



University of Puerto Rico at Arecibo
Department of Education
CAEP Annual Report 2023

This section is a subpart from the CAEP Annual Report for AY 2022-2023. Data and narrative present how completers from UPRA-DE are performing in public or private schools. In addition, show the ability of completers to be hired in positions as high qualified teachers.

Section: 4.2. CAEP Accountability Measures (for CHEA Requirements) [2022-2023 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 of AY 2019 to AY 2022. We have been collected 5 out of 25 completers of AY 2022 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 public and private schools 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.) The next cycle of the survey will be collected in 2025 from completers of AY 2023-AY 2025.

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%

In addition, 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 AY 2023. The selected sample of n=2 represents 13% of graduates in May 2023. They currently work in the region of Arecibo in municipalities such as: Hatillo and Utuado public schools. The formative assessment instrument has 23 premises and is divided into the following categories: Planning, Teaching and Learning & 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 39 students. Although our completers receive their teaching certification in elementary education (k-5) 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 of Program Completers 2022-2023

Completer	Level Teacher Certification	# students	# Special Ed Students	Categories			Total
				Teaching	Planning	Assessment	
1	K-12 (Physical. Ed)	27	5	100%	100%	100%	100%
2	Elementary	12	2	100%	100%	100%	100%

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.

Table 3. Satisfaction of employers

Criteria Evaluated	Totally agree 4	Agree 3	Neutral 2	In disagreement 1	Totally in disagreement 0
1. A broad development of knowledge pedagogical skills in the subjects it teaches.	100%				
2. A critical understanding of how to work with diverse populations and the solution of problems.	71%	29%			
3. Daily planning skills contemplating the strengths and weaknesses of the students.	100%				
4. The competencies to use a variety of strategies that promote the learning of the regular population and children with special needs.	100%				
5. Knowledge, skills and dispositions managing discipline in a classroom different.	71%	29%			
6. Leadership and professionalism through development of activities with students from and with the school community.	100%				
7. Understand that the completer possesses the oral and written communication skills in their courses.	100%				
8. Provides and promotes attention to working with diverse populations.	100%				
9. Demonstrates broad development of the knowledge of the content of the subjects that teaches.	100%				
10. Incorporate activities into the planning that respond to physical, cognitive, and the child's emotional needs, demonstrating their knowledge in the development of the child.	100%				

11. Take into account the special needs of the student when planning activities.	100%				
12. Understands that completers develop creative teaching strategies and non-traditional styles to work with their students.	71%	29%			
13. Effectively uses the use of technology as a means of teaching and learning.	100%				
14. The completer acquired an academic preparation with a courses that facilitated the development of clinical experiences to work with students in a real setting to the classroom.	100%				

This assessment suggest that all employers from 7 out of 15 completers (47%) are agree or totally agree with our completer's preparation, in terms with knowledge, skill and dispositions. However, they indicates that completers in physical education need to improve how to manage diverse populations in classroom. As a transformative action EPP has incorporated this semester a new Special Ed. Course, EDES 4026, Management and Administration of the Inclusive Classroom, to strengthen the curriculum.

Finally, one of the measures collected was the questionnaire of principals and cooperating teachers as a stakeholders. All of them (N=23) indicates that teacher candidates comply and has the knowledge, skills and dispositions to be become an effective teacher. Table 4 show the results.

Table 4. Questionnaire for principals and cooperating teachers AY 2022-2023

Professional Competencies N=23	Outstanding	Achieved	In progress	Beginning	Not apply
COMPETENCY #1 <i>Mastery and knowledge of the subject matter</i>					
1.1 The teacher demonstrates a broad and deep knowledge of the subject matter being taught.	100%				
1.2 Organizes learning experiences in which teaching is critically presented as meaningful.	100%				
COMPETENCY #2 <i>Knowledge of the student and the learning process</i>					
2.1 The teacher demonstrates knowledge of how students develop intellectually.	100%				
2.2 The teacher organizes learning activities to cater to the interests and talents of the students.	100%				
COMPETENCY #3 Planning					
3.1 The teacher plans teaching based on knowledge of the subject matter being taught.	100%				
3.2 Plan taking into account the different students you have in your classroom.	100%				
3.3 Takes into consideration the characteristics of the community and the goals of the curriculum.	100%				
COMPETENCY #4 <i>Implementation of teaching</i>					
4.1 The teacher selects and uses appropriate strategies, techniques, and methods for the achievement of teaching and learning objectives.	100%				

Professional Competencies N=23	Outstanding	Achieved	In progress	Beginning	Not apply
4.2 Integrate a variety of materials.	100%				
COMPETENCY #5 <i>Assessment of Student Learning</i>					
5.1 The teacher uses different assessment strategies to observe the progress of the students.	100%				
5.2 Develops a variety of assessment instruments to collect information on student learning.	100%				
5.3 Designs and adapts assessment instruments to ensure the continuous development of the student's physical, cognitive, social and emotional aspects.	100%				
COMPETENCY #6 <i>Creating the learning environment</i>					
6.1 The teacher demonstrates the ability to allocate time in the development of his/her lessons.	100%				
6.2 Uses a multiplicity of techniques that facilitate the active participation of students.	100%				
6.3 Provides a learning environment appropriate to the school level it teaches.	100%				
COMPETENCY #7 <i>Communication Skills</i>					
7.1 The teacher demonstrates that he or she expresses himself or herself clearly, properly and correctly in the use of language as a tool for oral communication.	100%				
7.2 Uses written language correctly to plan and write professional tasks.	100%				

Professional Competencies N=23	Outstanding	Achieved	In progress	Beginning	Not apply
COMPETENCY #8 <i>Professional Performance</i>					
8.1 The teacher demonstrates behavior consistent with the standards and principles established by his or her employer.	100%				
COMPETENCY #9 <i>Professional and personal development</i>					
9.1 The teacher participates in activities for his/her professional development.	100%				
9.2 Continually reflects on his/her educational practice.	100%				
COMPETENCY #10 <i>Relations with school community</i>					
10.1 The teacher maintains positive relationships with co-workers.	100%				
10.2 Liaises with the parents of their students and communicates to them the progress of their children	100%				

Table 4.a

Premises	Outstanding	Achieved	In progress	Beginning	Not apply
1. The Educational Clinical Experience Supervisor promotes effective communication for the benefit of teacher candidates.	100%				
2. I receive guidance on the process of educational clinical experiences.	100%				
3. I receive guidance on the documents used to evaluate the teacher candidate.	100%				
4. I can clarify my doubts when necessary.	100%				
5. Evaluation documents are available.	100%				

6. The Educational Clinical Experiences Handbook is available.	100%				
7. The process of educational clinical experiences promotes a positive impact on the students in my classroom.	100%				
8. The clinical experience process includes professional improvement.	100%				

Part III Self-Reflection of the Cooperator Teacher

Table 4.b

Premises	Outstanding	Achieved	In progress	Beginning	Not apply
1. I promote effective communication for the benefit of teacher candidates.	100%				
2. I guide the candidate on the process of clinical educational experiences.	100%				
3. I guide the candidate on the curricular guides.	100%				
4. I am available to clarify the doubts of the teacher candidate.	100%				
5. I allow the candidate to decorate and organize the room.	100%				
6. Support the candidate in the development of creative activities that positively impact students.	100%				
7. I promote the participation of the teacher candidate in the school's activities.	100%				
8. I promote the participation of the teacher candidate in the professional improvement activities of the school.	100%				
9. I participate in professional enhancement activities that positively impact my students.	100%				

In summary, a 100% of principals and teachers who responded to the questionnaire indicated that teacher candidates met all 10 teacher candidate competencies with flying colors. Candidates demonstrate the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on the learning and development of all students. A 100% of principals and teachers indicated that collaboration between cooperating teachers are effective.

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.)

A. EPP Title II Report 2023

The next section is an except of title II Report.

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="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:

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)

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

57

Number of clock hours required for student teaching

320

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.

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.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

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

Enrollment and Program Completers

2022-23 Total

Total Number of Individuals Enrolled

128

Subset of Program Completers

18

Gender	Total Enrolled	Subset of Program Completers
Male	61	8
Female	67	10
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	128	18
Native Hawaiian or Other Pacific Islander	0	0
White	0	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	8 <input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="10"/>

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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.

- Yes
 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).

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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

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.

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

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 have a pass rate of 89% for academic year 2021-22. In academic year 2023-2024 both teacher preparation programs made curriculum revision in accordance PRDE to be implemented in 2024.

B. Evidence at Completion Program: Teachers Candidate Survey 2022-2023
Program: Elementary Education

Teacher candidates from elementary education, demonstrate competences that are meeting the program expectations. The teacher candidate survey is taken at clinical practice transition point. In summary 100 % (n=8) of teacher candidates fully 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-5. 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 5 show a detailed results of the survey.

Table 5. Elementary Education Teacher Candidates Survey 2022-2023

N=8

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.	100%				
4, 5	2. The content of the courses has enabled the broad development of the pedagogical and professional skills of a teacher-in-training.	100%				
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.	100%				
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.	100%				
7	5. The teacher candidate has been prepared in the daily planning by contemplating the strengths and weaknesses of the students.	100%				

8	6. Pre-teaching courses have facilitated the development of clinical experiences to work with students in the real classroom setting.	100%				
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.	100%				
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.	100%				
4	9. I understand that I have the knowledge, skills, and disposition to manage discipline in a diverse classroom.	100%				
10	10. The program promotes the leadership and professionalism of teachers-in-training by developing activities with students at the K-5 levels.	100%				
9	11. The program provides the tools for the development of oral and written communication skills in the courses.	100%				
1, 8	12. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice.	100%				
	13. The program promotes the use of high and low technologies has a method of teaching and learning.	100%				
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	100%				

	students that it has in the real classroom environment.					
2	15. The program promotes attention to diverse populations.	100%				

Program: 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=7) 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 6 show the results of the survey.

Table 6. Physical Education Teacher Candidates Survey 2022-2023

N= 7

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.	100%				
4, 5	2. The content of the courses has enabled the broad development of the pedagogical and professional skills of a teacher-in-training.	100%				
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.	100%				
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.	86%	14%		-	
7	5. The teacher candidate has been prepared in the daily planning by contemplating the strengths and weaknesses of the students.	100%				
8	6. Pre-teaching courses have facilitated the development of clinical experiences to work with students in the real classroom setting.	100%				
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.	100%				
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.	100%				
4	9. I understand that I have the knowledge, skills, and disposition to manage discipline in a diverse classroom.	100%				

10	10. The program promotes the leadership and professionalism of teachers-in-training by developing activities with students at the K-12 levels.	100%				
9	11. The program provides the tools for the development of oral and written communication skills in the courses.	100%				
1, 8	12. Creative teaching strategies and non-traditional styles are promoted through the curriculum to work with clinical experiences and teaching practice.	100%				
	13. The program promotes the use of high and low technologies has a method of teaching and learning.	100%				
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.	100%				
2	15. The program promotes attention to diverse populations.	100%				

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

In academic year 2022-2023 thirteen (13) out of fifteen (15) candidates from both programs pass the Teacher Certification Preparation Test (PCMAS) in Spanish acronym. Which means that (87%) 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 87% of our teacher candidates from Physical education have passed the test, increasing (12%) the results in comparison with the past year. No teacher candidates took the exam by the alternative route. Table 7, 8, and 9 show the performance of our teacher candidates in the past six academic years. During 2019-2020 PCMAS was not offered due Covid-19 Pandemic crisis.

Table. 7 PCMAS Pass Rates by cohort during AY 2017- AY 2023

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	30	27	90	95
2021-22	18	16	89	88
2022-23	15	13	87	94

*Test not administered due Covid-19

Table 8. Elementary Education PCMAS Pass Rates by cohort during AY 2021-AY 2022

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
2022-23	6	6	100	94

Table 9. Physical Education PCMAS Pass Rates by cohort during AY 2021- AY 2022

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
2022-23	9	7	87	94