



University of Puerto Rico at Arecibo

Department of Education

CAEP Annual Report 2022

Addendum Section 4

Section: 4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

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 measure completer effectiveness in applying professional knowledge, skills, and dispositions, the Office of Planning and Institutional Research (OPIR) submitted a questionnaire to EPP completers from 2022. We collected 5 out of 25 completers with a (20%) participation. This questionnaire measures professional knowledge, skills, and dispositions, satisfaction with the employment and preparation of the academic program to exercise their functions as a teacher. All the completers are currently working in private schools (K-5 level) in Arecibo and Manatí municipalities, others are currently enrolled in graduate schools. The table below summarizes the findings. In summary, seventy- six percent (76%) considers the program has contributed in the professional development as a teacher.

Table 1. Completers Survey- Sub part professional knowledge, skills, and dispositions

Item	Frequency			Percent		
	A lot	Little	Nothing	A lot	Little	Nothing
How much the program has contributed in the professional development as a teacher:						
Knowledgeable and integrative of the pedagogical and theoretical contents in your performance as a teacher.	4	-	1	80%	-	20%
Able to use and integrate technology and other educational resources.	4	-	1	80%	-	20%
Able to be an active researcher developing critical thinking and problem-solving skills.	4	-	1	80%	-	20%
Knowledgeable about the different teaching subjects, both theoretical and practical.	3	1	1	60%	20%	20%
Sensitive to the ethical and aesthetic aspects of human diversity.	4	-	1	80%	-	20%
Committed to your professional development.	4	-	1	80%	-	20%
Proficient in the use of the mother tongue and other languages.	3	1	1	60%	20%	20%
Creative leader of educational environments.	4	-	1	80%	-	20%
Professional able to integrate non-traditional teaching styles into the development of your classes.	4	-	1	80%	-	20%
Able to promote good relationships with colleagues, parents, family members, and community agencies.	4	-	1	80%	-	20%
Able to design appraisal and evaluation techniques.	4	-	1	80%	-	20%
Overall	3.81	.18	1	76%	4%	20%

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.

To measure employers' satisfaction with program completers the Department of Education of Puerto Rico (DEPR) evaluates all teachers. The instruments used were the teacher formative assessments during 2022 academic year. The selected sample of n=8

represents 32% of graduates by May 2022. They currently work in the regions of Bayamón and Arecibo in municipalities such as: Arecibo, Camuy, Ciales, Hatillo, Lares, and Vega Alta, seven (7) in public and one (1) in private school. 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 2, the completers of our programs have a 100% in the effectiveness of teaching, planning and assessment, impacting a total of 144 students. Although our completers receive their teaching certification in elementary education (k-3) 4-6) or physical education (k-12), the DEPR, when evaluating the records, may grant the completer another teaching certification according to the qualifications of the graduate or the area of need or difficult recruitment that the Department has at that time.

Table 2. Formative Evaluation from program completers 2021-2022

Completer	Level	Teacher Certification	# students	# Special Ed. Students	Categories			Total
					Planning	Teaching	Assessment	
1	K-12	Special Ed./Elem.	11	4	100%	100%	100%	100%
2	K-12	Physical Education	14	3	100%	100%	100%	100%
3	K-12	Physical Education	18	3	100%	100%	100%	100%
4	K-5	Elementary	17	7	100%	100%	100%	100%
5	K-12	Special Ed./Elem.	-	6	100%	100%	100%	100%
6	K-12	Physical Education	23	4	100%	100%	100%	100%
7	K-12	Physical Education	17	6	100%	100%	100%	100%
8	K-5	Elementary	11	0	100%	100%	100%	100%
Total			111	33	100%	100%	100%	100%

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.)

To measure candidate's competency at completion EPP used 2023 Title II Report. The following section presents some parts of the report.

A. EPP Title II Report 2022

title II higher education act

Brenda Laboy
Program User

2021-22 Academic Year Data

2023 TITLE II REPORTS
National Teacher Preparation Data

I. Section Program Information

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
13.1314	Teacher Education - Physical Education and Coaching	UG	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
	<input type="text"/> <input type="button" value="▼"/>	<input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both	<input type="button" value="Insert"/> <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

2

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: PEAU-Test Evaluation and Average test scores+HS GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2

4. Please provide any additional information about the information provided above:

For teacher certification candidates must have a GPA minimum of 3.00 to take PCMAS (teacher certification test)

Postgraduate Requirements

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1. Are there initial teacher certification programs at the postgraduate level?

Yes

No

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2021-22.
(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates participate in 16 hours of professional development seminars before starting the Teaching Field Experience. Through the semester they have to assist in professional development seminars based on the areas for improvement observed.

Enrollment and Program Completers

2021-22 Total

Total Number of Individuals Enrolled

137

Subset of Program Completers

25

Gender	Total Enrolled	Subset of Program Completers
Male	58	7
Female	79	18
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	137	25
Native Hawaiian or Other Pacific Islander	0	0
White	0	0
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- Yes
 No

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	14
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

No

Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The most successful strategies used by the program are the activities developed to integrate the special needs children into learning with the participation of teacher candidates in a real scenario, with the collaboration of the faculty of the department. Activities such as: Integrative Activity in the course EDES 4006, and EDFI 4155 completers from both programs interacts with students with some kind of disabilities. Another course that exposes teacher candidates with students from different backgrounds is EDFU 3007 and the elective course EDFU 4206 (Multicultural Education).

II. Section Annual Goals
a. Mathematics

Report Progress on Last Year's Goal (2021-22)

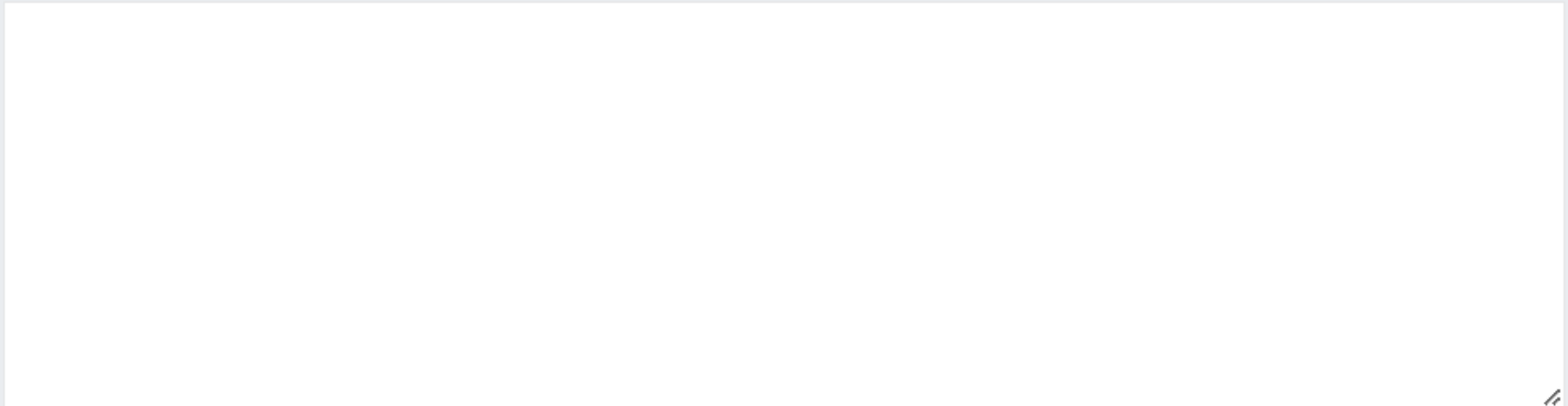
1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

Yes

No

2. Describe your goal.



6. Provide any additional comments, exceptions and explanations below:

Our teacher candidates at the elementary level takes the methodology courses EDPE 3011 and EDPE 3015.

Review Current Year's Goal (2022-23)

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7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

b. Science

Report Progress on Last Year's Goal (2021-22)

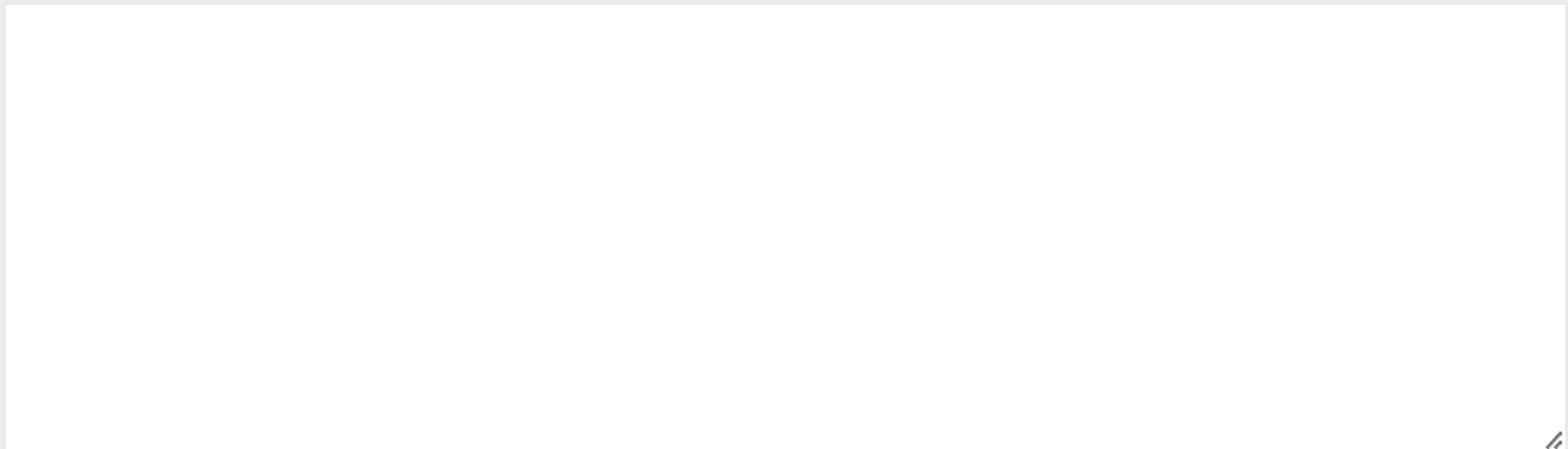
1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

Yes

No

2. Describe your goal.



6. Provide any additional comments, exceptions and explanations below:

Our teacher candidates take the methodology courses EDPE 3041 and EDPE 3116 in science for the elementary level.

Review Current Year's Goal (2022-23)

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7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

c. Special Education

Report Progress on Last Year's Goal (2021-22)

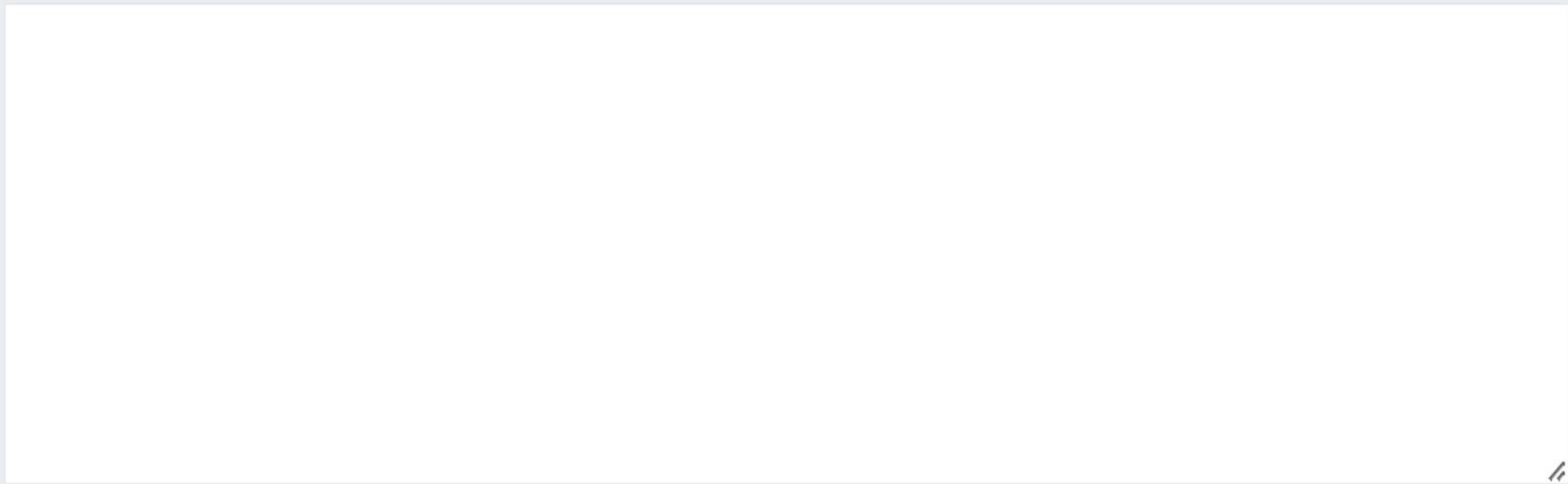
1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

Yes

No

2. Describe your goal.



6. Provide any additional comments, exceptions and explanations below:

Our teacher candidates take the special education courses EDES 4006 and EDES 3006 for the elementary level, and physical education takes the course EDFI 4155.

Review Current Year's Goal (2022-23)

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7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
- No

d. English/Spanish

Report Progress on Last Year's Goal (2021-22)

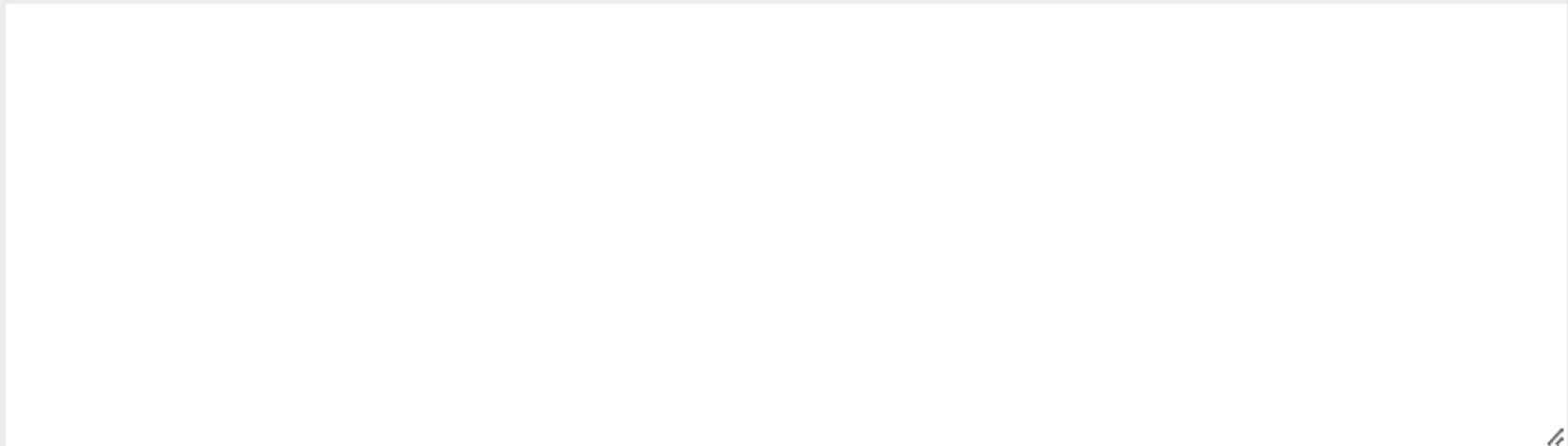
1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

Yes

No

2. Describe your goal.



6. Provide any additional comments, exceptions and explanations below:

The elementary program offers in the curriculum the courses EDPE 3031-32.

Review Current Year's Goal (2022-23)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

Yes

No

III. Section Low Performing

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

The program is fully accredited until Dec. 2028 by CAEP. Also, the program is accredited by MSCHE.

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

IV. Section Use of technology

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- Yes
 No

b. use technology effectively to collect data to improve teaching and learning

- Yes
 No

c. use technology effectively to manage data to improve teaching and learning

- Yes
 No

d. use technology effectively to analyze data to improve teaching and learning

- Yes
 No

d. use technology effectively to analyze data to improve teaching and learning

Yes

No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates are required to take courses related to the use of the Technology (EDPE 3129) and (TEED 3025) to increase their ability and dispositions in the use of technology for the development of their classes and to monitored students' progress toward their interventions by collecting data, manage and analyzing it for decision making. They use technologies to make research in the paradigms related to education. Also use it, for the development of their planning lessons. Also, they integrate technology in clinical practice and in pedagogical research courses. Right now, the Department of Education is requiring for all teacher candidates the knowledge in virtual and distance education.

V. Section Teacher Training

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

EPP program prepares candidates to teach diverse students. They are required to take the core course EDES 4006 (Exceptional Child Needs Seminar). In this course the key assessment is design, coordinates and perform an integrative activity in which teacher candidates integrates students with cognitive and physical disabilities in activities such as: arts, dance, games and content subjects areas. The Physical Education program has the required course EDFI 4155 (Adapted physical education to children with disabilities). Also, across the curriculum the diversity theme is embedded in all courses especially in clinical practice course.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All programs receiving Title IV funds are require following federal and local guidelines to assure all students receive equal services. Student with disabilities is served by State Law 51 (1996). EPP has no exception for that and through the curriculum diverse theme is embedded.

c. Effectively teach students who are limited English proficient.

EPP does not has a major in English, but teacher candidates are required to take INGL 3101-3102 (Basic English), and INGL 3093 (Conversational English). Teacher candidates are trained to work and collaborate with English teacher colleagues if a student have an issue with language. One of our teacher candidates competencies is able in the use of mother tongue language and other languages (English). Spanish is our mother language and the courses that prepare students who are limited in Spanish are EDPE 3031-32 and EDES 3006.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

VI. Section Contextual Information

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

UPRA-DE curriculum in Elementary Education and Physical Education at the Elementary Level Program integrates knowledge and research skills by connecting theory to practice. The program also develops in the teacher candidates the dispositions required to work with students with disabilities. It fosters the integration of technology to the educational experience in an effective manner. This is attained by means of an interdisciplinary curriculum that prepares candidates to use and evaluate information by providing them with the ability to use information technologies legally and ethically. The curriculum allows teacher candidates to develop written and oral communication skills in English and Spanish, and critical thinking skills. Candidates facilitate an individualized learning process according to the needs of each student. Since 2016, EPP has a classification of exemplary level determined by the Puerto Rico Department of Education and is fully accredited by CAEP until 2028. Since, 2022 EPP is offering a minor in Neuroeducation. In our state licensing teacher certification test (PCMAS) completers

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

LINK TEXT

B. Evidence at Completion Program: Teachers Candidate Survey 2021-2022
Program: A. Elementary Education

Other measure EPP uses is the Teacher Candidate Survey. The elementary education teacher candidates, demonstrate competences that are meeting the program expectations. The teacher candidate survey is taken at clinical practice transition point. In summary 100 % (n=12) of teacher candidates fully agreed or agreed that the content of the courses has facilitated the broad development of the pedagogical and content knowledge in the subjects they teach in the clinical practice. Also, has allowed for the development and critical understanding of how to work with diverse populations and problem solving and has allowed for the development and critical understanding of how to work with diverse populations and problem solving. 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, especially psychomotor and intellectual needs. They considered that has been prepared in the daily planning by contemplating the strengths and weaknesses of the students. The program has prepared them to use a variety of strategies to promote learning for the regular population and for children with special needs. The content of the courses has allowed to develop the skills to carry out the assessment of learning with different evaluation techniques. The program promotes the leadership and professionalism of teachers-in-training by developing activities with students at the K-6 level. The program provides the tools for the development of oral and written communication skills in the courses. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice. 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. The program promotes attention to diverse populations. Table 3 show a detailed results of the survey.

Table 3. Elementary Education Teacher Candidates Survey 2021-2022

N=12

Standards	Criteria	Totally agree 4	Agree 3	Neutral 2	Disagree 1	Totally Disagree 0
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.	9 (75%)	3 (25%)			
4, 5	2.The content of the courses has enabled the broad development of the pedagogical and professional skills of a teacher-in-training.	9 (75%)	2 (17%)	1 (8%)		
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.	8 (67%)	4 (33%)			
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.	-	-	-	-	
7	a. psychomotor objectives	6 (50%)	6 (50%)			
7	b. intellectual (cognitive) objectives	8 (67%)	4 (33%)			
7	c. affective (emotional) objectives	6 (50%)	4 (33%)	2 (17%)		
7	d. special needs (every child can learn)	9 (75%)	2 (17%)	1 (8%)		

Standards	Criteria	Totally agree 4	Agree 3	Neutral 2	Disagree 1	Totally Disagree 0
7	5. The teacher candidate has been prepared in the daily planning by contemplating the strengths and weaknesses of the students.	8 (67%)	4 (33%)			
8	6. Pre-teaching courses have facilitated the development of clinical experiences to work with students in the real classroom setting.	7 (58%)	3 (25%)	2 (17%)		
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.	7 (58%)	5 (42%)			
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.	7 (58%)	5 (42%)			
4	9. I understand that I have the knowledge, skills, and disposition to manage discipline in a diverse classroom.	8 (67%)	2 (17%)	2 (17%)		
10	10. The program promotes the leadership and professionalism of teachers-in-training by developing activities with students at the K-3 and 4-6 levels.	10 (83%)	2 (17%)			
9	11. The program provides the tools for the development of oral and written communication skills in the courses.	9 (75%)	3 (25%)			
1, 8	12. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice.	9 (75%)	3 (25%)			

Standards	Criteria	Totally agree 4	Agree 3	Neutral 2	Disagree 1	Totally Disagree 0
	13. The program promotes the use of high and low technologies has a method of teaching and learning.	10 (83%)	1 (8%)	1 (8%)		
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.	10 (83%)	2 (17%)			
2	15. The program promotes attention to diverse populations.	9 (75%)	3 (25%)			

Program: B. Physical Education

On the other hand, physical education teacher candidates demonstrate competences that are meeting the program expectations. This survey is taken at clinical practice transition point. In summary 100 % (n=12) of teacher candidates from physical education fully agreed or agreed that: the content of the courses has enabled the broad development of the pedagogical and professional skills of a teacher-in-training. 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. The program has prepared them to use a variety of strategies to promote learning for the regular population and for children with special needs. They understand that they have the knowledge, skills, and disposition to manage discipline in a diverse classroom. The program promotes the leadership and professionalism of

teachers-in-training by developing activities with students at the K-12 levels. The program promotes attention to diverse populations.

Table 4 show the results of the survey.

Table 4. Physical Education Teacher Candidates Survey 2021-2022

N=12

Standards	Criteria	Totally agree 4	Agree 3	Neutral 2	Disagree 1	Totally Disagree 0
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.	6 (50%)	5 (42%)	1 (8%)		
4, 5	2.The content of the courses has enabled the broad development of the pedagogical and professional skills of a teacher-in-training.	7 (58%)	5 (42%)			
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.	5 (42%)	6 (50%)	1 (8%)		
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.	-	-	-	-	
7	a. psychomotor objectives	9 (75%)	3 (25%)			
7	b. intellectual (cognitive) objectives	6 (50%)	6 (50%)			
7	c. affective (emotional) objectives	7 (58%)	5 (42%)			
7	d. special needs (every child can learn)	8 (67%)	3 (25%)		1 (8%)	

Standards	Criteria	Totally agree 4	Agree 3	Neutral 2	Disagree 1	Totally Disagree 0
7	5. The teacher candidate has been prepared in the daily planning by contemplating the strengths and weaknesses of the students.	7 (75%)	4 (33%)	1 (8%)		
8	6. Pre-teaching courses have facilitated the development of clinical experiences to work with students in the real classroom setting.	5 (42%)	6 (50%)	1 (8%)		
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.	7 (58%)	5 (42%)			
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.	4 (33%)	5 (42%)	3 (25%)		
4	9. I understand that I have the knowledge, skills, and disposition to manage discipline in a diverse classroom.	8 (67%)	4 (33%)			
10	10. The program promotes the leadership and professionalism of teachers-in-training by developing activities with students at the K-12 levels.	11 (92%)	1 (8%)			
9	11. The program provides the tools for the development of oral and written communication skills in the courses.	6 (50%)	4 (33%)	2 (17%)		
1, 8	12. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice.	2 (17%)	7 (58%)	3 (25%)		
	13. The program promotes the use of high and low technologies has a method of teaching and learning.	7 (58%)	3 (25%)	2 (17%)		
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.	6 (50%)	4 (33%)	2 (17%)		
2	15. The program promotes attention to diverse populations.	6 (50%)	6 (50%)			

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

In academic year 2021-2022 sixteen (16) out of eighteen (18) candidates from both programs pass the Teacher Certification Preparation Test (PCMAS) in Spanish acronym. Which means that (89%) of our teacher candidates comply with the requirement to be hired as teachers in Puerto Rico.

A 100% of our teacher candidates from elementary education have passed the test, while 75% of our teacher candidates from Physical education have passed the test. However, one teacher candidate took the alternative route exam with a 100% pass rate. For this specific teacher candidate her major was nursing and also was enrolled in a second major in elementary education. Tables 5, 6, 7 and 8 show the performance of our teacher candidates in the past five academic years. During 2019-2020 PCMAS was not offered due Covid-19 Pandemic crisis.

Table 5. Departmental PCMAS pass rates by cohort during 2017-2022 (Traditional Route)

Academic Year	No. of students taking Assessment	No. of students Passing Assessment	Institution Pass Rate	Statewide Average Pass Rate
2017-18	47	42	89	92
2018-19	31	28	90	95
2019-20	-	-	-	-
2020-21	28	27	96	95
2021-22	18	16	89	88

Table 6. Elementary Education PCMAS pass rates by cohort during 2017-2022 (Traditional Route)

Academic Year	No. of students taking Assessment	No. of students Passing Assessment	Institution Pass Rate	Statewide Average Pass Rate
2021-22	10	10	100	88

Table 7. Physical Education PCMAS pass rates by cohort during 2017-2022 (Traditional Route)

Academic Year	No. of students taking Assessment	No. of students Passing Assessment	Institution Pass Rate	Statewide Average Pass Rate
2021-22	8	6	75	88

Table 8. PCMAS pass rates by cohort during 2021-2022 (Alternative Route-major Elem. Education)

Academic Year	No. of students taking Assessment	No. of students Passing Assessment	Institution Pass Rate	Statewide Average Pass Rate
2021-22	1	1	100	91