

2022-2023

Completer Effectiveness: Impact on Student Learning (Teacher Work Sample)



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

Introduction

The Teacher Work Sample (TWS) Rubric serves as a comprehensive tool for evaluating candidates' performance across seven critical competencies essential for their clinical practice. This rubric employs a four-point scale: 3 = Exceeds Standard, 2 = Meets Standard, 1 = Approaches Standard —to assess candidates' proficiency in various elements relevant to their experience. The results, derived from the evaluation of twenty-three candidates, reflect a high level of performance across all competencies, with ratings predominantly in the Exceeds range.

In the TWS UPRAg teacher candidates must fully document the process that includes the context, individual differences, learning goals, instruction plan, pre and post assessment, student learning analysis, instructional decision-making process, and a final reflection on how to improve teaching practice to enhance student learning.

TWS is a product that demonstrates the teacher candidate's ability to plan, teach, evaluate and feedback learning an educational sequence in a subject. It also serves to document student execution and reflect on the effects of their teaching on student learning. The TWS includes a teaching unit that can span between one and three weeks of class. It shows both the objectives, and the specific activities carried out during that period to help students learn, as well as the impact of them on their learning. The TWS is a way to help the teacher candidate to integrate, consistently and meaningfully, planning, teaching, and learning assessment to promote meaningful learning in students.

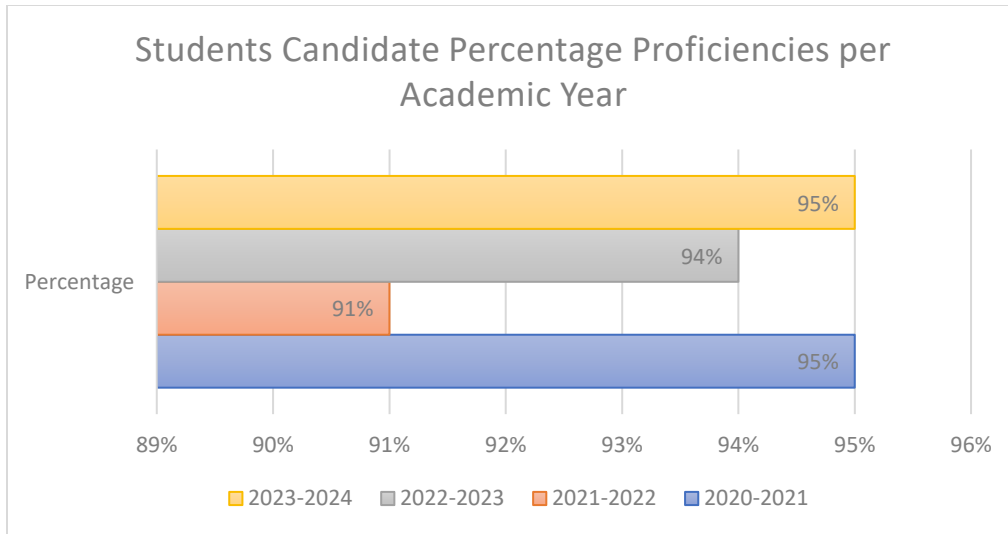
The TWS used by UPRAg EPP includes seven teaching proficiencies identified in literature as fundamental to improving student learning. Also, these cycles of data can validate the teacher effectiveness of our candidates through their proficiencies.

M1: Completer Effectiveness

R4.1 Completer impact in contributing to P-12 student learning growth

Academic Year: 2022-2023

<i>Academic Year</i>	<i>Number of Students</i>	<i>Gender</i>		<i>Percentage</i>
		<i>F</i>	<i>M</i>	
2020-2021	9	9	0	95%
2021-2022	7	6	1	91%
2022-2023	23	18	5	94%
2023-2024	20	14	6	95%



The table and graphic above shows the academic year, the number of students of the TWS and the percentage of the EPP candidates' proficiencies. In addition, the following graphics show four cycles of data where **94%** of the teacher candidates fully meet all the criteria of the TWS indicators.

Continuous Improvement

The results of the 2022-2023 Candidate Teacher Work Sample are positive, the EPP remains committed to continuous review and improvement of its practices. The feedback on clinical practice, predominantly favorable, has nevertheless highlighted opportunities for improvement.

In response to enhance candidate performance, the program may provide additional training in the following competencies:

- Decision Making in the Teaching Process
- Reflection and Self-evaluation of the Teaching Process

This continuous improvement underscores our commitment to training educators capable of thriving and making significant contributions in their fields.