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Educational Clinical Practice Orientation and Procedures Handbook



UPR
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Welcome to the Clinical Practice

Dear Future Educators,

Welcome to an exciting and transformative journey in the world of teaching! As you embark on this practicum experience, you are stepping into a role that shapes minds, inspires hearts, and builds the future. You have chosen a path that is both challenging and incredibly rewarding.

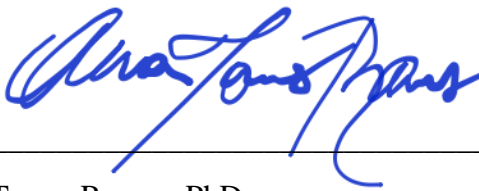
Over the next semester, you will immerse yourself in the vibrant and diverse school communities of Puerto Rico. With a commitment of 300 contact hours in the public school setting, you will not only observe but actively engage in the daily life of a teacher. Your presence in school for four hours each day, including an hour of direct teaching, will be a valuable opportunity to apply your learning, hone your skills, and make a meaningful impact.

This practicum is designed to be more than just a teaching experience; it is a journey of professional and personal growth. Under the guidance of experienced educators and through a variety of professional development activities, you will explore the nuances of school and classroom cultures. You will learn to adapt and utilize resources effectively, and understand the critical role of planning and organization in education.

As you navigate through this experience, remember that teaching is as much about learning as it is about instructing. Embrace the challenges, celebrate the successes, and learn from every interaction. Your responsibilities towards your students, colleagues, and the community will shape you into the educator you aspire to be.

We are here to support, guide, and witness your transformation into capable, inspiring teachers. Welcome to a journey that promises to be one of the most significant in your professional life. We believe in you and can't wait to see the incredible impact you will make.

Wishing you all the best on this rewarding adventure,



Alison Torres Ramos, PhD

Practicum Supervisor

Department of Education and Physical Education

Teaching Practicum Introduction

The purpose of this *Educational Clinical Practice Orientation and Procedures Handbook* is to provide the candidate with a clear understanding of the mission, goals, and requirements of the Educator Preparation Program at UPR Aguadilla. It will guide the faculty who coordinate and supervise the clinical experiences of candidates¹ and the candidates enrolled in the Clinical Practice of the program.

What is Clinical Practice?

Clinical Practice is the capstone experience of an educator preparation program. It is an opportunity to practice all the recently acquired teaching skills and dispositions for a semester directed by a supervisory team: a clinical educator and a university professor (practice supervisor).

Candidate Placement Process

The candidates will be placed in a The Educational Clinical Experience Center within the first few weeks of the teaching practicum. The Educational Clinical Experience Center is a public or private school that has been granted a teaching license issued by the government or state corresponding agency. The centers will be in Aguadilla, but special permission can be granted to candidates who wish to complete their practicum in schools from neighboring cities. This is at the sole discretion of the practicum supervisor and depends on factors such as: distance from the University of Puerto Rico in Aguadilla, number of teaching candidates that semester, and the qualifications of the cooperating teacher and school. Ideally, the candidates will be matched while they are enrolled in the Seminar class that corresponds to their program. In some

¹ The term candidate refers to all teacher preparation students.

circumstances, the practice candidates will be required to find their own clinical practice centers during the orientation week.

The structure of the placement process is as follows:

- one semester
- five days a week
- identify the clinical experience center
- identify the clinical educator at the center
- group assignment
- gradual assumption of duties and responsibilities

Teaching Practicum Description

The Teaching Practicum provides teacher candidates with a comprehensive teaching experience in Puerto Rico's public schools, spanning a semester with a minimum of 300 contact hours. Candidates are expected to be present in school for four hours daily, five days a week. During this time, they are required to actively teach for one hour each day under the expert supervision and guidance of both a cooperating teacher and a teaching practice supervisor. This hands-on teaching is further enhanced through various professional development activities, including seminars, conferences, demonstrations, and direct observations. Candidates will also participate in activities typical of in-service teachers, gaining practical insights into the teaching profession. The program places a strong emphasis on the study and analysis of school and classroom cultures, focusing on the adaptation and utilization of teaching and learning resources. It also addresses key aspects of organization and planning, as well as the teacher's responsibilities towards students, co-workers, the school, and the broader community.

Program Objectives and Learning Outcomes

Upon completion of this course, the candidate will be able to:

- identify, analyze, and describe the characteristics and roles of the teacher, school, and community.
- identify and analyze human resources' roles in the school.
- identify and analyze the characteristics of the environment in the public schools of Puerto Rico.
- manage the teacher's roll book and the Department of Education's electronic "roll book" system (*Sistema de Información Estudiantil*) effectively.
- prepare artifacts, materials, and activities which facilitate the teaching and learning processes.
- identify and analyze benefits offered by the public educational system in Puerto Rico.
- identify educational programs, including federal ones.
- study, analyze, and integrate the relevant curricular documents.
- analyze the types of learning that facilitate the teaching and learning processes.
- conduct research on topics related to education, including classroom research.
- identify and analyze the Standards established by the Puerto Rico Department of Education.
- demonstrate a positive attitude regarding: the teacher's mission; life-long desire to develop professionally; objectivity in the analysis of the principle of change in society; and the search for academic excellence.
- become a reflective practitioner.

- demonstrate knowledge, awareness, and application of the **Educator Preparation Program in UPR Aguadilla Professional Dispositions:**
 1. Respect for diversity.
 2. Model and promote fairness.
 3. Demonstrate a reflective approach towards teaching and learning.
 4. Recognize that every student has the potential to learn and be successful.

Candidate's Proficiencies

The candidate will demonstrate the following proficiencies:

1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings.
2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.
3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making.
4. Mastery of language and communication skills.
5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process.
6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom.
7. Knowledge and effective use of technology as a tool for the learning process.
8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students.

- 9. Ability to interact effectively as a facilitator of learning, demonstrating professional behavior and commitment to life-long learning.

Program Overview

Educator Preparation Program (EPP) at UPRAg



Goals of the Teacher Preparation Program

The goals of the EPP are in accord with the vision and mission of the University of Puerto Rico at Aguadilla. These goals provide direction for the courses, teaching processes, candidates' performance and dispositions, services, and unit accountability. The teacher candidates:

- Demonstrate mastery of content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, and assess the teaching and learning processes to transform student learning effectively.
- Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective differentiated learning experiences.
- Constantly evaluate the teaching and learning experiences in collaboration with clinical educators, faculty, peers, and the academic community to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning.
- Apply assessment processes in teaching and learning practices.
- Master and integrate technology as a powerful and creative tool for teaching and learning.
- Demonstrate knowledge of our society's ethical values, which reflect the social, historical, and philosophical foundations of the field.

Calendar and Duration of Clinical Practice

Clinical Practice takes place during the candidate's last year of formal preparation. It should take place during the last semester, since by then the candidate will have taken all of the pertinent courses.

The candidate should dedicate as much effort as needed to make sure that this experience is successful, as much for him as for the students he will be teaching. The clinical practice requires a minimum of three hundred (300) hours in a period comprised of the first official day of classes and the last official day of classes in a semester according to the academic calendar of UPR Aguadilla and the annual calendar of the Puerto Rico Department of Education.

General Orientation for Cooperating Teachers

The candidates will attend the schools five days a week, four hours daily (during the morning). During the first month, the candidates will meet for as long as necessary with the practice supervisor. Later they will meet with the practice supervisor once a month.

Each candidate is responsible for teaching one subject. From Kindergarten to third grade, all candidates must teach Spanish. Mid-semester they may change to another subject. If the candidate is doing practice without a partner, the candidate may continue teaching Spanish. (This clause applies only to the candidates from the Department of Education, not for the English Department).

When candidates arrive at the practice teaching center, the principal or the cooperating teacher will introduce them to all school personnel and will orientate them on the school work plan, dynamics and institutional culture as well as other important aspects. The cooperating teacher will orientate the candidate on the class, discipline, textbooks, guides, standards, etc.

They will provide necessary books and documents. Candidates will observe classes no less than one week, from five to seven days or longer if necessary.

The candidate will never be left alone with students in the classroom. If the cooperating teacher is absent, the candidate will stay at the library, office or classroom preparing teaching materials, grading, completing roll books, planning, etc. Candidates will never be with students unless there is a teacher present who will be responsible for any incident that may occur in the classroom. Candidates will never serve as substitutes for an absent teacher. It is the candidate's responsibility to talk with their cooperating teacher and form a plan in the event that the cooperating teacher is absent.

It is required of candidates that they integrate within the school community and participate in professional meetings and school activities. In order to achieve this objective, it is important that candidates be notified in advance. It is the practice centers principals' and cooperating teachers' responsibility to notify candidates.

All unnecessary interruptions should be avoided. It is very difficult to maintain student attention with interruptions occurring. The use of cellular phones is not permitted in the practice centers. Candidates must set the example by not using their cellular phone. The official letter dated February 10, 2004, includes guidelines on this subject.

Candidates are to hand in three lesson plans ahead of time as soon as they are to start teaching. Each day they will hand in one more lesson plan, thus always being three plans ahead. It is very important that the cooperating teacher check, make recommendations, and return plans to candidates so that they have sufficient time to make necessary adjustments and editing. In the binder there will be a section for the drafts and another for the final plan.

The candidate needs to write the tests. The cooperating teacher will make the pertinent corrections. After being approved, the candidate will rewrite the test, and the cooperating teacher will check that the test has no errors.

It is the cooperating teacher's responsibility to make sure the candidate keeps the lesson plans and other documents up to date.

The candidates will supply a notebook to the cooperating teacher so that the cooperating teacher can make daily observations. The cooperating teacher should make objective comments on the sequence of activities, time management, materials used, achievement of objectives, etc. these observations help the candidate and are evidence of the support and follow up offered by the cooperating teacher. If no objective notes are made and the candidate was never told to improve in a specific area, the candidate cannot be penalized later one.

Roles and Responsibilities of the Participants

Teacher Candidate

As ambassadors of the University of Puerto Rico at Aguadilla (UPRAg), teacher candidates are entrusted with the responsibility to uphold the university's standards during their clinical practice. This includes establishing and maintaining positive, productive relationships with school administrators, clinical educators, faculty, students, parents, and the community. These relationships are foundational for a successful practicum experience.

Professional conduct expectations for the candidate encompass:

- **Objective Actions:** Making decisions based on fairness and educational best practices.
- **Professional and Personal Growth:** Actively seeking opportunities to improve teaching skills and personal competencies.
- **Engagement in Teaching:** Demonstrating a high level of interest, initiative, and creativity in teaching, coupled with enthusiasm and a strong commitment to the profession.
- **Active Participation:** Contributing to school and community activities, which helps in understanding the broader context of education and enhances professional networking.

The practicum consists of three phases, each designed to progressively increase the candidate's involvement and responsibility in the classroom:

1. **Observation:** Candidates begin by observing classroom dynamics and teaching methods, learning through watching experienced teachers.
2. **Partial Responsibility:** Gradually, candidates start participating in teaching activities under supervision, gaining hands-on experience while still having support.
3. **Full Teaching Responsibility:** Finally, candidates take complete charge of teaching a class, assuming all associated responsibilities. This decision is made collaboratively, ensuring the candidate is ready for this step.

During the final phase, candidates must:

- **Prepare Lesson Plans:** Develop and submit three daily lesson plans in advance, continuously updating them to ensure preparedness for future classes.
- **Engage in Reflective Practice:** Candidates receive daily feedback from the clinical educator, recorded in a dedicated notebook. This feedback is crucial for self-reflection and improvement.

Other key responsibilities include:

- **Record Keeping:** Maintaining a professional notebook and detailed records of student progress to track the learning journey and inform teaching strategies.
- **Timely Submissions:** Ensuring all assignments, reports, and graded work are submitted and returned promptly, which is vital for the consistency and effectiveness of the teaching process.

- **Classroom Management:** Creating a physical and emotional environment conducive to learning, which involves organizing the classroom space and managing student interactions.
- **Activity Coordination:** Planning and executing off-campus activities in consultation with the clinical educator, broadening the educational experience beyond the classroom.
- **Reflective Diary:** Developing a reflective practice through maintaining a weekly diary, as per the supervisor's instructions, to critically evaluate one's teaching experiences.

In addition, candidates are expected to:

1. Attend orientation sessions, adhere to uniform requirements, facilitate communication with key stakeholders, participate in workshops, demonstrate punctuality and professionalism, and engage actively with the school community. This holistic involvement ensures a comprehensive understanding and fulfillment of the teaching role.
2. Comply with all necessary documentation and legal requirements, which is crucial for maintaining professional standards and meeting licensure prerequisites set by the Puerto Rico Department of Education.

The Supervisory Team

It is the responsibility of each member of the supervisory team, composed of a university supervisor, a clinical educator, and a school principal (among others) to:

- Facilitate the integration of theory and practice in situations of clinical practice.
- Assist the candidate in situations that occur in the clinical practice.
- Provide opportunities for the candidate to reflect on his pedagogical practice.
- Stimulate creativity and innovation.
- Stimulate and offer support for research.
- Offer workshops, seminars, conferences and demonstrations over a variety of means for planning, teaching strategies and techniques, the use of educational technology, and others
- Advise the candidate in the areas of planning, management and classroom organization, use of technology, mastery of the language of the subject matter, application of teaching strategies and techniques, maintenance of professional records, participation in the community, and other topics related to the competencies of the student teacher.
- Organize and retain evidence of all didactic and evaluative material created during the clinical practice.
- Evaluate the candidate's performance at least three (3) times during clinical practice.

Practicum Coordinator

- Oversee the coordination of workshops and revise syllabi, policies, and manuals as needed.
- Facilitate regular meetings with practicum instructors to ensure consistency and alignment of goals.
- Organize the end-of-semester workshop for coordinating teachers and practicum students.

- Address any significant issues that may arise during the semester.

The Supervising Professor

The supervising professor at the University of Puerto Rico at Aguadilla is responsible for:

- identifying, evaluating, and selecting the practice teaching center for the participating student teacher and placing him in the center,
- turning in and discussing with the student teacher the models of the forms for classroom observation and other instruments that will be used,
- carrying out a minimum of two official with rubric formative evaluation visits to the student teacher, discuss the same with him, and establish a recovery plan in accordance with the findings and needs of the student teacher,
- grading the performance of the student teacher in accordance with the instruments in force,
- attending punctually all student teaching meetings,
- orienting school principals and cooperating teachers,
- assisting the cooperating teacher in offer help that the student teacher needs,
- supporting the student teacher at all times, using distinct means of communication such as telephone calls, e-mail, and other means,
- reviewing evaluation documents completed by the cooperating teachers,
- discussing the evaluation instrument with the student teacher and school principal,
- discussing specific cases with the department chair of his department (UPRAg) and provide necessary follow-up,
- evaluating possible practice teaching centers for the future placement of candidates,
- picking up and turning in documents related with practice teaching,

- preparing and offering seminars to strengthen teaching needs,
- attending and participating in seminars,
- turning in materials, coordinating activities, announcing and notifying student teachers of workshops,
- serving as communicators and coordinators between the office of practice teaching, the candidates, and the practice teaching centers,
- attending extra-curricular activities developed by the schools or the university,
- advising the student teacher about problems specific to the school and the classroom,
- participating in initiatives aimed at achieving the objectives of practice teaching and of the faculty.

Department of Education and Physical Education

- Coordinate the PCMAS and address special enrollment cases in the Practicum.
- Oversee program revisions in compliance with updates from the Department of Education.
- Maintain and coordinate CAEP accreditation.

Cooperating Teacher

According to the current memorandum from the Puerto Rico Department of Education, the following should be taken into consideration when selecting clinical educators.

- Aids in the integration of students, school personnel, the parents, and other members of the community in the educational process,
- Knows the Curricular Renovation Project of the Department of Education (current version) and has implemented it in the classroom,

- Knows the subject matter and the standards that guide it well,
- Has the preparation and corresponding certification in the area and level he/she teaches,
- Has a minimum of three (3) years of experience and has approved the forty-five (45) hour preparatory course to serve as a clinical educator. This course is valid for five (5) years, after which the teacher must take a fifteen (15) hour refresher course that covers updates in areas related to the public policy of the Department of Education as well as the evaluation methods and innovative teaching, projects and strategies of the Faculty of Education for clinical practice.
- Knows the profile and professional standards established for the teachers of Puerto Rico,
- Fosters the development of human values encouraged by our educational system: solidarity, respect for human dignity, and comprehension of cultural diversity,
- Be recommended as a clinical educator by the principal of the clinical practice center,
- Demonstrates professional competence that is made evident in reports of visits, results of evaluations, strategies and techniques of teacher used activities, projects, training, and others,
- Has the capacity to communicate effectively through oral and written Spanish and/or English.

Clinical educators should participate in research and professional improvement committees in the course of and without interrupting or impairing the regular functions of a teacher in the Department of Education. They are expected to be reflective and innovative

researchers of curricula and teaching strategies. They should exhibit the characteristics of an educator that follows humanistic and constructivist postulates.

Clinical educators should:

- Promote a professional attitude and exhibit the professional standards of teachers.
- Promote the vision and mission of the Department of Education and model professional standards.
- Facilitate and make viable the progressive and systematic adaptation of the candidate to the school environment.
- Share the responsibility of organizing the candidate's program of work with the practice supervisor and the school principal.
- Model the cognitive-interactive paradigm by means of which learning occurs both in the student and in the teacher, and collaborate in its implementation.
- Systematically advising the candidate in the application of the principles that rule the processes of teaching and of learning.
- Guide the candidate in understanding the current curricular reform, the standards of excellence of the subject matter and other professional materials,
- Coordinate educational activities in agreement with the new pedagogical focus and the particular needs of the students in collaboration with the candidate.
- Model didactic techniques adapted to the nature of the subject matter and the level and specific needs of the students,
- Advise the candidates in the preparation and implementation of the required files for the fulfillment of their responsibilities,

- Offer the candidates the opportunity to know and/or use the services the school offers during regular hours, such as the school lunchroom, orientation, social work, health, library, technological services, and others.
- Provide candidates with opportunities to observe, identify, and solve problems.
- Provide evidence about the candidate's performance using a variety of resources and authentic evaluation instruments such as checking daily lesson plans, exams, and offering daily feedback.
- Advise candidates on the laws and current memorandums.

Furthermore, they will:

- Supervise and mentor practicum students, providing fair and accurate evaluations.
- Offer flexibility and cooperation with program requirements.
- Guide students in completing semester projects, including the Teacher Work Sample and Community Service Project.
- Provide daily feedback on lesson plans and constructive criticism in the reflexive journal.
- Communicate with the Practicum Instructor as needed and ensure students' punctuality and dress code adherence.

Cooperating School Administrators

School administrators from the cooperating school have an integral part in the clinical experiences of the candidates. Their duties include:

- Support practicum students in accessing resources for their projects.

- Complete necessary documentation for the Department of Education.
- Maintain open communication with all parties involved in the Teaching Practicum.

Cooperating School Principal

According to Circular Letter 10-2004-2005, the functions of the school principal in relation to professional activities consist of:

- Participate with the school superintendent or his representative and with the university coordinators of practice teaching in the selection of cooperating teachers,
- Orient and inform about the practice center and its composition and social and physical environment,
- Facilitate the professional development of the student teacher,
- Participate in the planning, organizing and development of the professional activities designed for the student teacher in the practice teaching centers,
- Sponsor the implementation of the educational policy of the Department of Education in the functioning of the practice teaching center and in the teaching process,
- Promote the participation of the student teachers in the activities of the practice center,
- Promote and sponsor that the practice teaching center develops the curricular model of the Department of Education within the theoretical context established,
- Participate in technical assistance and the evaluation of the work of the cooperating teachers and student teachers.

The function of the school principal in relation to the administrative aspects consists in attending adequately to the functioning of the Practice Teaching Program, prepare the reports

required by the university that represents the student teachers, participate in placing the student teachers together with the cooperating teachers and the practice teaching coordinators, know the documents used for evaluating the student teacher's work, guarantee that the practice teacher includes the necessary time for orientation, observation, performance and analysis with the cooperating teacher; prepare and submit on time the reports required to process the payment of the respective bonuses.

The function of the school principals in relation to the evaluation of the student teacher consists in observing the student teacher in his schoolwork and analyzing the class or activity observed. He should also collect evidence and prepare the reports requested by the personnel in charge of practice teaching in the Puerto Rico Department of Education and in the universities.

The Superintendent of Schools

As established in Circular Letter 10-2004-2005, the superintendent is required to send to the universities the list of names of the school principals and the qualified cooperating teachers in each center. They should enable, in coordination with the school principals, the participation of the cooperating teachers in activities of the universities and other institutions. They are responsible for carrying out, in coordination with the school principal, activities and meetings aimed at the improved functioning of the practice teaching centers. They should also promote and enable the professional development of the cooperating teachers.

Please note that the roles and responsibilities outlined in this manual are subject to change. The University of Puerto Rico at Aguadilla (UPRAg) reserves the right to amend these guidelines at any time to better fit the evolving needs of the Teaching Practicum program, the participating schools, and the educational landscape. Any changes will be made with the aim of enhancing the experience and learning outcomes for all participants. We commit to

communicating any such amendments in a timely and clear manner to ensure all parties are informed and can adapt accordingly.

Student Teacher Formative Evaluation Process

The fundamental purpose of evaluation is to promote the professional development of the student teacher. Evaluation in student teaching is based on national competencies of accreditation associations for the preparation of teachers (CAEP), standards of the professional organizations and of the Puerto Rican Teachers (Standards of the Puerto Rican Teacher). The process starts with the identification of the outstanding abilities of the student teacher and the areas in which he needs orientation in order to offer him recognition and necessary help. The supervisor coordinates the evaluation process of the student teacher, but needs the active participation of the cooperating teacher and the student teacher. The university is the person responsible for coordinating the process of evaluation of the student teacher by the supervising team. The documents designed for this process are the following:

- Student teaching evaluation
- Lesson planning evaluation
- Research oriented action project
- Teacher work sample
- Evaluation of the candidate's portfolio and roll book
- Final evaluation of the student teacher by the cooperating teacher

At the beginning of practice teaching, the university supervisor gives the candidate a copy of all the documents that he will use in the evaluation process. He can also obtain them on the supervisor's web page. The purpose of the evaluations is to identify the areas in which the student teacher needs to improve professionally and those in which he needs the help of the university supervisor or the cooperating teacher. It is important that the student teacher make

notes of the recommendations of both members of the team. He will develop a brief plan with the purpose of making the necessary adjustments to show progress in the areas that were pointed out.

The candidate will be evaluated on the following competencies:

- knowledge of the principles, concepts, and processes that represent and are part of the structure of the course and can serve in different educational settings,
- knowledge of the classical and modern philosophies and their social and psychological implications in the practice of the candidate,
- ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making,
- mastery of language and communication,
- mastery of the methods, strategies, and techniques for an effective teaching-learning process,
- knowledge and skills in the application of planning and the assessment of the academic achievement of the students,
- knowledge and effective use of technology as a tool in the teaching-learning process,
- knowledge of the ethical and aesthetic values and respect for diversity to facilitate the academic achievement of all students,
- ability to interact effectively as a facilitator of teaching demonstrating professional behavior and commitment to life-long learning,

The student teacher should collect the necessary evidence to demonstrate his level of performance in the corresponding competencies.

It is recommended that the cooperating teacher use a variety of techniques and resources for the formative assessment of the student teacher such as observation, the portfolio, the reflective journal, interviews, special projects, classroom based research, and others.

The cooperating teacher will make periodic observations in the teacher candidate's classes. The university supervisor will keep evidence of these observations once they be discussed with the student. The supervisor will conduct a minimum of three (3) classroom observations during the semester. These should also be discussed with the student and kept as evidence.

The classroom observations, both of the cooperating teacher and of the supervisor, will be gathered into one or various instruments designed for this purpose. The student teacher should know these observation instruments and discuss them with the practice supervisor at the beginning of the semester. They should also discuss their evaluations with the cooperating teacher and with the university supervisor.

- Conduct a minimum of three visits per semester to each practicum student.
- Complete and submit assessments and insurance forms in a timely manner.
- Provide orientation at semester's start, under the guidance of the practicum supervisor.
- Ensure prompt grading of assignments and coordinate the collection of signatures on evaluations.
- Maintain active communication with cooperating schools and teachers.

- Assist in organizing workshops related to teaching practice and adhere to guidelines in this manual.
- Complete any necessary documentation as required by the Department of Education.

Responsibility and Accidental Insurance

Candidates are covered by responsibility and accidental insurance while they are carrying out their clinical practice or during functions related with the clinical practice such as excursions, meetings, trainings, and others. The clinical practice supervisor will ensure that the candidate fills out the required documentation and sends it to the administrative director who will manage the same. The supervisor will then receive two documents: one for the school principal of the clinical practice center and the other to file as evidence. If a situation that merits attention arises, the candidate will notify the clinical educator, the school principal of the center, and the supervisor. The clinical practice supervisor will refer the case to the administrative official, who will give orientation about the steps to follow.

Logistics of the Clinical Practice

Application

Candidates interested in carrying out their clinical practice will fill out an application at the offices of the Department of Education and Physical Education. They will also enroll in the Practicum course that corresponds to their program.

Orientation Meetings

The director of each department will program various meetings with the purpose of orienting the candidates about clinical practice. The director will check the candidate's academic file and transcript to ensure that the candidate has met all the requirements and has the minimum

GPA required by the Puerto Rico Department of Education as stated in its Memorandum #10-2007-2008, page 20 (2.50, 2008-209; 2.80 2009-2010; **3.00 2010-2011 to the present**).

Clinical Practice Syllabus

The clinical practice syllabus offers a detailed description of the course, prerequisites, objectives, content, time distribution, instructional strategies, evaluation strategies, and bibliography. At the start of the course, the document should be handed out to the candidates who will read and discuss it with their supervisor during the first five days of clinical practice orientation.

Orientation Week

During the **first five days** of the semester (minimum), the candidate will meet with the practice supervisor for **four hours daily**. After this, the candidate will carry out a needs assessment and establish priorities for refining knowledge and skills to start the experience. Candidates will also identify interests and preferences in relation to schools, grades, and subjects. To the degree possible, candidates will be placed in the practice center that most meets the identified needs and preferences. However, in many cases, it is not possible to accommodate the identified preferences and instead it is necessary to place the candidates based on other criteria based on the current official memorandum.

The attendance of the candidate during this week is compulsory. The information necessary to successfully carry out the process that will be needed and developed during his clinical practice are discussed at this orientation, including the documents to be used and how they should be implemented.

Practicum Seminars

A minimum of three seminars will be programmed for each semester. These seminars will cover topics that contribute to the formation of the candidates. Attendance is compulsory.

Selection of Clinical Practice Centers

In the selection of centers, the availability of clinical educators who have completed the 45 contact hours of the Preparatory Course for Cooperating Teachers and the disposition of the school principals and other administrative personnel are taken into consideration. The authorized clinical practice centers will be selected from the area of Aguadilla or neighboring towns. The Puerto Rico Department of Education establishes the norms that regulate the organization and implementation of the practice teaching centers (current memorandum). This memorandum stipulates that the following aspects should be considered in the selection of the schools that serve as clinical practice centers:

- Have a faculty recognized for its professional and academic competence that is evidenced by the results of the evaluations carried out, the strategies established for the cognitive and affective development of the students, the projects carried out and the quality of its activities.
- Integration of the curricular standards of excellence in the planning of teaching-learning activities.
- Evidence of the implementation of the new pedagogical policies established by the Department of Education.
- Establishment of strategies for using the services necessary in the integral development of the student in an adequate and effective manner.

- Available appropriate physical installations according to the specific circumstances of the school nucleus.
- Allow periodical clinical experiences and other pre-practice experiences.
- Provide technical assistance to the personnel using the resources of the school, district, and other levels of the system.
- Available qualified clinical educators as specified in the current memorandum.

Internship in the Clinical Practice Center

At the end of the orientation week, the candidates move to the practice center. The placement of the candidate in the practice center is the responsibility of the clinical practice supervisor in coordination with the personnel of the clinical practice center. The candidate will receive an official document to be presented to the school principal upon arrival.

The candidate will begin clinical practice with the process of observing the clinical educator. Together, the supervisor and the candidate will determine the moment in which the candidate offers the first class.

Hours and Attendance

The clinical practice course follows the academic calendar of the University of Puerto Rico at Aguadilla. The candidate will attend the practice center from Monday through Friday from 8:00 am to 12:00 pm. However, the nature of the teaching profession, the peculiarities of the specific practice center and the needs of the students require in multiple occasions that this time be greater (e.g. Open School, Night, professional meetings during the afternoon, excursions, decorating the room, special activities, parent-teacher meetings, etc.).

The candidate will organize the use of time to comply with all the assigned tasks. Punctual and regular attendance at the clinical practice center is required. Candidates must arrive at least fifteen (15) minutes before the beginning of the school day. Clinical educators must be notified in anticipation when candidates have to be absent² or as early as possible in the case of arriving late. Candidates are responsible for providing the clinical educators with the lesson plan and materials for the class missed.

The school principal and the clinical educator will establish the place in which the attendance form is located for candidates to sign the entrance and exit hours. Candidates will also record attendance on a form that will remain on the clinical educator's desk and will be given to the practice supervisor at the end of the semester.

General Dispositions

1. The clinical practice counts as a full-time academic load for the candidate as established by Certification #2005-06-20 of the UPR Aguadilla Academic Senate.
2. Candidates will dedicate a minimum of four (4) hours in the clinical practice center.
3. Attendance of orientations and seminars are compulsory.
4. The candidate will teach one class to a group in the specified subject matter and will assist the clinical educator and/or his practice partner, if necessary, and when needed.
5. Candidates will dedicate a minimum of three hundred (300) hours during the semester to clinical practice, which include the seminars offered in the university.

² Candidates should not be absent during clinical practice. More than three (3) may be cause to have to withdraw from the course.

6. Candidates should produce the following documents or their equivalent: professional notebook, lesson plan binder, roll book, attendance register, an anecdotal record, and two reflexive notebooks.
7. Clinical Educators will be in charge of the orientation, supervision, and evaluation of a maximum of two (2) candidates per academic semester.

Clinical Practice Process

The supervising professor, clinical educator and school principal will develop a process of follow-up, orientation, attendance, and evaluation of the candidates. The evaluation of the candidate's performance will be documented with the following documents:

- Evaluation for Daily Lesson Plans (Assessment #3)
- Formative Evaluation of the Candidate's Competencies by the Supervisor (Assessment #4.1)
- Formative Evaluation by the Clinical Educator (Assessment #4.2)
- Evaluation for Teacher Work Sample (Assessment #5)
- Evaluation for School Community Service Project (Assessment #6)
- Survey of candidate's dispositions (Assessment #7)
- Evaluation of seminars (optional: to be determine by each supervisor)
- Evidence of Attendance to the practice center, seminars, and meetings
- Evaluation of the candidate's final portfolio

At the end of the semester, the supervisor compiles the results of each assessment to analyze them. Once the results are analyzed, a process of reflection and revision of clinical practice is recommended based on the level of development of the candidate. The qualitative

data gathered from the different assessments complements the quantitative information obtained from the aggregated data of the evaluation instruments.

These documents are available on the Educator Preparation Program website and can be downloaded and printed by the candidate. Each supervisor also provides the candidate with a printed copy of each document during orientation week and explains how each document is to be applied.

Dress Code

All future educators should always take care of their professional image and dress appropriately. They should pay attention to their hygiene and personal appearance. They should model appropriate dress codes in the school and, at the same time, teach their students the importance of maintaining an appropriate personal appearance. For this reason, student teachers are required to observe the following dress code:

Women

- Wear professional clothing that includes a long sleeve (or three-fourths sleeve) blazer that reaches the hips (no short jackets), waist high pants that are loose fitting (no jeans) or skirts that reach one inch below the knees in length. The button down shirt must be white and the jacket and pants must be black.
- Wear black closed dress shoes for security.
- Wear simple accessories.
- Wear fingernails short, clean, and polished in soft colors.
- No visible tattoos or body piercing (except for earrings).
- No caps or hats.

- No showy hair colors.

Men

- Wear professional clothing that includes a long sleeve (or three-fourths sleeve) blazer that reaches the hips (no short jackets), black waist high pants that are loose fitting and are tied with a belt (no jeans or shorts).
- Wear a white long or short sleeve loose-fitting button down shirts (no polos, T-shirts, or other type of non-dress shirt) with an undershirt.
- Wear black closed dress shoes for security.
- Wear fingernails short, clean, and polished in soft colors.
- No visible tattoos or body piercing (except for earrings).
- No caps or hats.
- No showy hair colors.
- Hair should be clean and well cut; beards should be clean and short.

Legal Aspects

The legal basis on which the practice teaching process is founded are a series of circular letters and legal documents that guarantee the rights of all involved. These are:

No Child Left Behind (NCLB)

Law 107-110 of 2001, *No Child Left Behind Act of 2001*, has as its objective the improvement of the academic performance of students and a change in the culture of the schools. This law is based on four pillars: the responsibility of the results, emphasis on what works and is based on scientific research, more options for parents, and better local control and flexibility. This law guarantees that the quality of teachers should be a priority.

Law 79 of August 23, 1989

This law establishes regulations for the Practice Teaching Program of the Department of Public Instruction of Puerto Rico. It repeals Law 78 of April 25, 1949, as amended. It confers on the University of Puerto Rico the faculty of selecting, in collaboration with the Department of Education, of selecting, outside the university campus and in populations close to the university, Practice Teaching Centers for students of the School of Education.

Memorandum Practice Teaching Program Implantation at the Elementary and Secondary Level Schools

This memorandum, dated August 5, 2009, establishes the requirements for the selection of the practice teaching centers and cooperating teachers selection, as well as the norms and procedures that apply to the functions of all people involved in the practice teaching, that must be observed at all times.

Individuals with Disabilities Education Act (IDEA Law)

Law 105-17 of June 17, 1997, guarantees a public education free of cost and appropriate for people with disabilities. Signed on December 3, 2004, and went into effect July 1, 2005. The districts are not responsible for offering services to special education students whose parents enroll them in private schools outside the districts they reside. The academic teachers must be highly qualified (López, 2006).

Regulations for the Organization and Functioning of the Practice Teacher Centers

These regulations approved in 1990, were adopted with the purpose of regulating the organization and the functioning of the practice teaching centers of the Department of Education in the University of Puerto Rico and the private universities accredited in Puerto Rico. These regulations contain the legal base, the title and applicability, the practice teaching program

general objectives, establishment of the practice teaching centers, school superintendent functions, orientation and technical assistance, facilitating team functions, supervising practice teaching professor's additional functions, cooperating teachers additional functions, practice teaching center curriculum, bonus pay, general dispositions, definitions, derogatory clause and validity.

Americans with Disabilities Act (ADA Law)

This is a civil rights law for people with disabilities decreed on July 26, 1990. The law proposes to eliminate discrimination towards this population and facilitate their inclusion in society. Its purpose is to eliminate discrimination at work, education, recreation and requires the use of facilities and services (López, 2006).

Memorandum Practice Teaching Program Visits in the Elementary and Secondary Schools

This memorandum, dated August 23, 2006, establishes that the institute for Teacher Professional Development initial visits to the practice teaching centers in the elementary and secondary schools beginning academic year 2006-2007. The purpose for these visits is to evaluate the function and the fulfillment of the centers with the established norms and regulations that guide the practice teaching in Puerto Rico.

Law on educational services for people with disabilities

Law 51 of June 1996 establishes rights for people with disabilities, between the ages of 0-21 years old, to receive a free and appropriate education. It establishes the Puerto Rico government agencies responsibilities in offering educational services for people with disabilities. The Secretary of Education is in charge of naming the Auxiliary Secretary of Educational Services for people with disabilities, who has administrative, fiscal and educational autonomy for the offering of educational services related to people with disabilities.

Assistive Technology Act (ATA)

Assistive technology is any object, equipment, system or product acquired commercially, adapted or constructed with the purpose of increasing, maintaining, or improving the functional capacity of individuals with disabilities. The legal base is the Assistive Technology Act of 1998/PL 105-394 (ATA), law of the Assistive Technology program of Puerto Rico dated August 31, 2000 (Law 264) and the Warranty of Assistive Technology Law (Law 402).

Integral Development of the Special Communities

Law 232 of August 27, 2004, was created to offer social justice and equity to the special communities through a process of whole and community development. According to López (2006), this law taken to praxis in a responsible way offers a way for residents themselves to develop skills, attitudes, and a self-organization that will permit them to become authors of their own economic and social being. In these special communities, in which thousands of Puerto Ricans live in conditions of extreme poverty and whose housing infrastructure is not the most adequate and where inappropriate conduct is observed, these problems affect the community as well as being reflected in the children's conduct in school.

Reflection and Feedback

Encouraging Reflective Practice and Feedback Channels

The journey of a teacher candidate is as much about introspection and personal growth as it is about imparting knowledge. Reflective practice is a cornerstone of professional development in teaching. It involves critically analyzing one's own teaching methods, interactions with students, and classroom management strategies to continually improve and adapt.

To facilitate this:

Reflective Journals: Candidates are encouraged to maintain a reflective journal. This journal should include daily observations, thoughts on teaching experiences, self-evaluations, and considerations for future improvement.

Regular Feedback Sessions: Regular feedback sessions with the supervisory team and cooperating teachers are essential. These sessions provide an opportunity for candid discussions about the candidate's progress, challenges faced, and areas for improvement.

Peer-to-Peer Feedback: Candidates will engage in peer-to-peer feedback sessions, allowing them to share experiences, offer support, and learn from each other's perspectives.

Feedback Channels: Various channels for feedback, including face-to-face meetings, email communications, and online platforms, will be available to ensure that candidates can easily seek guidance and share their experiences.

This reflective process and feedback mechanism are crucial for developing self-awareness, pedagogical skills, and the ability to adapt to different teaching environments.

Conclusion and Next Steps

Final Thoughts and Guidance for Post-Practicum Progression

As your practicum journey reaches its conclusion, take a moment to reflect on the growth you've experienced, the challenges you've overcome, and the knowledge you've gained. This practicum has been designed not just as an educational experience but as a transformative journey preparing you for the multifaceted role of a teacher.

Next Steps: Upon completion of your practicum, you will be stepping into the world of professional teaching. It's important to start considering your career path, whether it's

pursuing further education, seeking employment opportunities, or exploring specialized areas of teaching.

Licensure and Certification: Ensure that you complete all necessary steps for licensure as required by the Puerto Rico Department of Education. This includes passing any required examinations and fulfilling all administrative requirements.

Lifelong Learning: Teaching is a profession of continuous learning. Stay updated with the latest educational trends, research, and professional development opportunities.

Network Building: Maintain and expand your professional network. Stay in touch with your peers, supervisors, and mentors from your practicum experience. They can be valuable resources as you embark on your teaching career.

Remember, the conclusion of your practicum is just the beginning of a rewarding career in education. You are now equipped with the tools, knowledge, and experience to make a significant impact in the lives of your students and the broader educational community. As practicum teachers, you are stepping into a role of profound influence and responsibility within society. You are not just educators, but the catalysts for future change, shaping the minds and characters of students who will define tomorrow's world. Your role goes beyond imparting academic knowledge; it involves inspiring a sense of wonder, nurturing critical and ethical thinking, and guiding young individuals through their formative years. Your interactions, methods, and attitudes have the potential to cultivate diverse talents, address unique learning needs, and instill a sense of responsibility and empathy in your students. The impact you make during this practicum period will echo in the lives of your students and, by extension, in the broader community. Through your dedication to this vital profession, you contribute to building

a more knowledgeable, thoughtful, and compassionate future society. Your journey as practicum teachers is not just about teaching; it's about transforming lives and shaping the future, one student at a time.

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Appendixes

University of Puerto Rico at Aguadilla
Education and Physical Education Department
Educator Preparation Program

Receipt
Student Teacher

I, _____ student teacher of the University of Puerto Rico at Aguadilla, student number _____ registered in the course Practice Teaching (course code) EDPE _____ of the Department of _____, during the semester _____ certify that I have received a copy of the Practice Teacher Orientation and Procedures Handbook and that I agree to comply with the rules stipulated in the same.

Student Teacher

Date

University Supervisor

Date

Once signed, the supervisor will retain this page as evidence that the candidate received the document.

University of Puerto Rico at Aguadilla
Education and Physical Education Department
Educator Preparation Program

Receipt
Cooperating Teacher

I, _____ cooperating teacher of the Educator Preparation Program of the University of Puerto Rico at Aguadilla in the practice teaching center in the city of certify that I have received a copy of the Practice Teacher Orientation and Procedures Handbook and that I agree to comply with the rules stipulated in the same in the areas related with the performance of my duties as cooperating teacher.

Cooperating Teacher

Date

University Supervisor

Date

Once signed, the supervisor will retain this page as evidence that the cooperating teacher received the document.

University of Puerto Rico at Aguadilla
Education and Physical Education Department
Educator Preparation Program

Receipt
Cooperating Principal

I, _____ cooperating principal of the Educator Preparation Program of the University of Puerto Rico at Aguadilla in the practice teaching center in the city of certify that I have received a copy of the Practice Teacher Orientation and Procedures Handbook and that I agree to comply with the rules stipulated in the same in the areas related with the performance of my duties as cooperating principal.

Cooperating Principal

Date

University Supervisor

Date

Once signed, the supervisor will retain this page as evidence that the cooperating principal received the document.



Solicitud de Certificación de Seguro para Práctica Académica

Para estudiantes activos de la Universidad de Puerto Rico en Aguadilla.

Instrucciones: El estudiante solicitante es responsable de buscar, completar todos los encasillados de la solicitud antes de ser entregada/enviada al Decanato de Administración o a la Oficina de Transportación y Comunicación para el trámite de la misma. Si completa desde la computadora puede utilizar la tecla [TAB] para navegar por el formulario. La solicitud será tramitada en o antes de dos (2) días laborables.

INFORMACIÓN DEL ESTUDIANTE			
Tipo de práctica	<input type="checkbox"/> Internado	<input type="checkbox"/> Shadowing	Semestre
	<input type="checkbox"/> Otros		<input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Verano
Nombre			Año académico
Apellidos			Departamento
Núm. de estudiante			Profesor del curso
Teléfono/celular			Correo electrónico
Dirección postal			Fecha de solicitud
INFORMACIÓN DEL PATRONO			
Nombre de la empresa			
Dirección física			
Dirección postal			
Correo electrónico			
Número de seguro social patronal			
Nombre del director (a) de Recursos Humanos o persona contacto			
Puesto que ocupa			
Número de teléfono de la empresa			
Número de fax de la empresa			
USO OFICIAL PERSONAL AUTORIZADO			
Nombre y firma autorizada	Número de certificación	Fecha	

Revisado: 6 de agosto de 2018/vrr

P.O. Box 6150, Aguadilla, PR 00604-6150
Tel. (787) 890-2681, exts. 2209/ 2211/ 6000/ 3332
transportación.uprag@upr.edu | verenice.rodriguez@upr.edu
"Patrono con igual oportunidad de empleo – M/M/V/I"



15 de enero de 2024

Estimado/a Director/a:

Reciba un saludo cordial. Le agradecemos su contribución para con nuestro Programa de Preparación de Maestros al permitir que su escuela funcione como un Centro de Observación, Pre-Práctica y Práctica para nuestros estudiantes-maestros.

Me dirijo a usted en mi calidad de supervisora de Experiencias Clínicas Educativas en la Universidad de Puerto Rico en Aguadilla, específicamente desde el Departamento de Educación. Estamos buscando establecer una colaboración con su estimada institución para la ubicación de uno de nuestros estudiantes docentes, comprometidos y prometedores.

El estudiante docente, _____, está preparado para llevar a cabo su práctica de enero a mayo, dedicando un total de 300 horas a esta fase crucial de su desarrollo profesional. La práctica está diseñada para proporcionar una experiencia docente práctica, ofreciendo una combinación de aprendizaje observacional y responsabilidades de enseñanza activa.

Nuestro estudiante estará presente en su escuela durante cuatro horas cada día, dedicando una hora a la enseñanza directa bajo la guía y tutoría de un maestro cooperador. Esta estructura tiene como objetivo fomentar un ambiente de aprendizaje donde el estudiante docente pueda aplicar conocimientos teóricos en un entorno práctico, contribuyendo positivamente al aula.

Reconocemos el valor y el impacto de las experiencias prácticas de enseñanza en la formación de educadores competentes y efectivos. Por lo tanto, nos comprometemos a asegurar que esta colaboración sea mutuamente beneficiosa. Nuestro estudiante docente llegará preparado con métodos de enseñanza innovadores, entusiasmo y una disposición para aprender y adaptarse, contribuyendo así al vibrante ambiente de aprendizaje de su escuela.

Le aseguramos nuestro total apoyo en términos de supervisión y coordinación durante todo el período de práctica. Nuestro supervisor universitario mantendrá contacto regular con el estudiante docente y su escuela para asegurar una experiencia fluida y productiva para todas las partes involucradas.

Le estaríamos inmensamente agradecidos si su escuela pudiera acomodar a - _____ para su práctica. Creemos que el compromiso de su escuela con la excelencia en educación se alinea perfectamente con los objetivos de nuestro programa de preparación docente.

Muchas gracias por considerar esta solicitud. Esperamos con interés la posibilidad de esta colaboración y la oportunidad que brindaría tanto a nuestro estudiante docente como a su

escuela. No dude en ponerse en contacto conmigo a alison.torres@upr.edu o 787-560-5200 si tiene alguna pregunta o necesita más información.

Cordialmente,



Alison Torres Ramos, PhD.
Catedrática Auxiliar
Supervisora de Experiencias Clínicas Educativas
Departamento de Educación y Educación Física
Universidad de Puerto Rico en Aguadilla
(787) 890-2681, Extensión: 4410

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Patrono con Igualdad de Oportunidad en el Empleo M/M/V/I



UNIVERSIDAD DE PUERTO RICO EN AGUADILLA

Departamento de Educación y Educación Física

28 de agosto del 2022

Prof. _____

Escuela _____

Estimado Director/a:

Reciba un saludo de la facultad del Departamento de Educación de la Universidad de Puerto Rico en Aguadilla. El currículo de nuestros bachilleratos en Educación integra cursos que contienen un componente de observación el cual es de suma importancia para su formación profesional. A tales efectos, solicitamos su autorización para que el estudiante _____ pueda visitar su escuela de clase como requisito del curso _____

Agradecemos el apoyo que pueda brindar a nuestros futuros maestros.

Atentamente,

Alison Torres Ramos, PhD
Profesora del Curso

Estudiante del Curso

(Para completar por la escuela)

Se autoriza al estudiante antes mencionado a realizar las observaciones de clase según solicitadas.

Director/a de Escuela

Sello de la escuela

Fecha



Información de la escuela Nombre de la escuela o Institución

Indique si es pública o privada

Dirección de la escuela

Nombre del director/a

Maestro con el que realizará la visita

Asignatura

Nivel o grado

|



15 de enero de 2024

Estimado/a Maestro/a:

Reciba un saludo cordial. Le agradecemos su contribución para con nuestro Programa de Preparación de Maestros al permitir que su escuela funcione como un Centro de Observación, Pre-Práctica y Práctica para nuestros estudiantes-maestros.

Me dirijo a usted en mi calidad de supervisora de Experiencias Clínicas Educativas en la Universidad de Puerto Rico en Aguadilla, específicamente desde el Departamento de Educación. Estamos buscando establecer una colaboración con su estimada institución para la ubicación de uno de nuestros estudiantes docentes, comprometidos y prometedores.

El estudiante docente, _____, está preparado para llevar a cabo su práctica de enero a mayo, dedicando un total de 300 horas a esta fase crucial de su desarrollo profesional. La práctica está diseñada para proporcionar una experiencia docente práctica, ofreciendo una combinación de aprendizaje observacional y responsabilidades de enseñanza activa.

Nuestro estudiante estará presente en su salón durante cuatro horas cada día, dedicando una hora a la enseñanza directa bajo la guía y tutoría de un maestro cooperador. Esta estructura tiene como objetivo fomentar un ambiente de aprendizaje donde el estudiante docente pueda aplicar conocimientos teóricos en un entorno práctico, contribuyendo positivamente al aula.

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Le aseguramos nuestro total apoyo en términos de supervisión y coordinación durante todo el período de práctica. Nuestro supervisor universitario mantendrá contacto regular con el estudiante docente y su escuela para asegurar una experiencia fluida y productiva para todas las partes involucradas.

Le estaríamos inmensamente agradecidos si su escuela pudiera acomodar a - _____ para su práctica. Creemos que el compromiso de su escuela con la excelencia en educación se alinea perfectamente con los objetivos de nuestro programa de preparación docente.

Este requerimiento se ampara en la Ley Núm. 129 de 2005, Ley para Reglamentar el Programa de Experiencias Clínicas Educativas del Departamento de Educación de Puerto Rico.

Le agradezco profundamente por la cooperación y facilitación de las experiencias clínicas en su Centro Educativo.

Esperamos con interés la posibilidad de esta colaboración y la oportunidad que brindaría tanto a nuestro estudiante docente como a su escuela. No dude en ponerse en contacto conmigo a alison.torres@upr.edu o 787-560-5200 si tiene alguna pregunta o necesita más información.

Cordialmente,



Alison Torres Ramos, PhD.
Catedrática Auxiliar
Supervisora de Experiencias Clínicas Educativas
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**Teacher Preparation Program
 Daily Lesson Plan Model**

I. Header	
Name of the teacher candidate	
Grade	
Subject	
Date	
Unit	
Theme	
Subtheme	

I. Standard	II. Expectation	Indicator

I. Concepts	
II. Value	
III. Academic Teaching Strategy	

II. Objectives				
Type of Objective				
Assessment				
Taxonomy and depth of knowledge	Level I		Level I	Level I
	Level II		Level II	Level II
	Level III		Level III	Level III
	Level IV		Level IV	Level IV

I. Activities		
Initial	Developmental	Closing
Routine activities	Reading comprehension strategies	Summary of the class
Review from previous class	Oral discussion of concepts	Explain the assignment
Introduction to the theme	Activity or exercise _____	Work in the notebook
Discussion of theme or concepts	Exam review	Review
Conversation	Writing strategies _____	Correction of an activity
Reflection	Exam _____	Instructions _____
Give instructions	Quiz _____	Oral discussion of _____
Draw on prior knowledge	Reading	
	Graphic organizer	
	Collaborative discussion	
	Reflexive diary	
	Brainstorming	



Transversal Themes			
	Equity and respect among all human beings		Cultural identity and the promotion of cultural diversity
	Education for the protection of the environment		Innovation
	Promotion of health topics		Information technology and communication

IX. Cross Curricular Integration			
	Spanish		Science
	Mathematics		English
			Technology
			Home Economics
	Fine arts (music, art, dance, theater)		Physical education
			Health
	Dramatization		Rhythm
	Representations		Movement
	Songs		Exercises
	Construction		Marches
	Simulations		Follow instructions
	Dancing		Games
	Dioramas (models)		Reflect
	Other:		Other:
			Gender equity
			Respect
			Other:



X. Initiative or Innovative Project	
Differentiated instruction	Support networks
Technology integration	Other: .
Reading Comprehension	

XI. Assessment	
Formative Assessment	Summative Assessment
Conceptual Map	Short test
Targeted list	Examination
Reflective diary	Performance task
Open-ended questions	Oral report
Execution task	Written report
Creative work	Essay
Critical commentary	Project
Creative writing	Assignment
Group dynamic	
Brainstorming	
Debate	
Assignment	
Other:	

XII. Reasonable Accommodation or Curricular Modification	
Staggered activities	Learning Centers
Agendas	Literary circles
Flexible seating	Compare and contrast
Visual aid	Learning communities
Folders	Learning contract
Narrative essay	Reading equipment
Stations	Independent study
Formatting	Stakeholders



Games	Group research
Readings with organizers	List of interest
Material to remember	Negotiation
Proposed goal	Multiple intelligences
Assignment options	Choice panels
Progress log	Guiding Questions
Homework Pass	Other:

XIII. Differentiated instruction	
Task adaptation	Examples
Printed material	Additional time
Diagrams	Individual attention
Songs/games	Desk location
Break up an assignment into parts	Reader
Simplify steps	Change of location
Concrete material	Other:

XIV. Materials	
Notebook	Dictionary
Computer	Newspaper/magazine
Projector	Task sheet
Textbook _____ Page _____	Test
Notebook _____ p. _____	Slate
Other: _____	

