

Impact Measures (CAEP Standard 4)

**MEASURE 2. Indicators of Teaching Effectiveness
(Component 4.2)**

Indicator of teaching effectiveness- The following figures display the completers' performance in the Clinical Experience II for the semester August- December 2019.

August-December 2019			
Course Code	Major	Completers	Average GPA
EDUC 4013 A	BA in Early Childhood: Pre-School Level	1	W
EDUC 4013 D	B.A. in Secondary Education: Teaching English as a Second Language	1	4.00
EDUC 4013 E	B.A. in Elementary Education: Teaching of English as a Second Language	1	4.00
EDUC 4013 G	BA in Elementary Education in Special Education	1	4.00
TOTAL		3	4.00

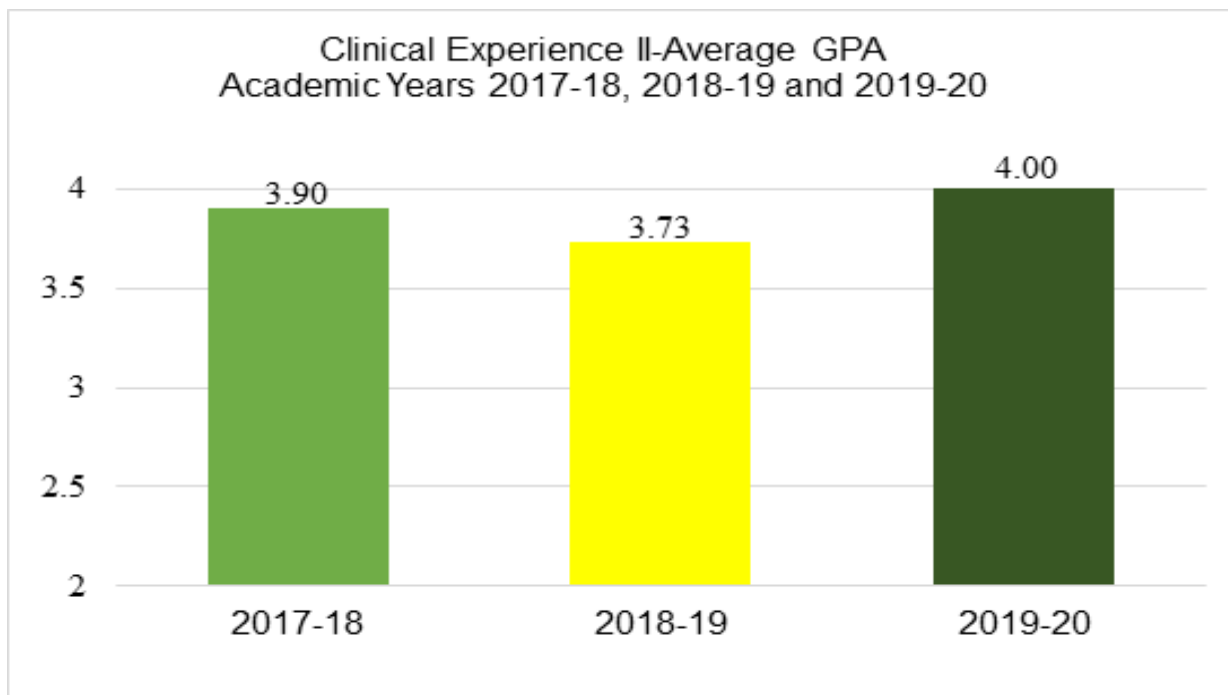
**W= Withdrew course. Student was not considered for the total and the calculated average GPA.*

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Indicator of teaching effectiveness- The following figures display the completers' performance in the Clinical Experience II for the semester January- May 2020.

January- May 2020			
Course Code	Major	Completers	Average GPA
<i>EDUC 4013 B</i>	B.A. in Teaching Elementary Primary Level K-3	2	4.00
<i>EDUC 4013 D</i>	B.A. in Secondary Education: Teach of English as 2 nd Language	2	4.00
<i>EDUC 4013 f</i>	B.A. in Elementary Education: Teaching of Physical Education	2	4.00
<i>EDUC 4013 G</i>	B.A. in Elementary Education in Special Education	2	4.00
<i>EDUC 4013K</i>	B.A. in Secondary Education: Teaching of Physical Education	1	4.00
<i>EDUC 4013 R</i>	B.A. in Secondary Education: Teaching of Spanish	1	4.00
TOTAL		10	4.00

Clinical Experience II- Average GPA		
2017-18	2018-19	2019-20
3.90	3.73	4.00



The following table shows the progress achieved by the completer of the Clinical Experience II (EDUC 4013) course.

Summative evaluation

This evaluation indicates the progress achieved by the completer of the Clinical Experience II (EDUC 4013) course. The cooperative teacher and clinical experience supervisor is encouraged to review the class observations, teacher candidate documents, classroom visit reports, narrative reports, and any other related information that is available before conducting the summative evaluation of their practitioner, with the execution of the candidate. It is requested that, when conducting this evaluation, you be as objective and impartial as possible. Each evaluator (Cooperative Teacher and Clinical Experience Supervisor) conducts each evaluation individually.

Performance levels

The performance levels are described by the words: Excellent, Good, Satisfactory, Satisfactory with Recommendations and Needs Improvement.

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1. Excellent - The performance clearly, convincingly, and consistently demonstrates the mastery of the knowledge, skills and attitudes evaluated.
2. Good - The performance demonstrates that they clearly and consistently master the knowledge, skills, and attitudes assessed.
3. Satisfactory - Has partial mastery of some of the knowledge, skills, and attitudes assessed.
4. Satisfactory with recommendations - Has very little mastery of the knowledge, skills and attitudes assessed.
5. Needs improvement - Does not master the knowledge, skills, and attitudes assess.

CRITERIA	DESCRIPTION OF EXPECTED PERFORMANCE	EXCELLENT		GOOD		SATISFACTORY WITH RECOMMENDATIONS		NEEDS IMPROVEMENT	
		Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher
Student development InTASC 1, 2, 7	Designs lessons that contribute to the comprehensive development of students based on the strengths and needs of the learner.	69.23%	75.00%	30.77%	25.00%	0.00%	0.00%	0.00%	0.00%
Appropriate resources for student development. InTASC 1, 2, 4, 5, 8	Uses a variety of resources, including technology, to address the individual needs of students and help them maximize their achievement.	69.23%	91.67%	30.77%	8.33%	0.00%	0.00%	0.00%	0.00%
Knowledge of the content InTASC 4, 5, 7, 8	Demonstrates exceptional mastery of the subject, incorporates technology and supplementary information to encourage students to understand, analyze and question the content from various perspectives.	53.85%	58.33%	46.15%	41.67%	0.00%	0.00%	0.00%	0.00%
Knowledge of the methodology. InTASC 1, 2, 7, 8	Plans and develops his/her classes using a variety of strategies consistent with the subject, the level of development of his students and their particular needs.	38.46%	91.67%	61.54%	8.33%	0.00%	0.00%	0.00%	0.00%
Alignment of instructional objectives	Writes objectives and plan assessment activities aligned to the standards, taking into consideration the needs of	46.15%	83.33%	53.85%	8.33%	0.00%	8.33%	0.00%	0.00%

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		Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher
<p>with standards and assessment processes.</p> <p>InTASC 2, 4, 5, 6, 7</p>	the students and integrating multiple ways of demonstrating what has been learned.								
<p>Integrated planning</p> <p>InTASC 4, 5, 7, 8</p>	Integrates perspectives from other disciplines and the real world into curricular units to expand student learning, stimulate critical thinking, and foster the inquiry process.	15.38%	66.67%	84.62%	33.33%	0.00%	0.00%	0.00%	0.00%
<p>Assessment</p> <p>InTASC 4, 5, 6</p>	Uses various measurement instruments and assessment techniques (formative and summative) aligned with instructional objectives in order to monitor, document, and guide student learning.	69.23%	91.67%	30.77%	8.33%	0.00%	0.00%	0.00%	0.00%
<p>Use of the assessment results</p> <p>InTASC 1, 2, 6, 8</p>	Use the assessment results to identify your students' unique needs and design differentiated learning experiences.	61.54%	91.67%	38.46%	8.33%	0.00%	0.00%	0.00%	0.00%
<p>Learning environment</p> <p>InTASC 3, 9</p>	Encourage assertive communication to create an environment of respect and use dialogue to exchange ideas, analyze prejudices, and foster tolerance.	92.31%	100.00%	7.69%	0.00%	0.00%	0.00%	0.00%	0.00%

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		Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher
Collaborative interaction with the school community InTASC 10	Leads and coordinates with colleagues, parents, and the community activities that contribute to the academic, physical, social, and emotional development of students.	46.15%	81.82%	46.15%	18.18%	7.69%	0.00%	0.00%	0.00%
Reflection in practice (written and oral) InTASC 9	Creates an original and documented critical reflection on their educational practice and offers alternatives to improve it.	53.85%	91.67%	46.15%	8.33%	0.00%	0.00%	0.00%	0.00%
School Record	Presents the School Record clean, with a variety of evaluation techniques, filled in all the required parts, and on time.	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Roll Book	Presents the Roll Book, on time, clean, divided by sections, with different evaluation and assessment criteria.	90.91%	88.89%	9.09%	11.11%	0.00%	0.00%	0.00%	0.00%

