UNIVERSITY INTERAMERICANA DE PUERTO RICO
RECINTO DE FAJARDO
DEPARTMENT OF EDUCATION ANDSCIAL SCIENCES
TEACHER EDUCATION PROGRAM

EPP GRADUATE EFFECTIVENESS IN THE APPLICATION of INSTRUCTIONAL SKILLS
(CAEP 4.2)

Name of graduate employed at your school: _____

Specialty or level: _____

Teacher Education Program Graduation Date: _____

School Name: _____

Director's Name: _____

Instructions and purpose of the instrument:

Dear Employer: The Teacher Education Program (PEM) wants to know your perception of the effectiveness of the application of the PEM graduate's instructional skills that you employ at your institution and have observed in the classroom. We appreciate you completing the instrument and returning it as soon as possible. Please use the premises of the questionnaire to determine the effectiveness of the application of the instructional skills of the PEM graduate you employ and have observed in the classroom, using the following scale:

(5) Very Competent- Demonstrates complete mastery of the subject matter you teach consistently and correctly. It exceeds the instructional activities suggested in the document of expectations drawn up by the Department of Education of Puerto Rico (DEPR) and demonstrates additional creativity to what it should teach. (90-100%)

(4) Quite Competent- Demonstrates mastery of the subject matter you teach most of the time in your instructional practice correctly. His instruction is in accordance with the DEPR's expectations document regarding the contents of the subject matter and degree that he must teach correctly in most cases. (80-89%)

(3) Competent- Demonstrates mastery of the subject matter you teach on quite a few occasions correctly. It teaches according to the DEPR's expectations document regarding the contents of the subject matter and grade that it must teach correctly on quite a few occasions. (70-79%)

(2) Regular Competence: Demonstrates mastery of the subject matter you sometimes teach correctly. It teaches according to the DEPR's expectations document regarding the contents of the subject matter and grade that it must teach correctly on some occasions. (60-69%)

(1) Unconsciential- Demonstrates very limited mastery of the subject matter it teaches according to the DEPR's expectations document regarding the contents of the subject matter and grade to be taught in its instructional practice in the classroom. (59-50%)

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
Mastery of the subject matter you teach				
1.1	1, 4, 5	1, 2	1. It performs the development of the class, according to the contents and expectations of the DEPR of the subject matter it teaches.	⑤ ④ ③ ② ①
1.1	4, 5	1, 2, 3, 5	2. It carries out differentiated learning activities, according to the levels and stages of cognitive, social, linguistic and emotional development of the student.	⑤ ④ ③ ② ①
1.1	4, 5	1, 2	3. Make learning experiences clear and relevant, based on the content and level you teach.	⑤ ④ ③ ② ①
1.1	4, 5, 7	1, 2	4. Perform learning experiences by integrating the content of the subject you teach with other subjects.	⑤ ④ ③ ② ①
1.1 1.3	5 7, 8	2 3, 5, 8	5. Write class objectives by promoting learning activities relevant to the student's contextual reality.	⑤ ④ ③ ② ①
1.1	4, 7, 8	1, 2, 3	6. Construct questions of different levels of thought, according to the DEPR content standards/expectations of the subject matter you teach.	⑤ ④ ③ ② ①
Effectiveness inthe implementation of instructional strategies				
1.1 1.3	5, 7, 8	1, 2, 3	7. It uses varied teaching strategies and techniques, according to the objectives of the class and subject you teach.	⑤ ④ ③ ② ①
1.1 1.3	5 7, 8	3 7, 10	8. Use available programs, according to the subject matter you teach.	⑤ ④ ③ ② ①
1.1 1.3	4 3, 5, 8	3 7	9. It uses technological equipment in the teaching and learning process available, according to the subject it teaches.	⑤ ④ ③ ② ①
1.3	4, 5, 8	3, 7, 10	10. It uses teaching materials in the teaching and learning process available, according to the subject it teaches.	⑤ ④ ③ ② ①
1.1 1.5	4 5, 8	3 7	11. It uses web links in the teaching and learning process available, according to the subject matter it teaches.	⑤ ④ ③ ② ①
1.1 1.3	6 7, 8	2 3, 5, 6	12. Use the assessment results to plan re-teaching activities.	⑤ ④ ③ ② ①

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1 1.3	2 6, 7	2 3, 5, 6	13. Use the assessment results to plan differentiated teaching activities.	⑤ ④ ③ ② ①
1.1 1.3	3	2 4	14. Maintains an environment of respect that promotes positive social interactions in the classroom.	⑤ ④ ③ ② ①
1.1 1.3	2 3	4 5	15. It facilitates an environment that promotes the attention of students in the classroom.	⑤ ④ ③ ② ①
1.1 1.3	2 3	4 5	16. Facilitates an environment that promotes motivation in students in the classroom.	⑤ ④ ③ ② ①
1.1 1.3	2 3, 6	4, 5	17. Inform students and parents of their students' progress.	⑤ ④ ③ ② ①
1.1 1.3	3	3 4	18. The learning activities used promote active student participation in their learning.	⑤ ④ ③ ② ①
1.1 1.3	2 3, 4, 5	1 2, 3, 5	19. Perform differentiated learning activities, according to the student's development stages and the level where he teaches.	⑤ ④ ③ ② ①
CC Tecnology				
1.1 1.3	3 4, 7	1 3, 4, 7, 10	20. Design learning experiences by integrating technological programs, according to the subject matter you teach.	⑤ ④ ③ ② ①
1.1 1.5	3 4, 7	1 3, 4, 7, 10	21. Design learning experiences by integrating technological equipment, according to the subject matter it teaches.	⑤ ④ ③ ② ①
1.1 1.5	3 4, 7	1 3, 4, 7, 10	22. Design learning experiences by integrating available web links, according to the subject matter you teach.	⑤ ④ ③ ② ①
1.1 1.3	3 4, 7	1 3, 4, 7, 10	23. He uses the technology available to promote information search skills in his students, according to the subject matter he teaches.	⑤ ④ ③ ② ①
1.1 1.3	3 4, 7	1 3, 4, 7, 10	24. He uses the technology available to promote in his students presentation of what he learned using different programs, according to the subject he teaches.	⑤ ④ ③ ② ①

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1 1.3	3 4, 7	1 3, 4, 7, 10	25. Use the technology available to promote technology assistance to your students if they warrant it.	⑤ ④ ③ ② ①
1.3	1, 2, 3, 5	2, 3, 4, 5, 7	26. It uses the technology available to promote accommodation to students, according to the student's need.	⑤ ④ ③ ② ①
1.1 1.3	3 4, 7	1 3, 4, 7, 10	27. It uses the technology available to offer differentiated teaching, according to the student's need.	⑤ ④ ③ ② ①

Arrangement and rsponsibility profesional

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.4	9	4, 8, 9, 11	28. Exhibit ethical conduct according to your teaching roles and responsibilities.	⑤ ④ ③ ② ①
1.4	9	8, 11	29. Demonstrate a professional attitude to your immediate supervisor's recommendations.	⑤ ④ ③ ② ①
1.4	9, 10	8, 9, 10, 11	30. Participate in professional activities inside and/or outside of school.	⑤ ④ ③ ② ①
1.4	9, 10	8, 9, 10, 11	31. Participate in extracurricular and/or community activities, both in and out of school.	⑤ ④ ③ ② ①
1.4	9	11	32. Evidence commitment to its professional update belonging to professional organizations.	⑤ ④ ③ ② ①
1.4	9, 10	8, 9, 10, 11	33. Evidence commitment to its professional update by conducting graduate studies, among others.	⑤ ④ ③ ② ①

CC Diversity

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1	2, 3, 5, 7	2, 3, 5	34. Adapt activities that address individual language differences.	⑤ ④ ③ ② ①
1.1	2, 3, 5	2, 3, 5	35. Adapt activities that address individual cultural differences.	⑤ ④ ③ ② ①
1.1	2, 3, 5	2, 3, 5	36. Adapt the teaching and learning process to serve students with differentiated needs.	⑤ ④ ③ ② ①
1.1	2, 3, 5	2, 3, 5	37. Consistently demonstrates sensitivity to student diversity in the classroom.	⑤ ④ ③ ② ①

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1 1.3	3 4, 7	1 3, 4, 7,10	38. It uses the technology available to offer differentiated teaching, according to the student's need.	⑤ ④ ③ ② ①

Effectiveness in learning K-12 students

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1 1.3	3 5, 8	2 3, 4	39. Ask questions that encourage your students to think critically and thoughtfully.	⑤ ④ ③ ② ①
1.1 1.3	3 5, 7, 8	2 3, 4,7	40. Plan learning experiences that promote information search skills in your students.	⑤ ④ ③ ② ①
1.1 1.3	3 1, 5, 7, 8	2 3, 4, 7	41. Plan learning experiences that promote research skills in your students.	⑤ ④ ③ ② ①
1.1 1.3	3 5, 8	2 3, 4	42. It provides learning experiences to your students for problem solving daily life.	⑤ ④ ③ ② ①
1.1 1.3	3 5, 8	2 3, 4	43. It provides learning experiences to your students for decision making.	⑤ ④ ③ ② ①
1.1 1.3	3 5, 8	2 3, 4	44. It provides learning experiences to its students to develop creativity.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 6, 7	4 5, 6	45. Develop, manage, and analyze assessments of summary results to show that there was gain in learning your students in your classes.	⑤ ④ ③ ② ①
4.1 1.3	4 5, 6, 7	4 5, 6	46. It shows that it had a positive impact on the learning of its students by planning, developing and analyzing the results of the training assessments used during the teaching process.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 6, 8	4 5, 6	47. It demonstrates that its instruction is effective by using various evaluative methods and varied assessments to base the learning gain in tune with the objectives set.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 6, 7, 8	4 5, 6	48. Adapt the teaching and learning process to demonstrate an effective increase in learning in your students.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 6, 7, 8	4 5, 6	49. It uses a variety of teaching techniques to demonstrate an effective increase in learning in tune with students' needs.	⑤ ④ ③ ② ①

TAG TO CAEP STANDARDS	TAG TO INTASC STANDARDS	TAG TO PR STANDARDS	Premises	Scale
1.1 1.3	4 5, 6, 7, 8	4 5, 6	50. It uses teaching materials available in the teaching and learning process to demonstrate an effective increase in the learning of its students.	⑤ ④ ③ ② ①
1.1 1.3	4 5, 6, 8	4 5, 6	51. It demonstrates an increase in the learning of its students through the use of a variety of evaluative and assessment techniques.	⑤ ④ ③ ② ①

II. SATISFACTION LEVEL OF THE PATRON SAINT OF FAJARDO

1. How do you assess your level of satisfaction with the professional performance of the Graduates/Graduates of the Fajardo Campus you employ?

   a. Very Satisfied
   b. Pretty Satisfied
   c. Satisfied
   d. Unsatisfied
   e. Dissatisfied

2. How do you evaluate the quality of academic preparation received from the Fajardo Campus Teacher Education Program graduate(s) you employ?

   a. Excellent
   b. Good
   c. Satisfactory
   d. Poor
   e. Poor

3. How do you evaluate the effectiveness of the Teacher Education Program graduate you employ, in demonstrating that students in your care learn the content they need to learn?

   a. Very effective
   b. Pretty effective
   c. Cash
   d. Low Cash
   e. Ineffective

III.RECOMMENDATIONS/COMMENTS

What recommendations can you offer to improve the professional and personal skills of our Teacher Education Program graduates?

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THANK YOU FOR YOUR COOPERATION!