

2024-2025

Candidate Teacher Work Sample Summary Report



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 candidate performance across seven critical competencies essential to clinical practice. This rubric employs a three-tier proficiency scale—**Exceeds Standard (3)**, **Meets Standard (2)**, and **Approaches Standard (1)**—to assess candidates' skills throughout their placement.

Within the UPRAg framework, teacher candidates must fully document an instructional cycle. This includes contextual factors, individual student differences, learning goals, instructional planning, pre- and post-assessments, student learning analysis, instructional decision-making, and a final self-reflection aimed at enhancing future student learning.

As an authentic performance assessment, the TWS demonstrates a candidate's ability to plan, execute, evaluate, and deliver feedback on a thematic unit spanning one to three weeks. Ultimately, the TWS enables candidates to consistently and meaningfully integrate planning, instruction, and assessment to foster deep student learning.

The evaluation outcomes for the 2024–2025 academic year reflect a high level of proficiency across the cohort (N=5), with overall scores heavily concentrated in the *Exceeds Standard* range.

M3: Candidate Teacher Work Sample Assessment

R3.3 Competency at Completion

Academic Year: 2024-2025

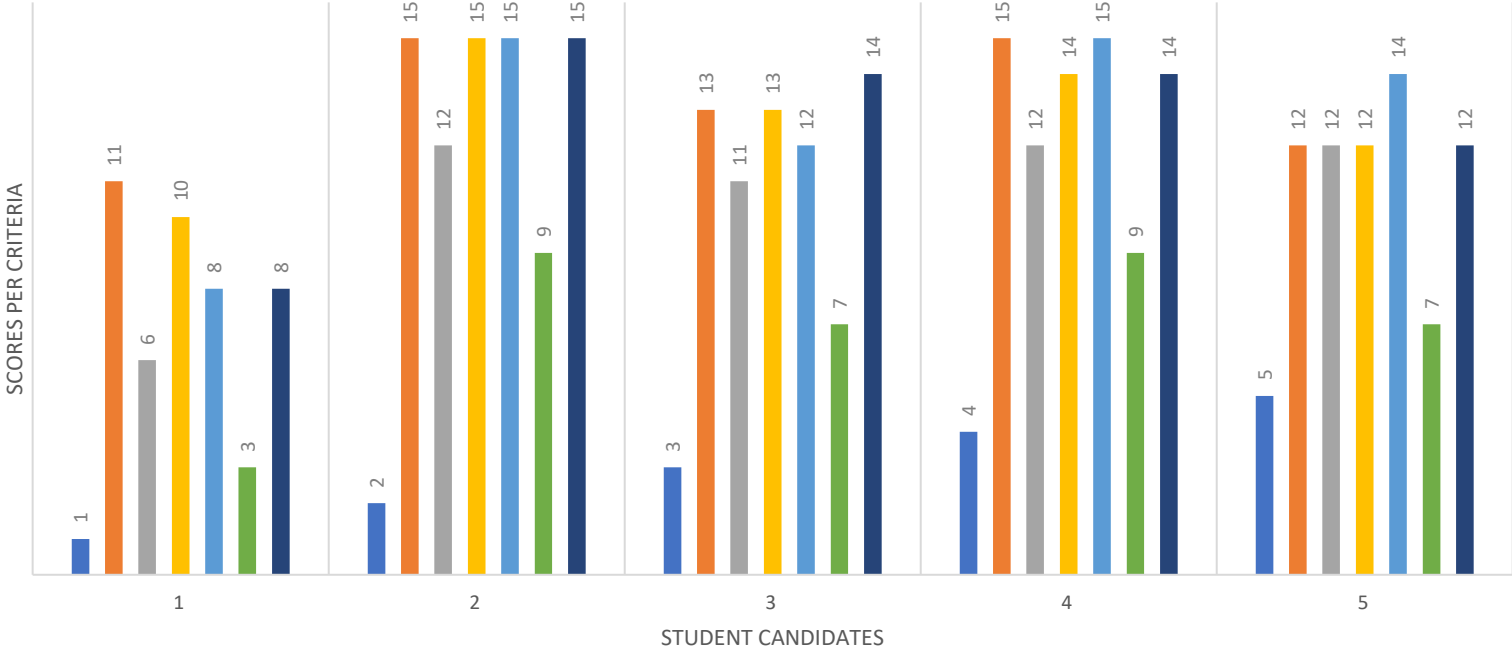
N = 5

| Competency | Exceeds Standard (3) | Meets Standard (2) | Approaches Standard (1) |
|--|----------------------|--------------------|-------------------------|
| I. Contextual Factors and Adaptation to the Learning Environment | 4 | 1 | 0 |
| II. Learning Objectives | 4 | 1 | 0 |
| III. Learning Assessment Plan | 4 | 1 | 0 |
| IV. Instructional Design and Teaching | 4 | 1 | 0 |
| V. Decision Making in the Teaching Process | 4 | 0 | 1 |
| VI. Analysis of Learning Results | 4 | 0 | 1 |
| VII. Reflection and Self-evaluation of the Teaching Process | 4 | 1 | 0 |
| Total Counts (Out of 35 total marks) | 28 | 5 | 2 |
| Total in percentage | 80% | 14.3% | 5.7% |

The cohort performed exceptionally well overall. Out of 35 total evaluated competency indicators across the 5 candidates, **94.3%** met or exceeded standard expectations, with **80%** attaining the highest tier. Sections V (Decision Making) and VI (Analysis of Learning Results) were the only components where a candidate scored at the "Approaches Standard" level.

2024-2025 TEACHER WORK SAMPLE PROFICIENCIES

- Contextual Factor and Adaptation to the Learning Environment
- Learning Objectives
- Learning Assessment Plan
- Instructional Design and Teaching
- Decision Making During the Teaching Process
- Analysis of Student Learning Results (Outcomes)
- Reflection and Self-evaluation of the Teaching Process



Continuous Improvement

While the results of the 2024-2025 Teacher Work Sample are overwhelmingly positive, the EPP remains committed to the continuous monitoring and systematic improvement of its teacher preparation pathways. Though feedback from clinical practice remains highly encouraging, internal data analysis highlights distinct growth opportunities.

To proactively strengthen future candidate performance, the program will provide targeted remediation, workshops, and curricular focus in the following competency domains:

- Instructional Decision-Making within the Teaching Process
- Analysis of Student Learning Results and Outcomes

This commitment to continuous improvement ensures that our graduates emerge as reflective, data-driven educators capable of making immediate, meaningful contributions to their classrooms.