

2024-2025

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 target scale where candidates strive to meet or exceed established benchmarks to demonstrate proficiency in elements relevant to their teaching experience. The results, derived from the evaluation of five (5) candidates during the 2024–2025 academic year, reflect a stable overall proficiency rate, alongside identified target areas for strategic institutional support.

In the TWS, UPRAg teacher candidates must fully document an educational sequence that includes contextual factors, individual differences, learning goals, an instructional plan, pre- and post-assessments, student learning analysis, instructional decision-making, and a final reflection on how to improve teaching practices to enhance student learning.

The TWS is a capstone product demonstrating a candidate's ability to plan, teach, evaluate, and provide meaningful feedback on a learning sequence. It serves to document P-12 student performance and prompts candidates to reflect on the direct effects of their instruction. Spanning one to three weeks of classroom instruction, the TWS highlights learning objectives, specific daily activities, and their measurable impact on student growth. Through this framework, the EPP ensures that candidates consistently integrate planning, instruction, and assessment to promote meaningful student learning.

The TWS used by the UPRAg EPP tracks seven core teaching proficiencies identified in educational literature as fundamental to improving student learning. These cycles of data validate completer effectiveness by offering empirical evidence of candidate proficiency in the field.

M1: Completer Effectiveness

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

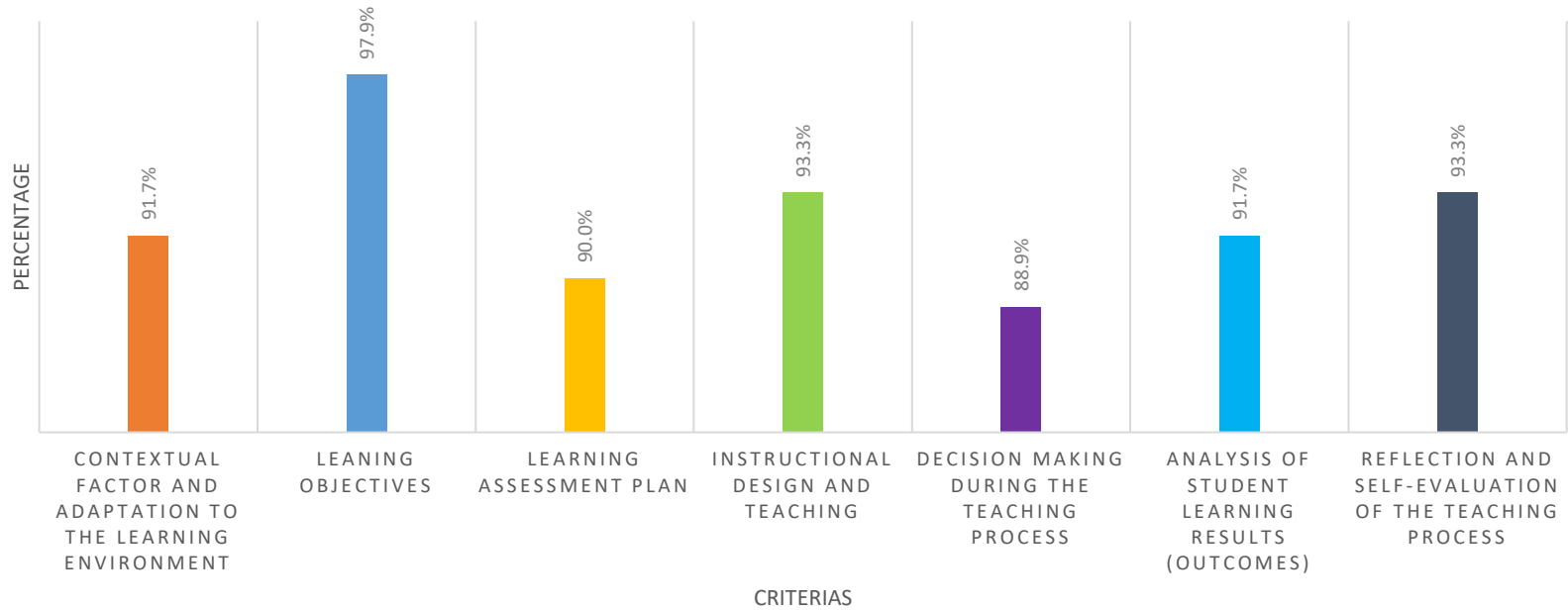
Academic Year: 2024-2025

Candidate	Level	Criteria							Points Earned	%	Final Grade
		<i>Contextual Factor and Adaptation to the Learning Environment</i>	<i>Leaning Objectives</i>	<i>Learning Assessment Plan</i>	<i>Instructional Design and Teaching</i>	<i>Decision Making During the Teaching Process</i>	<i>Analysis of Student Learning Results (Outcomes)</i>	<i>Reflection and Self-evaluation of the Teaching Process</i>			
EE Completer 1	5	11	6	10	8	3	8	8	54	56%	F
EE Completer 2	4	15	12	15	15	9	15	15	96	100%	A
ENGL Completer 1	3	13	11	13	12	7	14	14	84	88%	B
ENGL Completer 2	11	15	12	14	15	9	14	14	93	97%	A
ENGL Completer 3	11	12	12	12	14	7	12	13	82	85%	B
Average		13.8	11.8	13.5	14.0	8.0	13.8	14.0	89	92%	
%		91.7%	97.9%	90.0%	93.3%	88.9%	91.7%	93.3%	92.4%	92%	
Total Points		15	12	15	15	9	15	15	96	100%	

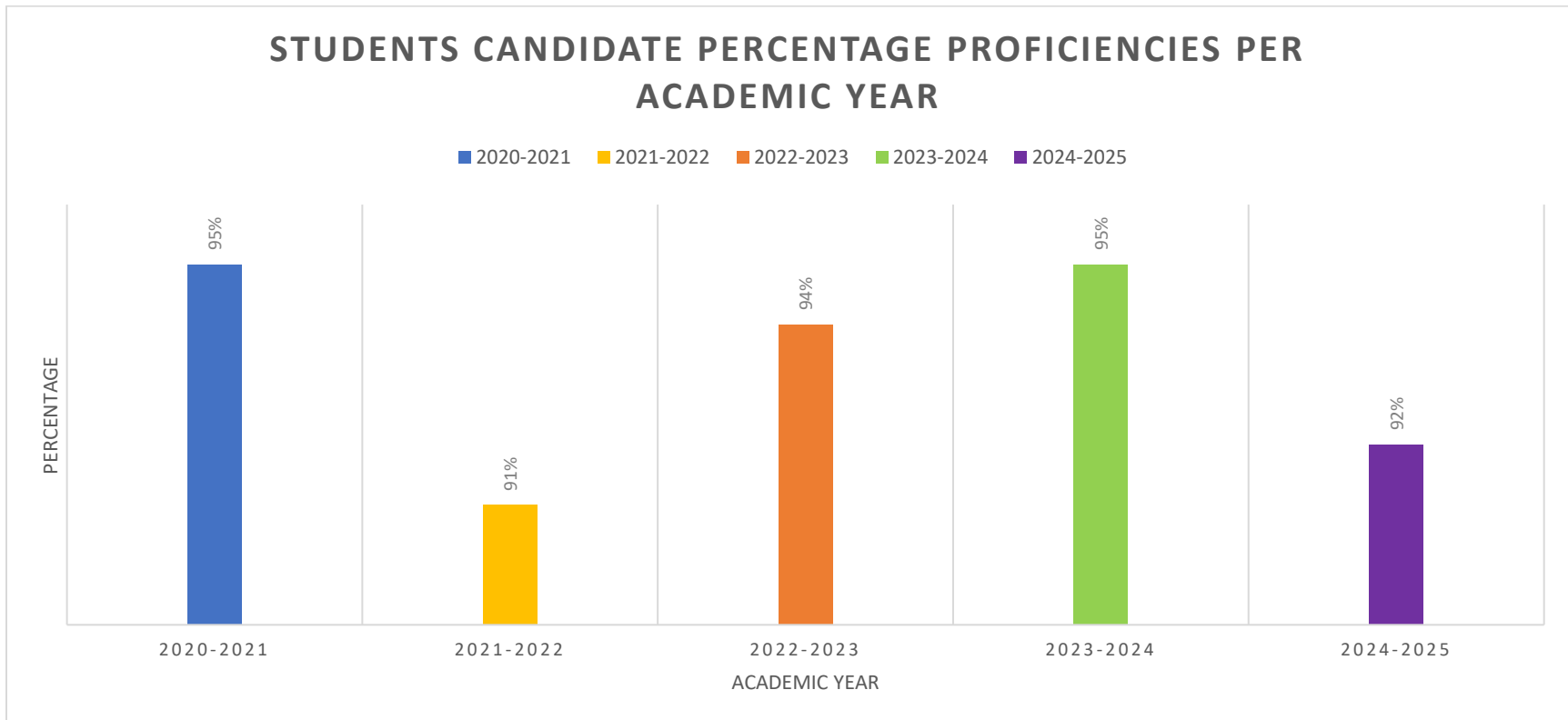
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2024-2025 TEACHER WORK SAMPLE PROFICIENCIES

- 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



Academic Year	Number of Students	Gender		Percentage
		F	M	
2020-2021	9	9	0	95%
2021-2022	7	6	1	91%
2022-2023	23	18	5	94%
2023-2024	20	14	6	95%
2024-2025	5	5	0	92.4%



The tables above display the longitudinal historical trend, tracking the academic cycle year, demographic distributions, and the corresponding performance percentages of the EPP candidates' proficiencies. Over a five-cycle longitudinal span, an aggregate average of **92.4%** of candidate teachers successfully meet or exceed institutional proficiency benchmarks on the TWS indicators.

Continuous Improvement

While the multi-year aggregate data underscores consistent program efficacy, the UPRAg EPP remains rigorously committed to data-informed continuous improvement. Isolated clinical evaluation variances within the 2024–2025 cohort have highlighted explicit opportunities for targeted intervention.

To systematically address candidate performance drops, the program will integrate targeted workshops during the mandatory clinical practice orientation week, focusing heavily on the following competency:

- Decision Making in the Teaching Process

This intervention reinforces our institutional commitment to preparing highly reflective, responsive educators capable of driving measurable student growth within diverse P-12 ecosystems.