expression | Adequate graduation of performance levels | Relationship with disposition #1 | Comments |
|---|---|---|---|---|---|---|
| **Competency #5: Creation of the learning environment** | | | | | | |
| A. Organization of the physical educational environment | | | | | | |
| B. Socioemotional environment | | | | | | |
| C. Management of the learning environment | | | | | | |
| D. Students participation and interest | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competency and | Pertinence of the | Content clarity | Adequate | Adequate graduation | Relationship with | Comments |
|---|---|---|---|---|---|---|

| components | information | | written expression | of performance levels | the disposition | |
|---|---|---|---|---|---|---|
| **Competency #6: Communication** | | | | | **Not applicable** | |
| A. Correction, adequacy and coherence of oral expression | | | | | | |
| B. Correction, adequacy and coherence of written expression | | | | | | |
| C. Projection and articulation of oral expression and body language | | | | | | |
| D. Listens to the students | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competency and components | Pertinence of the information | Content clarity | Adequate written expression | Adequate graduation of performance levels | Relationship with the disposition | Comments |
|---|---|---|---|---|---|---|
| **Competency #7: Integration of emerging educational technology** | | | | | **Not applicable** | |
| A. Technology used to strengthen and promote: Their own learning, active and significant learning of their students and the teaching process.. | | | | | | |
| B. Technology used to strengthen assessment and the evaluation of constructivist learning. | | | | | | |
| C. Technology used to ease and strengthen communication, information, and research. | | | | | | |

**Scale: 3 - Good      2 - Average    1 – Needs improvement**

| Competency and | Pertinence of the | Content clarity | Adequate | Adequate graduation | Relationship with | Comments |
|---|---|---|---|---|---|---|

| components | information | | written expression | of performance levels | disposition # 3 | |
|---|---|---|---|---|---|---|
| **Competency #8:** **Evaluation of learning** | | | | | | |
| A. Means to collect information: Checklists, concept maps, portfolios, rubrics, and reflective diaries, among others. | | | | | | |
| B. Design and adaptation of evaluation instruments. | | | | | | |
| C. Presentation and analysis of evaluation results aligned to instructional objectives. | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competency and components | Pertinence of the information | Content clarity | Adequate written expression | Adequate graduation of performance levels | Relationship with disposition # 4 | Comments |
|---|---|---|---|---|---|---|
| **Competency #9: Relationship with the community** | | | | | | |
| A. Collaborative interaction with the school community | | | | | | |
| B. Participation in school activities | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**

| Competencia y componentes | Pertinencia de la información | Claridad de contenido | Redacción adecuada | Gradación adecuada de los niveles de ejecución | Relación con la disposición #5 | Comentarios |
|---|---|---|---|---|---|---|
| **Competency #10: Professional and personal development and performance** | | | | | | |
| A. Commitment with education and with the students | | | | | | |
| B. Responsibility | | | | | | |
| C. Professional demeanor | | | | | | |
| D. Reflection concerning their practice | | | | | | |

**Scale:  3 - Good      2 - Average    1 – Needs improvement**