



**University of Puerto Rico at Arecibo**

**Department of Education (EPP)**

**CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]**

**Section 4**

**Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.**

To address completer effectiveness Puerto Rico Department of Education received a waiver from US Department of Education on August, 27<sup>th</sup> 2021 due to COVID-19 Pandemic. See Communication attached. EPP collected in Measure 2 (Initial and Advanced): data from employer's satisfaction with program completers.



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

August 27<sup>th</sup>, 2021

The Honorable Eliezer Ramos Parés  
Interim Secretary of Education  
Puerto Rico Department of Education  
P.O. Box 190759  
San Juan, PR 00919-0759

Dear Interim Secretary Ramos Parés:

I am writing in response to the Puerto Rico Department of Education's (PRDE's) request on May 26, 2021, to the U.S. Department of Education (Department) to waive the requirements in section 1111(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA) to administer statewide assessments to all public elementary and secondary school students in the State in reading/language arts, mathematics, and science for the 2020-2021 school year. PRDE requested this waiver due to the significant impact the COVID-19 national pandemic has had in Puerto Rico. I note that PRDE has administered its Spanish language proficiency (SLP) assessments.

The Department remains committed to supporting all State educational agencies (SEAs) in assessing the learning of all students. Obtaining data on student learning includes high-quality statewide assessments, which can help identify where opportunity gaps are persistent and have been exacerbated – particularly during the pandemic – and, along with other data, can help SEAs direct resources and support to close those gaps. At the same time, we must also recognize that during the 2020-2021 school year we were in the midst of a pandemic that required real flexibility. Toward that end, on June 9, 2021, the Department granted PRDE a waiver of certain ESEA accountability, school identification and report card requirements for the 2020-2021 school year (see <https://oese.ed.gov/files/2021/06/pr-acct-waiver-response.pdf>).

In your request, you described PRDE's plans to reopen all schools for in person instruction on March 1, 2021, and to administer PRDE's assessments. However, due to the subsequent increase in the rates of COVID transmission across the island during the month of March, PRDE was unable to safely administer your statewide summative assessments last spring using standard practices. In particular, PRDE noted that the vast majority of schools in Puerto Rico (87 percent) were not able to offer in person instruction during this period. PRDE also explained that it was unable to implement either a remote administration or an administration in fall 2021 of the academic assessments.

After carefully considering the specific circumstances described in PRDE's request, I approve, pursuant to my authority under section 8401(b) of the ESEA, a waiver of the requirements in section 1111(b)(2) of the ESEA for the 2020-2021 school year to administer statewide general and alternate assessments in reading/language arts, mathematics, and science. In addition, I am approving a waiver of sections 1111(h)(1)(C)(ii), (vii), and (xi) of the ESEA regarding the

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reporting of student results on the general and alternate assessments in reading/language arts, mathematics, and science (and the related requirements in section 1111(h)(2)(C) for the local report cards). In the May 26 letter, PRDE also requested a waiver from the requirement in ESEA section 1111(b)(2)(G) to assess the Spanish language proficiency of Spanish language learners annually. Based on the information you have provided, I understand that PRDE administered your SLP assessments to the extent practicable. Therefore, the Department does not believe that waiver is needed.

In cases where students are unable to take the statewide summative assessments, we hope that schools use other assessments to measure student learning and progress and to provide information to parents and educators, as it appears PRDE is planning to do. These data do not replace statewide summative assessments, but they can serve to provide valuable information to meet our goal of maximizing the number of students for whom we have quality data this year.

The Department is eager to continue to work with PRDE to accelerate the safe return to in-person instruction for students in Puerto Rico and to support your administration of all required assessments in the coming school year. We will be in touch with your office to provide any necessary technical assistance on these issues. As always, you can contact me or my staff at [ESEA.Assessment@ed.gov](mailto:ESEA.Assessment@ed.gov).

Sincerely,



Ian Rosenblum  
Deputy Assistant Secretary for Policy and Programs  
Delegated the Authority to Perform the  
Functions and Duties of the Assistant Secretary  
Office of Elementary and Secondary Education

cc: Daisy Hernández González, Director of Assessment

**Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1) Data provided should be collected on employers' satisfaction with program completers.**

The instruments used were the teacher formative assessments used by the Department of Education during the years 2020 and 2021. The selected sample of n=12 represents 31% of graduates by May 2021. They currently work in the regions of Arecibo and Bayamón in municipalities such as: Arecibo, Dorado, Florida, Manatí, Toa Alta, and Vega Alta. The formative assessment instrument has 23 premises and is divided into the following categories: Planning, Teaching and Learning and Assessment. From what can be seen in table 1, the graduates of our programs have a 99.67% in the effectiveness of teaching, planning and assessment. Although our graduates receive their teaching certification in elementary education (k-3) 4-6) or physical education, the Department of Education of Puerto Rico, when evaluating the records, they may grant another teaching certification according to the qualifications of the completer or the area of need or difficult recruitment that the Department has at that time.

Table 1. Formative Evaluation from program completers 2020-2021-2021-2022

Candidate	Level	Subject	# students	# Special Ed. Students	Categories			Total
					Planning	Teaching	Assessment	
1	K-12	Educational Tech.	3	1	100%	100%	100%	100%
2	K-3	Science	17	8	100%	93.6%	100%	97.87%
3	K-3	Spanish	15	5	100%	100%	100%	100%
4	K-12	Physical Ed.	6	1	100%	100%	100%	100%
5	K-8	Library	525	-	100%	100%	-	100%
6	K-8	Special Ed.	2	2	100%	100%	100%	100%
7	K-8	Math	10	6	100%	100%	100%	100%
8	K-12	Physical Ed.	17	2	100%	100%	100%	100%

9	K-12	Physical Ed.	20	22	100%	100%	100%	100%
10	K-12	Special Ed.	9	9	100%	100%	94.6%	98.28%
11	K-6	English	25	4	100%	100%	100%	100%
12	K-6	Social Studies	16	4	100%	100%	100%	100%
<b>Total</b>			<b>665</b>	<b>64</b>	<b>100%</b>	<b>99.46%</b>	<b>99.5%</b>	<b>99.67%</b>

**Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3) Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)**

Furthermore, PCMAS pass rates, EPP use to determine that teacher candidates are meeting program expectation and ready to be recommended for licensure, the cooperative teachers and school directors survey. The purpose of the survey is to provide information to maintain high quality processes for the preparation of teacher candidates. So that candidates develop the knowledge, skills and professional dispositions necessary to demonstrate a positive impact on the learning and development of all students. Cooperative teachers and directors evaluate the teacher candidates in ten (10) competencies. Each competency corresponds to InTASC standards. Part II, III and IV of the survey corresponds to praxis reflections of collaborations between school teachers, school directors and clinical practice supervisors.

Table 2 show the evaluation of fifteen teachers and school directors in terms of preparation and ability to candidates to become teachers. The 100% (n=15) indicates that candidates have the knowledge, skills and dispositions to be teachers and comply with the 10 competencies evaluated.

Table 2. Teacher candidate's professional competencies

Professional Competency	Outstanding	Achieved	In progress	Begining	Not apply
<b>COMPETENCY #1</b> Mastery of content knowledge subject					
1.1 The teacher demonstrates a broad and in-depth knowledge of the subject matter taught.	15 100.00				

<b>Professional Competency</b>	<b>Outstanding</b>	<b>Achieved</b>	<b>In progress</b>	<b>Begining</b>	<b>Not apply</b>
1.2 Organizes the learning experiences in which it presents teaching as a critical meaning.	15 100.00				
<b>COMPETENCY #2</b> Knowledge of students and the learning process					
2.1 The teacher demonstrates knowledge about intellectual development of students.	15 100.00				
2.2 The teacher organizes learning activities to serve the interests and talents of students.	15 100.00				
<b>COMPETENCY #3</b> Teaching planning					
3.1 The teacher plans teaching based on knowledge of the subject taught.	15 100.00				
3.2 Plan takes into account diverse students in the classroom.	15 100.00				
3.3 Takes into consideration community characteristics and curriculum goals.	15 100.00				
<b>COMPETENCY #4</b> Teaching effectiveness					
4.1 The teacher selects and uses appropriate strategies, techniques and methods for achieving the goals of teaching and learning.	15 100.00				
4.2 Integrates a variety of learning materials.	15 100.00				
<b>COMPETENCY #5</b> <i>Evaluation of learning</i>					

<b>Professional Competency</b>	<b>Outstanding</b>	<b>Achieved</b>	<b>In progress</b>	<b>Begining</b>	<b>Not apply</b>
5.1 The teacher uses different assessment strategies to observe student progress.	15 100.00				
5.2 Develops a variety of assessment tools to collect learning information from students.	15 100.00				
5.3 Designs and adapts evaluation tools to ensure the continuous development of the physical, cognitive, social and emotional aspects of the student.	15 100.00				
<b>COMPETENCY #6</b> Creation of learning environment					
6.1 The teacher demonstrates the ability to distribute time in the development of classes.	15 100.00				
6.2 Uses multiplicity of techniques that facilitate the active participation of students.	15 100.00				
6.3 Provides a learning environment suitable for the school level it teaches.	15 100.00				
<b>COMPETENCY #7</b> Communication Skills					
7.1 The teacher demonstrates clearly, ownership and correctness in the use of the language as a tool for oral communication.	15 100.00				
7.2 Correctly use written language to plan and write professional lessons.	15 100.00				
<b>COMPETENCY #8</b> <i>Profesional performance</i>					
8.1 The teacher demonstrates conscious behavior with the rules and principles established the employer	15 100.00				

Professional Competency	Outstanding	Achieved	In progress	Begining	Not apply
<b>COMPETENCY #9</b> Professional and personal development					
9.1 The teachers participate in activities for their professional development.	15 100.00				
9.2 Continually reflect on their educational practice.	15 100.00				
<b>COMPETENCY #10</b> <i>Relationship with school community</i>					
10.1 The teacher maintains positive relationships with his co-workers.	15 100.00				
10.2 It relates to the parents of its students and communicates to them the progress of their children.	15 100.00				

## Part II

Effectiveness of collaboration between cooperative teachers and clinical experience supervisors, considering their experience.

Table 3. Collaboration between clinical educators

Premises	Outstanding	Achieved	In progress	Begining	Not apply
1. The supervisor of educational clinical experiences promotes effective communication for the benefit of teacher candidates.	15 100.00				
2. I receive guidance on the process of educational clinical experiences.	15 100.00				
3. I receive guidance on the documents used to evaluate the teacher candidate.	15 100.00				
4. I can clarify my doubts when necessary.	15 100.00				
5. Evaluation documents are available.	15 100.00				



6. The Manual of Educational Clinical Experiences is available.	15 100.00				
7. The process of educational clinical experiences promotes a positive impact on the students in my classroom.	15 100.00				
8. The process of clinical experiences includes professional improvement.	15 100.00				

The table above demonstrate a positive collaboration between teachers and clinical practice supervisors.

### Part III

The premises below offer clinical experience teachers the opportunity to reflect on their practices as collaborators in supervising teacher candidates.

Table 4. Self-reflection of the cooperating teacher

Premises	Outstanding	Achieved	In progress	Begining	Not apply
1. I promote effective communication for the benefit of teacher candidates.	15 100.00				
2. I guide the candidate on the process of educational clinical experiences.	15 100.00				
3. I guide the candidate on the curricular guides.	15 100.00				
4. I am available to clarify the doubts of the teacher candidate.	15 100.00				
5. I allow the candidate to decorate and organize the room.	15 100.00				
6. Support the candidate in the development of creative activities that positively impact students.	15 100.00				
7. I promote the participation of the teacher candidate in the activities of the school.	15 100.00				
8. I promote the participation of the teacher candidate in the professional improvement activities of the school.	15 100.00				

9. I participate in career improvement activities that positively impact my students.	15 100.00				
10. I participate in professional improvement activities that positively impact teacher candidates.	15 100.00				

The table above demonstrate a positive reactions and collaborations between teachers and clinical practice supervisors.

#### **Part IV**

Qualitative evaluation of the process of educational experiences Perceptions about the process of educational clinical experiences and recommendations.

#### **Directors**

- The process of educational clinical experiences is of great importance for the training of future teachers. It fosters a learning environment for all and promotes innovative teaching.
- The teacher candidate stayed in line with the teacher. During the observed classes I was impressed by his high mastery of the educational process. The candidate has the knowledge to practice in the classroom.
- Excellent candidates.
- Very good preparation of candidates.

#### **Teachers**

- I consider that the process of clinical educational experiences is very important and enriching for everyone in the school environment. Teacher candidates arrive very prepared and the process is one of mutual learning. In addition, the learning activities that candidates bring are very innovative. Communication is very appropriate and based on respect. We constantly find ourselves reflecting on our educational practices and how to improve them day by day. Due to the pandemic we have taught classes on platforms that had not been used before. These platforms have been a great tool and can be kept in use.
- Despite this national emergency process, the experience was very good. Teacher candidates put their technology skills into practice. During this year, despite so many difficulties related to the pandemic, I can say that I had a great experience with the candidate for teacher. The teacher candidate demonstrated a high degree of preparation, organization and skills to perform her task as a teacher in the classroom. She demonstrated mastery of all the competencies necessary to practice as a teacher. The

students were delighted in the classes. The candidates always showed up to very well prepared classes with a high command of technology. The preparation of candidates is excellent.

#### Recomendations

- The university must include the use of these platforms in its courses.
- The university should have a platform for planning similar to that of the Department of Education.

Note: In 2021-2022 the platform used by the University of Puerto Rico is the same of the Department of Education. Both institutions uses MS TEAMS as the oficial platform for online synchronous classes.

Other measure to demonstrate teacher candidates competences that are meeting the program expectations are the teacher candidates survey. This survey is taken at clinical practice transition point. In summary 100% (n=33) of teacher candidates fully agreed that the content of the courses provides them with the necessary tools to educational clinical experience and for their professional development as teachers. The unit promotes counseling and mentors candidates to become teachers.

Table 5. Teacher Candidates Survey

#### Part I.

Standards	Criteria	Totally agree 4	Agree 3	Neutral 2	Disagree 1	Totally Disagree 0	Average score
InTASC 4, 5	1.The content of the courses has facilitated the broad development of the pedagogical and content knowledge in the subjects I teach in the clinical practice.	33 100%					4
4, 5	2.The content of the courses has enabled the broad development of the pedagogical and professional skills of a teacher-in-training.	33 100%					4
3	3.The content of the courses has allowed for the development and critical understanding of how to work with diverse populations and problem solving.	33 100%					4

7	4.The knowledge developed through the courses guides the teacher candidate to know the development of the child and to incorporate in the planning activities that respond to their needs.	33 100%					4
7	a. psychomotor objectives	33 100%					4
7	b. intellectual (cognitive) objectives	33 100%					4
7	c. affective (emotional) objectives	33 100%					4
7	d. special needs (every child can learn)	33 100%					4
7	5. The teacher candidate has been prepared in the daily planning by contemplating the strengths and weaknesses of the students.	33 100%					4
8	6. Pre-teaching courses have facilitated the development of clinical experiences to work with students in the real classroom setting.	33 100%					4
1, 8	7. The program has prepared me to use a variety of strategies to promote learning for the regular population and for children with special needs.	33 100%					4
6	8.The content of the courses has allowed me to develop the skills to carry out the assessment of learning with different evaluation techniques.	33 100%					4
4	9. I understand that I have the knowledge, skills, and disposition to manage discipline in a diverse classroom.	33 100%					4
10	10. The program promotes the leadership and professionalism of teachers-in-training	33 100%					4

	by developing activities with students at the K-3 and 4-6 levels.						
9	11. The program provides the tools for the development of oral and written communication skills in the courses.	33 100%					4
1, 8	12. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice.	33 100%					4
1, 8	12. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice.	33 100%					4
8	13. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice.	33 100%					4
2	14. The elementary education program prepares the teacher candidate in such a way that it can effectively perform in the classroom and thus attend to the diversity of students that it has in the real classroom environment.	33 100%					4
2	15. The program promotes attention to diverse populations.	33 100%					4
						<b>Overall</b>	<b>4</b>

**Part II.****Unit Assessment**

<b>Standards</b>	<b>Criteria</b>	<b>Totally agree 4</b>	<b>Agree 3</b>	<b>Neutral 2</b>	<b>Disagree 1</b>	<b>Totally Disagree 0</b>	<b>Average score</b>
CAEP 5	16. The program promotes individualized academic counseling.	32 97%	1 3%				3.90
CAEP 2	17. Clinical practice is a source of individualized supervision.	33 100%					4
CAEP 3	18. The academic program advise about career development before graduation.	32 97%	1 3%				3.90
CAEP 5	19. Faculty has the knowledge; support student services and attends candidate's needs.	33 100%					4
InTASC 4	20. The program prepares teacher candidate to approve teacher licensing test (PCMAS).	33 100%					4
CAEP 1, 3	21. The program guide teacher candidates about the teacher certification process.	33 100%					4
10	22. The program facilitates the professional portfolio development that allows teacher candidates reflects about his/her professional performances.	33 100%					4
						<b>Overall</b>	<b>3.97</b>

**Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared.)**

In academic year 2020-2021 twenty-seven (27) out of twenty-eight (28) candidates pass the Teacher Certification Preparation Test (PCMAS) in Spanish acronym. Which means that (96%) of our teacher candidates comply with the requirement to be hired as teachers in Puerto Rico. Table 6 show the performance of our teacher candidates in the past four academic years. During 2019-2020 PCMAS was not offered due Covid-19 Pandemic crisis.

Table 6. PCMAS pass rates by cohort during 2017-2021

<b>Academic Year</b>	<b>No. of students taking Assessment</b>	<b>No. of students Passing Assessment</b>	<b>Institution Pass Rate</b>	<b>Statewide Average Pass Rate</b>
2017-2018*	42	47	89%	92%
2018-2019	28	31	90%	93%
2019-2020	-	-	-	-
2020-2021	27	28	96%	95%

\*2017-2018 cohort was updated by College Board