

Self-Study Report

**UNIVERSITY OF PUERTO
RICO AT ARECIBO**

P.O.Box 4010

Arecibo, PR 00614-4010

April 25, 2021 12:00 a.m.

Type of Visit:

Continuing visit - Initial Teacher Preparation

CAEP Self-Study Report

I. EPP Overview

Guide to the Self-Study Report

a. Context and Unique Characteristics

The University of Puerto Rico at Arecibo (UPRA) Carnegie classification: Baccalaureate Colleges: Diverse Fields » Four-year, medium, primarily nonresidential is one of the eleven autonomous campuses of the University of Puerto Rico's (UPR) public system of higher education in the Island. UPRA was founded in 1967 as the Arecibo Regional College responding to the needs for providing the citizens of the North and North-Central area of Puerto Rico with access to higher education. In the same year, received its official accreditation by the Middle States Commission on Higher Education (MSCHE). In 1974, its current permanent facilities, located on a 49-acre lot on Highway 653, km. 8 in Arecibo, were inaugurated. In 1980, it became the Arecibo Technological University College (ATUC) by virtue of UPR Board of Trustees Certification, 323 1980-81. In 1998, the college became an autonomy unit of the UPR (UPR Board of Trustees Certification, 151 1997-98) and was later renamed University of Puerto Rico at Arecibo (UPR Board of Trustees Certification, 103 1999-2000). In 2018, UPRA received the renewal of the license to operate as an institution of higher education by the Puerto Rico's Council on Education (CEPR) by virtue of Certification 2018-210 and the last reaffirmation of accreditation by MSCHE in 2019. As an institution offers 3 associate's, 14 bachelor's degrees and one post bachelor's degree certificate, including 7 articulated transfer programs. These are supported by a network of student services and faculty committed to keeping abreast of developments in knowledge and the technologies to continuously strengthen and improve the teaching-learning process. Also, is committed to enriching the surrounding community and promoting a positive interaction with all its constituents. UPRA promotes mutual respect for the plurality of ethical, moral, and spiritual values distinctive of our contemporary society and encourages, the enrichment of our cultural heritage as a legacy to future generations. The Education Preparation Program (EPP) is housed in the Department of Education (DE) at UPRA. Began its operations with the funding of the university. At first, the EPP offered an Associate Degree in Elementary Education until a Bachelor of Arts in Elementary Education was established in 1982 (Certification 86, 1981-82, Council on Higher Education). In 2000, the academic offerings were broadened with the creation of a Bachelor of Arts in Education with a major in Physical Education for the Elementary Level (Certification 124, 1999-2000, Council on Higher Education). Student enrollment at UPRA for the fall semester of current academic year (AY) 2020-2021 is 3,413 students. EPP has 191 students, 115 females and 76 males. In 2019, 87% received UPRA has approximately 240 full- and part-time faculty, which 16 are from UPRA-DE. UPRA in 2020 graduated 672 students which, 46 (6.8%) were from EP

b. Description of Organizational Structure

UPRA has a well-defined organization structure with clear lines of leadership and authority to facilitate its efficiency and effectiveness. The Chancellor of UPRA, who has the maximum academic and administrative authority, is nominated by the

President of the UPR system, in consultation with the faculty, the administrative personnel, and UPRA students, and is appointed by the Governing Board, in accordance with Puerto Rico's Public Law 170 (August 12, 1988). The Deanship of Academic Affairs is charged with overseeing planning, delivering, and operating coherent academic programs.

The Dean shares responsibility with the Associate Dean, academic department chairs, and other faculty members currently in charge of coordinating special academic initiatives and services (e.g., Assessment, Distance Education Program, Library, Student Advising programs, Honor Studies Program, Instructional Resources) and, oversee the accreditation processes. UPRA does not operate with faculties and professional college. The Department is the unit, and the Academic Department Chair (ADC) is the head of the (EPP). The Teacher Preparation Programs currently prepares teacher candidates at the initial level to be elementary and physical education teachers. The ADC responsibility is shared with one clinical experience coordinator for both teacher preparation programs with participation of the unit's faculty and faculty from other academic departments that participate in the preparation of teacher candidates (e.g. Spanish, English, Mathematics, Social Sciences and Biology). Responsibilities of EPP chairperson include strong collaboration with accreditation coordinators, learning assessment coordinator, clinical practice coordinator, and tenured faculty. Other tasks are coordination of admission and enrollment, retention, candidate counseling, and graduation of teacher candidates; recruitment, retention, supervision and evaluation of faculty and staff; academic programming for the unit; overseeing program delivery, assessment and evaluation; planning and overseeing the daily operations of the unit. The EPP has sixteen (16) highly qualified professors: 50% percent have their doctoral degree and 50% percent a master's. There are five (5) professors actively participating in the clinical supervision of candidates. Currently we have seven (7) adjunct faculty. Non-Teaching personnel that support the EPP are one (1) administrative secretary and three (3) students participating in the Work Study Program. Additionally, there are Curriculum, Personnel, Planning & Budget, Admission and Assessment Committees. The ADC, the Learning Assessment Coordinator, and Accreditation Coordinators has a continuing collaboration with the OPIR Office ascribed to the Chancellor's Office in order to get accurate and valid data for the program effectiveness. The Arecibo EPP has an Advisory Board composed by school principal teaching mentors, active candidates, and alumni.

c. Vision, Mission, and Goals

EPP's vision future educators are perceived as reflective and critical researchers, who transform their educational practice, and who can create atmospheres that promote intellectual curiosity. Educators are perceived as individuals whose ethical, moral, aesthetic, and social values are based on a humanist and constructivist foundation. Educators are seen promoting the building of knowledge and showing respect for diversity.

The Mission is to guarantee the development of an educational setting that encourages the construction of knowledge in the teacher candidate through significant learning experiences. This mission is congruent with the mission of the University of Puerto Rico and the mission of the University of Puerto Rico at Arecibo and responds to their three fundamental axes: learning, research, and service. The faculty provides quality teaching that promotes the integral formation of the teacher candidates as citizens, professionals, reflective and critical researcher, and

transformer of their pedagogical practices in a variety of scenarios. Teacher candidates will be enabled to integrate content and pedagogical knowledge, skills, and dispositions, and to conduct valid assessment and evaluation. The EPP promotes the respect for the plural values of a democratic society, as well as the respect for and enrichment of our cultural patrimony as a legacy for future generations. EPP goals are to prepare highly qualified teacher candidates with the consciousness of having the primary responsibility for their own learning. Understand that learning is a continuous process and provide candidates with the necessary knowledge and skills to search and handle information in pedagogical research in a variety of scenarios with profound reflective and collaborative work ability, logical and critical thinking skills, and dispositions, ethical and aesthetic values. Also seeks to promote educators who know their field. Responsible and responsive to the educational needs of society integrating technology, possessing innovative assessment and evaluation techniques that enable them to become agents of change in their educational practice. Candidates can design significant educational experiences, having conscious and respectful of individual differences and different learning styles.

d. EPP's Shared Values and Beliefs for Educator Preparation

EPP values are based on principles derived mainly from Jean W.F. Piaget's and Lev S. Vigotsky's cognitive/constructivist thought and the concept of significant learning exposed by John Dewey and David Ausubel. These principles are complemented by the postulates of humanistic education in accordance with Eugenio M. de Hostos and Paulo Freire. Educators such as Dewey, Ausubel and Vygotsky postulate the importance of student-centered teaching. The EPP has adopted these postulates as the basis for the curricular content of its academic offerings. For this reason, teacher candidates are encouraged to construct knowledge by ascribing meaning to the world that surrounds their students. This is attained by means of an interdisciplinary curriculum that prepares candidates to use and evaluate information, providing them with the ability to use information technologies legally and ethically, and develop critical-thinking skills and written and oral communication skills in English and Spanish. Proficiencies respond to the idea of teacher candidates as educators who encourage students to be creators and builders of their learning.

The EPP believes to develop highly qualified and effective teachers to facilitate learning by their students in a variety of scenarios. In a collaborative endeavor and shared responsibility with other academic departments, EPP integrates knowledge and research skills as part of the subject matter and general education component, pedagogical, professional, and technological knowledge and skills and clinical and field experiences. This model encourages interdisciplinary and combines theory and praxis. Candidates are teachers capable of designing and implementing significant learning experiences; performing assessment and evaluation processes and using their results to make decisions that enrich the learning and teaching process.

EPP Accreditation Status

e. Is the EPP regionally or institutionally accredited?



Yes



No. the EPP is ineligible for regional/institutional accreditation or such

accreditation is not available

EPP is regionally or institutionally accredited

a. If your institution/EPP is regionally accredited, please upload a PDF copy of the award of regional accreditation here. If your institution/EPP is NOT regional accredited, please move to the next page.

Accreditation Letter
Accreditation report

See **Attachment** panel below.

Table 2. Program Characteristics

a. Complete this table of program characteristics by entering the information requested for every program or program option offered by the EPP. Cross check the list with the programs listed in the EPP's academic catalog, if any, as well as the list of state-approved registered programs, if applicable. Site Visitors will reference this list in AIMS during the accreditation review process.

Note: EPP is responsible for ensuring the accuracy of the data imported into this table.

Name of Program/spec ially area	Enrollment in current fall cycle	Enrollment in last fall cycle	Degree level	Certificate or licensure level	Method of Delivery	State(s) in which program is approved	Date of state approval(s)	Selected Program Review Option
Physical Education (2008 standards)	91	126	Baccalaureate	Initial	Onsite with some hybrid/online courses	Nationwide PR	CES (124)1999/00 NCATE 2009 NASPE/2018	NASPE/SHAPE
Elementary Education Program	100	113	Baccalaureate	Initial	Onsite with some hybrid/online courses	Nationwide PR	CES (86)1981/82 NCATE 2009 ACEI /2022	ACEI

NOTE FOR IMPORTING SPECIALTY AREA PROGRAM INFORMATION

Appending: Will add the selected program(s) to the table

Replacing: Will clear out all information currently entered in the table and will repopulate the table with the selected program(s)

Table 3. EPP Characteristics

Complete this table of EPP characteristics in AIMS to provide an expanded profile by which the accreditation process is managed by CAEP staff. This AIMS version of this table, in which the data are actually entered, has drop-down menus by which characteristics are selected and the table is completed.

Control of Institution	Public
Student Body	Coed
Carnegie Class	Baccalaureate Colleges-Diverse Fields
Location	Urban
Teacher Preparation Levels	Currently offering initial teacher preparation programs Not currently offering advanced educator preparation programs
EPP Type	Institution of Higher Education: State/Regional Hispanic Serving Institution
Religious Affiliations	Udenominational
Language of Instruction	Spanish
Institutional Accreditation (Affiliations)	Middle States Association of Colleges and Schools

Table 4. Qualification Table for EPP-based Clinical Educators

a. The clinical educator (EPP-based clinical faculty & supervisors) qualifications table is completed by providing information for each of the EPP-based clinical educators.

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment(s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles, last five years
Andino Noguera, Juan	M.A. Interamerican University of Puerto Rico	Master in Physical Education Specialization in Movement Analysis	Physical Education Assistant professor and Member of Curriculum & Assessment Committee; Budget & Planning Committee	Teaching content, Research and Methods courses in Phys. Ed.: EDFI 4158, EDFI 4159 EDFU 3205 and EDFI 3096	Physical Education	Physical Education teacher K-6 (7 yrs.)
Colón Rodríguez, Jose C.	Ed. D. Metropolitan University at Cupey (UAGM University)	Doctorate in Teaching Education and Master in Physical Education	Physical Education Assistant professor, Physical Education Accreditation Coordinator, Member of: Curriculum & Assessment Committee; Admission & Retention Committee and PEEL Program coordinator	Teaching content, Method courses and Clinical Practice in Phys. Ed.: EDFI 3555, EDFI 4156, EDFI 3025, EDFI 3035, EDFI 3075, EDFI 3076, EDFI 3077, EDFI 4156 and EDPE 4487	Physical Education	Physical Education Elementary level (11 years) Physical Education Secondary level (1 year)
Delgado Morales, Ana R.	Ed D. InterAmerican University of Puerto Rico	Doctorate in Administration Special Education Programs	Elementary Education Instructor, Student of Learning Assessment Institutional Coordinator; Member of Curriculum & Assessment Committee, Accreditation Committee; and PCMAS Coordinator	Teaching content, special ed. and Clinical Practice courses: EDES 4006, EDFU 3001, EDFU 3002 and EDPE 4340/4025 EDPE 4335	Special Education	Thirty years, Special Education Teacher, P. R. Department of Education
Gómez Marrero, Ana J.	MA. Interamerican University of Puerto Rico	Master in Education History	Elementary Education Professor	Teaching content and Clinical Practice courses: EDFU 3001, EDFU 3002, EDFU 4019, EDPE 4025, and EDPE 4340		Biology teacher (1 year) Physical Science; Spanish; and Humanities (4 years)
González Rodríguez, Ismael	M. Ed. University of Puerto Rico	Administration and Supervision; Reading	Elementary Education Adjunct faculty Instructor	Teaching content and Clinical Practice Courses: EDPE 3006, EDFU 3002 and EDPE 4025/4340	Elementary education	19 years as an elementary school teacher 15 years as a school director
González Vera, Yareliz	M.A. Inter American University	Master in Fine Arts	Elementary Education Adjunct faculty Instructor	Teaching method course: EDPE 3095	K-12	16 years Teaching Visual Arts, SU Eugenio Maria de Hostos School
Jimenez Estremera, Jose F.	Ed. D. Pontifical Catholic University	Doctorate in Curriculum and Teaching, and Master in Physical Education	Physical Education Associate Professor, Member of Curriculum & Assessment Committee; Departmental Personnel Committee; Curriculum & Assessment Committee and Academic Senator	Teaching content, Method and Clinical Practice courses in Phys. Ed.: EDFI 4156, EDFI 3555, EDFI 4165, EDFI 4167, EDFI 4168, EDFI 3097, EDFI 4485 and EDPE 4487	Physical Education	Physical Education Secondary level (3years) Physical Education Elementary (9 years)
Laboy González, Brenda	Ed. D. University of Puerto Rico at Rio Piedras, Campus	Doctorate in Education in Guidance and Counseling and a sub specialization in Curriculum and Teaching, Master in Neuroscience in Education	Elementary Education Professor, Member of: Curriculum & Assessment Committee; Departmental Personnel Committee; Admission & Retention Committee; Accreditation Committee; Budget & Planning Committee and EEP Coordinator	Teaching Content and Research courses: EDFU 3001, EDFU 3002, EDFU 3007, EDFU 4019, EDFU 3017, EDFU 3005, EDPE 4051, EDPE 4052, EDPE and 4085	CPL # 1497 T.S. # 9120	Preschool Teacher (1 year).
Laracuenté Carreras, Luis F.	M.A. Interamerican University of Puerto Rico	Master in Education and Physical Education	Physical Education Professor	Teaching Method. Courses in Elem. Educ.: EDPE 4210 Teaching content courses in Phys. ed.: EDFI 3465 EDFI 3645 Teaching electives courses: EDFI 3451	Physical Education	Physical Education Secondary level
Martínez Feliciano, Merylin	M. S. University of Puerto Rico at Mayaguez and M.A Interamerican University of Puerto Rico	Master in Science and Master in Elementary Education	Elementary Education Instructor, Academic Chair Department, and Member ex-officio of Personnel Committee; Accreditation Committee; Curriculum & Assessment Committee; Budget & Planning Committee; and Admission & Retention Committee: Member of Administrative Board	Teaching Research and Method courses: EDPE 4085, EDPE 4051, EDPE 4052, EDPE 3041, EDPE 3116, EDPE 3115, EDPE and 3011.		
Martínez González, Ivette	Ed D. Interamerican University of Puerto Rico	Doctorate in Curriculum and Instruction	Elementary Education Associate Professor	Teaching, Content, Method and Clinical Practice courses: EDPE 4025, EDPE 4340 K-6, EDPE 3317, EDFU 4019, EDFU 3017, EDPE 4085, EDPE 4051, EDPE 4052	Elementary Education	14 years
Melendez Castro, Irma	Ed. D. Inter American	Higher Education,	Elementary Education	Teaching Technology		

	University	Technology	and Physical Education Adjunct faculty Instructor	course, EDPE 3129		
Rivera Ocasio, Carlos	Ed. D Interamerican University of Puerto Rico	Doctorate in Curriculum and teaching	Elementary Education Adjunct faculty Instructor	Teaching Content, Method and Research courses: EDPE 3097; EDFU 3001; EDPE 4085; EDPE 4051; EDPE 4052; EDFU 3007, and EDFU 3002	Elementary Education- Music	Music Teacher in the Department of Education of Puerto Rico (DEPR) August of 2018 to the present day. Music Teacher in Windham Public Schools (elementary school in Windham, Connecticut)- August of 2017 until June of 2018
Roman Rodríguez, Ileana	Ed. D. Interamerican University of Puerto Rico	Doctorate in Education Administration with a specialization in Special Education Programs	Elementary Education Associate Professor, Coordinator of Clinical Experiences; Member of Curriculum & Assessment Committee; Departmental Personnel Committee and Accreditation Committee	Teaching Content, Special Ed., Methods, Research and Clinical Practice courses: EDES 4006, TEED 3025, EDPE 4025, EDPE 4340, EDFU 3001, EDFU 3007, EDPE 3305, EDPE 4085, EDPE 4051, EDPE 4052, and EDPE 3005	Special Education	Special Education Teachers 9 years. P.R Department of Education
Serrano Mendoza, Juan	M. Ed. Metropolitan University, (UAGM University)	M. Ed. Metropolitan University, (UAGM University)	Elementary Education and Physical Education Adjunct Faculty	Teaching method courses: EDPE 4210, EDFI 3076, EDFI 3077	Physical Education	Physical Education Elementary level (23 years) Physical Education Secondary level (1 year)
Sierra Viera, Radames	M. Ed. Metropolitan University, (UAGM University)	Master in Teaching Physical Education with a professional certification in Adapted Physical Education	Physical Education Adjunct Faculty	Teaching Content and Clinical Practice Courses: EDFI 4155, EDFI 3076, EDFI 3077, EDPE 4487, EDFI 3465	Adapted Physical Education	Thirty years, Adapted Physical Education Teacher, P. R. Department of Education P-12

If EPP is not using Table 4a, upload the clinical educator qualifications table being used below.

Departmental Committees

See **Attachment** panel below.

Table 5. The Parity Table

a. The parity table of curricular, fiscal, facility, and administrative and support capacity for quality is used to satisfy requirements of the U.S. Department of Education and is completed by providing data relevant for the EPP and making a comparison to an EPP-determined comparative entity. The comparative entity might be another clinical EPP within a university structure, a national organization, the college or university as a whole or another entity identified as a benchmark by the EPP. This chart is an example of a chart that the EPP can complete.

Capacity Dimension	EPP description of metric(s)	EPP data	Comparative entity data	Title and description of supplemental evidence/documentation of quality for each dimension
Facilities	Number of classroom and dedicated facilities	UPRA Academic Building Classroom AC 101, AC 102, AC AC 213, AC 215 BX 102 and CX 201 Anex Building 2,480 sq feet Physical Education Spaces- Indoor Courtroom (13, 200 sq feet), Basketball Court, Tennis Court, Softball Park, Olimpic Swimming Pool Facilities on: Municipality of Barceloneta, Manatí and on some occasions Country Club swimming pool in Camuy. EEP Building (6,482 sq. Feet houses faculty offices and an administrative office for Academic Department Chair, one faculty meeting room, and a waiting room. Also houses the inactive archive and a space for nursing mothers.	UPR Cayey Classrooms/Spaces Building: Arturo Morales Carrión Room 336D-163sq. feet Room 343-485 sq. feet Room 344-478 sq feet On request room 993 Room Frade Room 200 RF Building Miguel Meléndez Muñoz Room 315-1,701 sq feet Building informática: Room 301-1,122 sq feet Educational Building Carlos Iñiguez: Room 16-417 sq feet Physical Education Spaces GYM Rooms 124, 125, 126 Basketball Court, Tennis Court, Dance Classroom	Facilities http://upra.edu/upra/campus-e- instalaciones/ http://upra.edu/opei/marco- desarrollo-fisico/ http://docs.upra.edu/opei/pdf/mdf/ MDF-2016-2024-4nov2016.pdf
Fiscal Support	Annual Budget	UPR-Arecibo \$27,618,814 EPP Operational Budget 2019-20 2019-20 (\$833,174) EEP- \$577, 149 PEEL-\$256.025 EEP 2020-21 \$405,682 PEEL 2020-21 \$339,690	UPR Cayey \$30,708,839	Fiscal Support http://docs.upra.edu/rectoria/pdf/Presupuesto_Operacional_2019- 2020_Aprobado_por_Junta_Admini- strativa.pdf http://docs.upra.edu/rectoria/pdf/J unta_Administrativa _UPRA_Certificacion_01_de_Presu puesto_2019-2020.pdf
Administra tive support	EEP Organizational Chat	Dean, EEP Director- (Academic Department Chair), Advisory Board, Assessment Coordinator, PCMAS Coordinator, 2 CAEP Coordinators, Clinical Practice Coordinator, Accreditation, Planning & Budget, Curriculum & Assessment, Personnel and Student's Affairs Committees Faculty, and Secretary	Director/Secretary, Clinical Experience Coordinators Committees Assessment Coordinator CAEP Coordinators SPA Reviewers	IEPP organizational chart
				Students Served

Candidate support services	List of services, # of candidates seeking services, Report of candidate's evaluation of support services	Advisement & Academic Counseling, Practicum placement, Students served by Psychological & Counseling Services; Licensure referral applications	Academic Counseling, 10 Program Professors as counselors per area, Secretary and Director. The number of counselees officially registered in the Pedagogy Department's Files 2014-2015: 92 and 33 signature from a global group counseling. 2015-2016: 60 registered 2016-2017: 66 registered candidates	<p>Student Support Services (PSE, in Spanish acronym) 2017-18: (16) teacher candidates 2018-19: (14) teacher candidates 2019-20: (10) teacher candidates Total: (40) teacher candidates served</p> <p>Link Department of Counseling and Psychological Services</p> <p>Individual and follow up cases- 47* online Course EDFU 3005 (Personal Development)- 97 teacher candidates Academic Achievement-83 teacher candidates Academic Progress - 9 teacher candidates Total: 236 interventions of professional counseling</p> <p>PCMAS Orientation: 2020-37 2019-33 2018-43</p> <p>Link EPP Academic Counseling 2019-20= 228 2018-19= 165 Total=506 teacher candidates</p>
Candidate feedback, formal and informal	Surveys candidates' feedback	EPP Exit Surveys	Exit Surveys	<p>Exit Surveys http://docs.upra.edu/opei/pdf/estudios_institucionales/informe_egresados_2014_2015_2016-rev.pdf</p>

Upload your self-developed parity table below

EEP Exit Survey
PEEL Exit Survey
UPRA Academic Facilities
EPP Fiscal Support
UPRA Fiscal Support
EPP Organizational Chart
Student Support Services
Student Support Services Counseling Department
List of Academic Counseling
UPRA's Budget 2020-21
EPP Budget 2020-21

See **Attachment** panel below.**Table 6. Off Campus, Satellite, Branch**

a. The Accreditation Plan is an educator preparation provider's (EPP's) identification of the sites outside of the main campus or administrative headquarters and the programs offered at each site that will be included in the EPP's accreditation review. This information, in combination with the table of program characteristics, is used by CAEP staff and lead site visitor to plan the site visit, including the sites that will be visited by the site team.

Geographic Site(s) administered by the EPP	Program offered at each site	Is the program to be included in accreditation review? (Y or N)	Is the program approved by state in which program is offered? (Y or N or approval not required)	Notes/Comments
N/A	N/A	N/A	N/A	N/A

Table 7. Proprietary Assessments

Please list proprietary assessments used by the EPP (no more than 10):

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
Proprietary Assessment No.1	PCMAS	College Board Puerto Rico and Latin America
Proprietary Assessment No.2	GPA and Grades	UPRA Catalog and Academic Senate Certification 2019-20-17
Proprietary Assessment No.3	Educational Clinical Experiences Program Instruments	Content and Experts Validity
Proprietary Assessment No.4	Exit Survey	OPIR/College Board
Proprietary Assessment No.5	Employer Survey	Content and Experts
Proprietary Assessment No.6		
Proprietary Assessment No.7		
Proprietary Assessment No.8		
Proprietary Assessment No.9		
Proprietary Assessment No.10		

Please map above proprietary assessments to the appropriate CAEP Standards:

	CAEP Standard 1 Ini.	CAEP Standard 2 Ini.	CAEP Standard 3 Ini.	CAEP Standard 4 Ini.	CAEP Standard 5 Ini.	State
Proprietary Assessment No.1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietary Assessment No.10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. CAEP Standards and Evidence


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Standard 1: Content and Pedagogical Knowledge (Initial Programs)

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

1  1.1.1 Core courses descriptions and alignment_final.docx

1.1 Understanding of INTASC Standards

2  1.1.2 INTASC and the Educational Clinical Experiences Program Evaluation Instruments Data Disaggregated by Programs Area

1.1 Understanding of INTASC Standards

1.1.2. a Data analysis Formative Evaluation and Planning by component InTASC
3 2020-2018.docx

1.1 Understanding of InTASC Standards

4 1.1.1.2.b Formative Evaluation Data analysis PEEL 2020-2018.docx

1.1 Understanding of InTASC Standards

5 1.1.2.c Rubric to Evalaute Planning Data analysis PEEL 2020-2018.docx

1.1 Understanding of InTASC Standards

6 1.1.2.d Data Summary Clinical Exp. Instruments 1.1.2.docx

1.1 Understanding of InTASC Standards

7 1.1.3 Program Core Courses Grades and GPA by Programs Area.doc

1.1 Understanding of InTASC Standards

8 1.1.4 Integrated Activity aligned with InTASC Learner and Learning
Disaggregated by Programs Area

1.1 Understanding of InTASC Standards

9 1.1.5 Rubric for the MI analysis EDFU 3002.docx

1.1 Understanding of InTASC Standards

1 1.1.6 State Licensure Score (PCMAS) pass rate as reported by College
0 Board.docx

1.1 Understanding of InTASC Standards

1 1.1.7 Demonstrative Class data Analysis.docx
1

1.1 Understanding of InTASC Standards

1 Cont._evidence_1.1.7_ Demonstrative Class Data.docx
2

1.1 Understanding of InTASC Standards

1 1.1.8 Analitical Essay EDFU 4019_Data Analysis.doc
3

1.1 Understanding of InTASC Standards

1 1.1.9 Community Activity and Data analysis.docx
4

1.1 Understanding of InTASC Standards

1 1.1.10 EEP Dispositions aligned with InTASC Dispositions.docx
5

1.1 Understanding of InTASC Standards

1 1.2.1 EPP GPA for Research, Evaluation and Assessment Courses by Programs
6 Area.docx

1.2 Use of research and evidence to measure students' progress

1

7 1.2.2 Rubric of Pedagogical Research.docx

1.2 Use of research and evidence to measure students' progress

1 1.3.1 Rubric of Formative Evaluation of the Candidate_ Content Knowledge
8 Component.docx

1.3 Application of content and pedagogical knowledge

1 1.3.2 National Recognized Programs Links.docx
9

1.3 Application of content and pedagogical knowledge

2 1.4.1 EEP_Field and Clinical Experiences Progression.docx
0

1.4 All P-12 students afforded access to college- and career-ready standards.

2 1.4.1 a PEEL_ Field and Clinical Experiences Progression.docx
1

1.4 All P-12 students afforded access to college- and career-ready standards.

2 1.4.2 PRDE Core college and career ready by design Standards http.docx
2

1.4 All P-12 students afforded access to college- and career-ready standards.

2 1.4.3 GPA for Special Education in Education, Methods Courses and Clinical
3 Experiences by Programs.docx

1.4 All P-12 students afforded access to college- and career-ready standards.

2 1.5.1 EPP GPA in Technology Courses Data Disaggregated by Programs Area
4

1.5 Model and apply technology standards

2 1.5.2 Rubric to evaluate Instructional Module and Portafolio.doc
5

1.5 Model and apply technology standards

2 1.5.2 a Rubric to evaluate Instructional Modules.doc
6

1.5 Model and apply technology standards

2 1.5.3 Courses in Moodle Platform.docx
7

1.5 Model and apply technology standards

2 1.5.4.lista_clasif_ppm_2016.pdf
8

1.5 Model and apply technology standards

2 Technology_Cross cutting theme _Evidences.docx
9

1.5 Model and apply technology standards

ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

1.1 Understanding of InTASC Standards

EPP candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression levels in the following categories: Learner and learning; Content; Instructional practice; and Professional responsibility. Candidates demonstrate an understanding of the standards through their performance on the PCMAS and Clinical Practice proprietary assessments which includes the following EPP developed assessments: Rubric to Evaluate Planning, Rubric of Formative Evaluation of the Candidate and content and pedagogical course grades. Complying with the InTASC standards it is a means of preparing candidates for more than a local educational system. The EPP aims at preparing a teacher that can respond to the demands of multiple scenarios in a local and external community. The continuous formative assessment and mentoring of candidates are key factors for the success of the Programs. In conclusion, EPP courses and the 10 Teacher Candidates Competencies (TCC) embedded in our Conceptual Framework (CF) in the Educational Clinical Experiences Program Evaluation Instruments are aligned to CAEP, InTASC, and state standards. The alignment, for the Elementary Program (EEP) and Physical Education for Elementary Level (PEEL) courses, are presented in evidence 1.1.1. Educational Clinical Experiences Program Evaluation Instruments are used to assess and evaluate candidates learning outcomes at the exit level. This alignment is presented in evidence 1.1.2, 1.1.2 a, b, c and d. This evidence presents data results of candidates understanding of the 10 InTASC standards grouped under the following categories: Learner and learning; Content; Instructional practice; and Professional responsibility. Analysis of different assessment data indicate for the past three years, N= (113), 92 % teacher candidates master of EPP Teacher candidates competencies in the Rubric of Formative Evaluation of the Candidate and 95.8% in Planning. The scores fluctuated in achieved/acceptable an outstanding/target levels obtaining an overall score between 2.87-2.89, out of 3.00 scale even though there are areas for improvements at some program's level.

Learner and Learning

EPP teacher candidates develop their initial knowledge about the learner and learning in fundamental education courses such as, Human Growth and Development I and II (EDFU 3001-3002), Social Foundation in Education (EDFU 3007) and Philosophical Foundation in Education (EDFU 4019) and Special Education course, Nature and Needs of the Exceptional Education (EDES 4006). Evidence 1.1.3 includes the program core courses GPA by Programs area for the years 2017-18, 2018-19 and 2019-20. Most GPAs are above 2.50 in all specialty programs. Moreover, the learner and learning category (InTASC 1, 2, 3) is addressed in The Integrative Activity in the course (EDES 4006). The activity is designed, coordinated, and implemented by teacher candidates from both programs and is aimed at children and young people with disabilities and/or significant cognitive impairment. Considering this population, teacher candidates integrate diverse, varied, and fun activities to provide appropriate spaces for students with disabilities to enjoy, while practicing different skill development according to the needs of students with functional diversity. Some of the impacted academic skills are in music, art, physical education, health, Spanish, mathematics, science, social studies, among others. For fall semester 2018, spring semester and fall semester 2019, EEP and PEEL Program (N=52 (92.2%)), respectively, demonstrated a 96.6% mastery of total execution before, during and after, in the three semesters the activity was offered. Evidence 1.1.4 presents disaggregated data by program. In (EDFU 3002) teacher candidates realize observations with the purpose of identifying the multiple intelligence proposed by the

psychologist Howard Gardner (1983). Teacher candidates visits a school, chooses a student with the appropriate ethical protocols, and makes observations for a minimum of 4 hours. Once identified the predominant intelligence, teacher candidates reflect and recommends the integration of the multiple intelligence in planning and evaluation of learning. As a guide they use the Instrument Multi-Intelligence Observation Model Sheet. Between 2018 - 2020, scores ranged 3.64, 3.83, 3.52 which means N=113 exceed the criteria obtaining 3.5 or more in a scale which 4.00-3.50= "outstanding", 3.49-2.50 "achieved", 2.49-1.50 "in progress", 1.49-.50 "beginning" and .49- 0.00 "not evidence". Evidence 1.1.5 presents disaggregated data by program. Finally, evidence 1.1.2 a,b,c, and d includes the results from the Rubric of Formative Evaluation of the Candidate and the Rubric to Evaluate Planning aligned with InTASC Learner and Learning, for the last 3 years. EPP met and exceed the criteria for InTASC 1,2 and 3.

Content Knowledge

The bachelor's degrees completed by UPRA teacher candidates are characterized by content depth and breadth. Results from the Educational Clinical Experiences Program Evaluation Instruments aligned with InTASC Content Knowledge, for three consecutive years are included in evidence 1.1.2. Also, EPP assess content knowledge in the Cooperative Teacher Survey. Scoring from 2018, 2019 and 2020, was 3.91, 3.99 and 3.76, respectively which means teacher candidates met and exceed the expectation an outstanding level, (evidence 1.1.2). Additionally, after the analysis of approximately 113 candidate's performance in the last three years, evidence from the Rubric of Formative Evaluation of the Candidate demonstrates that standards are met. A 100% of teacher candidates score in outstanding and acceptable levels in the dimensions of content knowledge, the learner in its development and differences, planning for instruction, assessment and in its professional and ethical practice and development. PEEL obtained an overall score of 2.76 and EEP 2.97 (see evidence 1.1.2). In Evidence 1.1.6, the State Licensure Test Scores (PCMAS) includes the results for the academic years 2016-17, 2017-18 and 2018-19. Candidates approve: (1) The Fundamental Knowledge and Communication Competences component with a 90.3% for the past three years, slight lower than the statewide percentage. (2) The Professional Competencies at the Elementary level are approved with percentages of 90.3%. Despite the results, the passing rates indicate that candidates are prepared with a solid content and professional knowledge in both EPP. The scores comply with the minimum of 80% pass rate required by the SPAs.

Instructional Practice

UPRA teacher candidates develop progressively their Instructional Practice skills and disposition in their methodology and teaching practice courses. For EEP the methodology courses are: EDPE 3031, EDPE 3032, EDPE 3011, EDPE 3095, EDPE 3097, EDPE 3041, EDPE 3006, EDPE 3010, EDPE 3115, EDPE 3116, EDPE 4210, EDPE 4335 and clinical practice EDPE 4340/4025. For PEEL method courses are: EDFI 3096, EDFI 3097, EDPE 4215, EDPE 4485 and clinical practice EDPE 4487. Evidence 1.1.3 includes the average GPA for methods courses, disaggregated by program for the last three years. An overall of GPAs in both programs are (EEP 3.63, and PEEL 3.21). Moreover, in methodology courses candidates performs a demonstrative class (evidence 1.1.7 and 1.1.7.a) and then go to schools to implement their designs and reflect on their efficacy. Candidates are assessed according to the following scale: "outstanding" from 3.00 to 2.50, "acceptable" 2.49 to 2.00 in progress 1.49 to 1.00, and "no evidence" .99 to 0.00 the rest. EEP scores ranged between (2.54-3.00)

which means teacher candidates met the design and presentation of the demonstrative class and demonstrated commitment to the criteria of the course. Some emphasis should be placed on cross-cutting themes and curriculum integration. Assessment and evaluation techniques and strategies should be strengthened. For PEEL program, evidence was presented in the course (EDFI 3097) in which teacher candidates follow the methodology taught, make good use of resources and materials, and reflect good management of the educational environment. Despite, scores ranged from (2.89 to 2.95) in 2018, and 2019 respectively which mean a compliance an outstanding level. The rubric for evaluating the Teacher Candidate while offering a demonstration class is an instrument designed to measure the performance of the teacher candidate during Physical Education Teaching Methodology for the Secondary Level course (EDPE 4215). This instrument is used to monitor the competencies that describe the profile of the K-12 teacher candidate and compliance with SHAPE standards. Scoring guide is as follow: 3.00-2.59 "target" 2.49-1.50 "acceptable" 1.49-.50 "unacceptable" and .49-0 "no evidence". For the past three years scores ranged from (2.76, 2.67, and 2.67), demonstrating compliance with all professional, state, and national standards for physical education teachers. Similarly, the PEEL program, carried out the course (EDPE 4485), which analyses the results of the evaluation of clinical experiences, where 100% of teacher candidates mastered the established criteria by presenting in-depth reflections in which they describe meaningful experiences in the course and in clinical experiences. In addition, they explain extensively their emotions, attitudes, and willingness to learn through the whole process. The Educational Clinical Experience Program for both EPP carried out the course (EDPE 4025 and EDPE 4487). Both programs delivered a formative assessment in which the TCC, General Education competencies and CAEP standards are evaluated, respectively. The data analyzed shows that teacher candidates met all expectations of evaluated professional competencies and CAEP standards. It is recommended to strengthen the assessment and integration of the arts in the curriculum seminar and seminars prior to clinical experience. At least a half of the items on the Rubric of Formative Evaluation of the Candidate and Rubric to Evaluate Planning measures some aspect of Instructional Practice. Over 100% of UPRA teacher candidates surpassed the target proficient level on these Instructional Practice items over the past three spring semesters. All of the 113 candidates reached or surpassed the target proficient level on all items related to Strategies (InTASC Standard 8), reached the proficient level on the items related to Assessment (InTASC Standard 6), and on the items related to Planning (InTASC Standard 7) see evidence 1.1.2. In the Rubric to Evaluate Planning and Rubric of Formative Evaluation of the Candidate scores ranged from (2.45 to 2.94), an "outstanding"/"target" acceptable levels for PEEL and EEP ranged from (2.45 to 2.98). These scores evidenced mastery at the acceptable and outstanding levels which correspond to meeting standards either at target. Evidence 1.1.2 includes the results from Educational Clinical Practice Evaluation Instrument with InTASC Instructional Practice, for the years 2017-18, 2018-19 and 2019-20. Both programs in Elementary Education met and exceed the passing criteria for the years of data provided.

Professional Responsibility

Knowledge about professional responsibility is developed through the (EDFU 4019) course. In this course, teacher candidates write an analytical essay of his/her educational philosophy. In 2017-18, N= 79 (93.6%), 2018-19, N=36 (98.1 %), and 2019-20 (88%) clearly establish the purpose of education, considering the individual

differences of each student. Teacher candidates use theorists and their philosophical postulates to justify and enrich their philosophical framework. In addition, it is evidenced that they understand the differences that exist between their students for the selection of learning strategies, from this fact it can be concluded that teachers candidates are aware that not all children learn in the same way and that it is important to vary teaching and learning strategies. Evidence 1.1.8 includes average score and the rubric for the analytical essay in both programs. Other evidence of professional responsibility is the Community Service Activity as a requirement for (EDFU 3007) course. This is the second major formal experience where candidates go outside of the classroom, assume a leadership role, and participate in a service project in which they organize, design, and implement an appropriate activity. Teacher candidate analyzes and establish the relationship between sociology of education and reflects about the relationship with the school as a social institution in collaboration with the community. (InTASC 1, 2, 9 and 10). In this activity they plan, design, and implement a project that responds to the needs of a selected community. Through this activity each teacher candidate can participate actively in the application of the principles of educational sociology. For spring and fall semester 2019 (N=48), scores fluctuated between 3.91 (outstanding level) and 3.27 (achieved level), respectively. Which means they met the expectation with a score of 3.00 or more. See evidence 1.1.9 for disaggregated data by program. Additionally, evidence 1.1.2, results from Rubric of Formative Evaluation of the Candidate (TCC 5, 9), InTASC Professional Responsibility, shows that the programs met and exceed on average the passing criteria for the years data is provided.

UPRA's professional dispositions for all teacher candidates are presented in the EPP Conceptual Framework which establishes that candidates are expected to be respectful of diversity and promote it in the teaching and learning process. All professional courses emphasize and teach professional ethics and responsibilities. EPP conceptual framework has ten proficiencies or competencies that all teacher candidates must address in a progressive way through the exit level. The ten competencies are grouped in three categories: knowledge, skills, and dispositions. The dispositions that all candidates must demonstrate through pedagogical and methodology courses are six (6): sensible to ethics and aesthetics human diversity (InTASC 2, 4, 5, 6, 7, 9); commitment with his/her professional development (InTASC 9, 10); creative leader of the learning environment (InTASC 3, 5, 10); professional able to integrate different non- traditional learning styles in the development of their courses (InTASC 1, 2, 6, 7, 8, 9), able to foster relationships with school colleagues, parents and families, and agencies in the community (InTASC 1, 3, 7, 9, 10) and able to design and implement techniques, assessment and evaluation (InTASC 6.) In evidence 1.1.10 the alignment between EPP and InTASC dispositions is presented.

To measure the candidates' level of understanding an Exit Survey was developed and administered in the last day of the Clinical Experience Course in years 2017-18, 2018-19 and 2019-20. Results of the Exit Survey, presented in evidence 1.1.2, demonstrate that N=73 candidates rated themselves very competent or competent in all InTASC dispositions by standards/categories with an overall average of (3.63) out of 4.00. In general, the EPP program is strong in teaching candidates' professional responsibilities. Finally, other instrument that assesses professional responsibility is the Cooperative Teacher Survey. Evidence shows that teacher candidates obtained an overall score of (3.71), (3.99) and (3.91) out of a 4.00 scale in 2018, 2019, 2020,

respectively.

1.2 Use of research and evidence to measure students' progress

UPRA- EPP candidates learn about research, evaluation, and assessment in the following required courses for EEP: Evaluation of Student Learning (EDFU 3017), Pedagogical Research Courses (EDPE 4085, EDPE 4051, and EDPE 4052) in which each teacher candidate develops a research in educational contexts. After three consecutive semesters teacher candidates evidenced in general terms that they possess the skills and professional attitudes in the development of research in education. All students (N=42) passed with (87.41%) or more of the criteria with an achieved level. For PEEL program the required course is Research and Evaluation (EDFU 3205). Evidence 1.2.1 includes the average GPA for research, evaluation, and assessment courses by Programs area for the last three years. Overall, GPAs are 3.29. All programs that require the assessment course met the GPA 2.50 standard. The GPA for the Research Course shows that they met the GPA standard for three consecutive years. Candidates continue to learn about research, evaluation, and assessment as they move into planning and teaching in a real school setting in the Methodology Courses and apply their knowledge in the Clinical Experience Course. Rubric of Formative Evaluation of the Candidate (TCC 1, 3, 4, 7, 8, 10) highlights the importance of research regarding the teaching and learning process in order to select and use appropriate teaching practices, strategies, methods, and materials that promote critical thinking and problem-solving skills among all candidates according to their needs, talents, interests, and developmental levels. Providers demonstrate that candidates have the skills to use and conduct research to solve problems and develop effective learning experiences that allow all P-12 to stimulate their critical and creative thinking. It also demonstrates that candidates select, design, and adapt and integrates different assessment and evaluation techniques to interpret and evaluate the performance and achievement of all students and use the results for decision making and to make necessary adjustments in their educational practice and in the curriculum. EPP candidates' performance is good in the InTASC standards related to research, evaluation, and assessment areas. Thus UPRA-EEP/PEEL candidates are well prepared and committed to use research, evaluation, and assessment to understand and develop the teaching and learning process and to measure and evidence their P-12 professional practice. The disaggregated scores in the Rubric of Formative Evaluation of the Candidate (1.12) demonstrate that candidates consistently met the InTASC Instructional Practice Standards and TCC (#10) associated with implementation of assessment of learning. Finally, other evidence is the Pedagogical Research Rubric presented in evidence 1.2.2.

1.3 Application of content and pedagogical knowledge

Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPAs), states, or other accrediting bodies. All SPA, ACEI and NASPE/SHAPE/PETE Program Reports include the Rubric of Formative Evaluation of the Candidate, data that evidence completers application of content and pedagogical knowledge. All SPA program reported achieved National Recognition has elected to adopt the standards of the Specialized Professional Associations (SPAs) and submit program reviews to the SPAs even though the Commonwealth of Puerto Rico does not require SPA recognition. UPRA- EPP candidates demonstrate accurately and effectively communicating concepts, processes, and knowledge in the discipline, and using vocabulary and academic language that is clear, correct, and appropriate

for learner. The Rubric of Formative Evaluation of the Candidate is used for the formative and summative evaluation of all teacher candidates regarding the ten TCC that are pertinent to both programs. Each competency is subdivided into three or four components that are evaluated using a rubric with achievement levels that range from 1 to 3, see evidence 1.1.2). Achievement level of 3 is provided to indicate areas of exceptional or outstanding/target candidate performance. In Evidence 1.3.1 application of InTASC content and pedagogical knowledge for SPA Programs, presents outcome assessment results for a period of three academic years, for TCC (#1, 3, 4, 7, 8, 10) aligned with InTASC standards 5 Application of content, 7 Planning for Instruction, and 8 Instructional Strategies. All programs, assessment results for the 2018, 2019 2020 academic years demonstrate that candidates met the minimum expectations in each of the indicators included in the rubrics. This demonstrates candidates' ability to implement: effective teaching, commitment to learning with understanding, use of various teaching tools including technology, attention to equity, selection and use of appropriate concrete materials for learning, plan lessons that address appropriate learning goals. In TCC (#1 knowledge and integration of the pedagogical and theoretical content in the development of the critical thinking skills and #3 able to be an active researcher in the development of critical thinking, problem solving and performance skills) all programs, performed at the outstanding/target level for a period of two years. The Rubric to Evaluate Planning in the second instrument that candidates demonstrate in depth knowledge of the basic concepts, processes and skills of the subject area applied to design (InTASC standard 4). The scores range 3.00 to 2.96 across program and years from 2018; (evidence 1.3.2 all SPA's upload). Elementary compliance with ACEI standards is at the outstanding and acceptable levels. Candidates admitted to Arecibo in years 2017 to 2020 showed High School GPA averages from 3.49, 3.45, 3.46, 3.38 (Evidence 3.1.4). Conclusions of success prognosis according to admissions can be established. In the licensure test, PCMAS consistently the Arecibo EPP tendency is to have averages scores above 90, except in 2017-18 the score was 85. Candidates also demonstrate pedagogical knowledge appropriate to their discipline. Please see data from the Educational Clinical Experience Programs Instruments (Evidence in 1.1.2.). Finally, all courses build up content and pedagogical knowledge. Candidates' averages demonstrate mastery of content at the target or outstanding levels as shown in their exit GPA averages 2017 to 2020 are an overall major of 3.62, graduation of 3.35, general of 3.29 and PCMAS results 101; see evidence 1.1.6.

1.4 All P-12 students afforded access to college- and career-ready standards EPP teacher candidates field and clinical experiences are planned in a gradual and progressive way (Evidence 1.4.1) beginning with the Course (EDFU 3002) where candidates go to field experiences to participate in real classroom settings, moving into planning and teaching in a real school setting, through field experiences structured in the Methodology Courses, and culminating in the Clinical Experience Course. The clinical experiences sequences give candidates the opportunity to have teaching experience in diverse educational settings and levels. Educational Clinical Practice Program (TCC,1-10) requires the "alignment of objectives and instructional activities with the standards of subject matter and curriculum goal." Lesson plans are required to be aligned to the Puerto Rico Education Department Academic Content Core Standards and Grade Expectations (see evidence 1.4.2 PRDE Core college and career ready by design Standards <http://www.de.gobierno.dpr/soy-maestro/531estndares-academicos>; <https://www.slideshare.net/jec21351/estndares-de>

contenido-y-expectativas-de-grado-estudios-sociales?from_m_app=ios;
http://www.arecibo.inter.edu/wp-content/uploads/reserva/educacion/Estandares_de_espanol_2014.pdf;
https://www.slideshare.net/marisolmartinezvega/estandares-de-ciencias2014?from_m_app=ios

The criteria #3 Apply principal concepts, skills and curricular content in the class he/she teaches the in Demonstrative Class Rubric, assess all P-12 students afforded access to college- and career-ready standards. The Rubric of Formative Evaluation of the Candidate, general and specific objectives align with the P.R. Curricular Maps or standards (see criteria 2 a, 2b, 2c, and 2d), Standard #7: Planning for Instruction and INTASC #8: Instructional Strategies and all methodologies, approaches and techniques align as applications of the PR Core Standards. Puerto Rico has agreed in pursuing quality using these standards. In the Rubric (Evidence 1.1. 2) disaggregated data per program) scores range from 2.45-2.94 for PEEL and 2.91-3.00 for EEP which are in the outstanding level. The EPP is confident of the significant positive impact they have on the student population. In CAEP standard 4 section there is evidence of the impact UPR Arecibo completers have on students in public schools, some private schools in Puerto Rico and in the United States. Planning is also based on the examination of assessment results in order to support learners in meeting curriculum goals, standards and grade level expectations, as well as consider knowledge of the student family background and his learning process in order to tend to individual differences. The Rubric to Evaluate Planning scores disaggregated by specialty show that candidates consistently met the InTASC Instructional Practice Standards and EPP Program TCC (2, 3, 10) associated with planning, assessment, and instructional practice. The InTASC Learner and Learning Standards are presented in evidence 1.1.6 showing that all EPP Programs met the Clinical Practice criteria. In general, EPP candidates' achieved performance in the InTASC standards related to planning and instruction and the learner and learning category. EPP candidates are well prepared to plan using the PR Department of Education Core Standards, P-12 students assessment results, deep content knowledge, and a variety of appropriate teaching practices, strategies, and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels.

Evidence 1.4.3 includes the average GPA for Special Education in Education, Methods Courses and Clinical Experiences by Programs area for the last three years.

Aggregated GPA are 3.31 in Special Education courses and 3.42 in methodology and clinical experience course. As seen, GPAs are above 3.00 in both programs. All programs exceeded the GPA 3.00 criteria in the Clinical Practice course. At the end, providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

1.5. Providers ensure that candidate's model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practice.

Providers ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practice. The EPP promotes the integration of technology throughout the teacher preparation program. In terms of access to technology equipment, all classrooms are equipped with digital projectors. The future the classroom BX 102 will be equipped with eighteen (18) laptops, acquired through the institutional technology fees. All candidates are required to take an integration of

technology course. The required course EDPE 3129 is a course that introduce the place of the microcomputer in the classes. Importance will be given to the uses of the microcomputer in the school field, available to the teacher, as well as ways to integrate computers into the teaching process. The class discussions will be complemented by workshop experiences and special tasks. The content of this course includes: instructional design; search and use of digital information; criteria required to select, evaluate, use and integrate educational technologies to the curriculum; design of low-cost materials; use of platforms and networks as repositories; use of webs for digital organization and communication; digital privacy, security, and ethical issues, among other topics. The activities in this course have a broad scope that goes from low to high, sophisticated technologies, from the technology of the pencil to that of digital programs. Candidates create plans that evidence the integration of technological resources. In EDPE 3129, during three consecutive cycle data as a sample of EPP aggregated data show that (93%) 102 out of 110 of the group passed the course with C or higher (evidence 1.5.1 and 1.5.2a). The EPP aggregated data from both programs in 2017 to 2020 show 96%, 100% and 76%% of passing scores. Evidence 1.5.2, shows that teacher candidates can use and integrating technology and other educational resources. This execution demonstrates compliance with the integration of technology as part of the desired teacher profile, also in the course Audiovisual Workshop (TEED 3025). By the other hand faculty use and model digital presentations that cater to diverse learning styles within face-to-face and on candidates field experience opportunities to model and apply the integration of technology to the curriculum especially during spring semester 2020 because the Pandemic caused by COVID-19, evidence 1.5.3). Finally, the Puerto Rico Department of Education developed a classification for all EPP higher education institutions in Puerto Rico. Considering the results of the Teacher Certification Tests (PCMAS) and the Programs accreditation by organizations recognized by the Federal Government. Programs are classified as: Low Performance, At Risk, Satisfactory, Good, Excellent, and Exemplary. EEP achieved the classification of exemplary. Of the total EPP in the Island (39), only 8 achieved such a distinction, Evidence 1.5.4. The PCMAS 2019 reports evidence once again the consistent quality of EPP Arecibo completers. Finally, for the criteria, ability of completers to meet licensing, according to the Regulations for the Classification of Teacher of Preparation Programs, EPP obtain a mean of 95.1% that corresponds to the Excellent Classification for the past 5 years.

Specialty Licensure Area Data

Program Review Option (per state partnership agreement)

- ☒ CAEP Program Review with National Recognition (SPA)
- ☐ CAEP Evidence Review of Standard 1/A.1
- ☐ State Program Review (State-selected standards)

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes?

As stated above, UPR-EEP has elected to adopt the standards of the Specialized Professional Associations (SPAs) and submit program reviews to the SPAs even though the commonwealth of Puerto Rico does not require SPA recognition. All program assessments have been developed and revised to ensure compliance with

specific standards of the professional organizations as well as with InTASC and CAEP standards. All EPP have submitted reports to the SPAs. (see Evidence uploads in http://aims.caepnet.org/AIMS_MainFrame.asp). When a program has not reached the desired recognition, usually the creation of addendums has addressed the SPA recommendations. For the last three years faculty has engaged in the task of working two repeated submissions for PEEL. The process does not engage single individuals, it affects and improves the whole EPP. Regardless of their status of recognition, the process has served to strengthen candidates' proficiencies by providing valuable information in the content knowledge and performance dimensions. The EPP has implemented and keeps on implementing all feasible SPA recommendations. The candidates' skills, concern for the wellbeing of their students, their advocacy for the profession and their sensitivity to diversity make them the teacher profile sought by schools and education related institutions. Evidence of these processes are firsthand documents with signatures and agendas, agendas, letters, presentations, reports, and other exhibits collected through the years and included in this document uploads. There has been an interrelationship among the SPAs since recommendations of one support another. This perspective is taken into consideration when addressing the construction or revision of instruments. The specific language of the discipline that the SPAs seek, eventually becomes teacher behaviors. It can be interpreted from the emphasis of the SPAs across programs that the specific SPA wording needs to be present in the key assessments to define each candidate's profile or competencies according to the discipline. Being a single unit with two (2) programs there is a need for distinct candidate profiles that share at the same time common traits. The candidate's data from the clinical experience documented high levels of competence. Most of the sections prove to be at the outstanding or acceptable levels that is competent and exceeding competency. The EPP key assessments are aligned with InTASC, providing thus another compliance assurance (see evidence 1.1.1 and 1.1.2) alignment of courses, instruments and EPP.

The Rubrics was revised after meetings held by faculty starting in 2018. The revision addressed the following recommendations for EEP/ACEI. Despite, conditions were related to assessments and rubrics, all rows of the rubric have been aligned such that all rows are designed to report data for a single standard, not multiple standards as recommended. One application of data is provided and show candidates meeting standards. Until 2018 EEP were using ACEI standards, but then we realigned with CAEP K-6 standards, instead of ACEI 2007. EEP is recognized until 2022. For NASPE/PEEL in 2016 the Program review findings were to submit one new implementation of data, following NASPE/CAEP requirements for data tables; revise rubrics eliminating subjectivity; rubric descriptors need to reflect the full intent of the element at the level the program reveals as acceptable; clearly indicate the minimum level of acceptability for each assessment, and make sure the instructions and scoring guide align with the rubric. All these comments were addressed in March 2019 program review to SHAPE, but in the same year in August 2019, we received an electronic communication that SHAPE was no longer associated with CAEP. So, after that we are following InTASC and State Standards, among SHAPE Standards. In NASPE 2018 Program Review Report, state that the program offers a nice variety of field experiences prior to student teaching. The student teaching experience is 320 contact hours or 16 weeks in the schools. The candidates are held accountable for achieving and maintaining appropriate skill levels. Assessments are throughout the program and remediation plans are in place.

By the other hand, individual results of candidate's performance are regularly reviewed by the academic advisers and the Academic Department Chair to identify candidates who need intervention and support to enhance their performance. If candidates do not approve any of the initial requirements, they are referred to the Academic Adviser to be oriented. In cases in which courses with key assessments are not approved, candidates must repeat the course until they attain a passing grade. We recommend a GPA of 3.00 before graduation, as required to obtain the teacher certification according Puerto Rico Department of Education Teacher Regulation Office. Based upon periodical collection, interpretation, analysis, and reflections of the data obtained from the SPA's assessments, faculty dialogues, and recommendations from meetings and workshops, as well as the curricular revision implantation, the followings major changes have been implemented: All ten TCC are evaluated in a progressive manner across the candidates curriculum continuum experience. The EPP intends to discuss these activities and the results attained in them to identify weaknesses that can be improved. With the purpose of having information about all the candidates and their mastery of content knowledge and planning competences and its impact on student learning in all subject areas (language arts, science, mathematics, and social studies including Physical Education) assessments for demonstrative class were modified, and implemented in all method courses. The basic courses, HUMA, MATH and CISO 3121, which is taken at the Humanity, Mathematics and Social Sciences Department has the lowest level of achievement. An in-depth examination of these results is necessary to determine possible causes for this performance, as well as interfaculty meetings with professors from the different departments, with the purpose of finding ways to address this situation. Some possible actions would be the discussion of syllabi with the purpose of strengthening the alignment of content and assessment strategies with the standards of our professional associations. It is also important for professors from other departments, who teach our candidates, to revise their own teaching and assessment practices. Data on candidates assessment is discussed for example at meetings held by the Academic Dean, Institutional Assessment Coordinator, Departmental Assessment Coordinator, Faculty, Annual Meeting with the Secretary of the PR Department of Education, College Board Office, and student organizations, UPRA-EPP representatives among others.

2. Based on the analysis of specialty licensure area data, how have individual licensure areas used data for change?

Based on the analysis for each area of specialty EEP has made minor curricular changes in terms of the sequences of the courses or the establishment of prerequisites. The PEEL program is in the process of reviewing the comprehensive exam that it administers to teacher candidates during the first semester of their last year of studies and will incorporate the research component into their courses. Curriculum changes are detailed below:

Puerto Rico Department of Education changed the Regulations of Puerto Rico's teaching personnel, dividing the K - 6 level, into K-3 and 4-6 levels in 2012. Because of this, a few curricular changes were made to comply with the new regulations. Methods courses K-3 and 4-6 were divided into the courses for Spanish subjects (EDPE 3031 and EDPE 3132), science (EDPE 3041 and EDPE 3116), mathematics (EDPE 3011 and EDPE 3115) and social studies (EDPE 3006 and EDPE 3010). In addition, the Basic Concepts of Arithmetic and Algebra courses for Elementary School Teachers (MATE 3131) and Fundamental Concepts of Geometry, Probability, and

Statistics for Elementary School Teachers (MATE 3132) were created. These last changes were made to cover the mathematical content topics required by the new regulation, leaving ineffective the courses of Introduction to Mathematics I (MATE 3041), Introduction to Mathematics II (MATE 3042), Geometry for Teachers (MATE 4105) and Elemental Statistics (MATE 3015). On the other hand, in May 2018 a change was made to the curriculum sequence of the Elementary Education Program. This change was made so that the Integrated Sciences I and Integrated Sciences II courses would not be in the same academic semester. The changes in the sequence were as follows for EEP:

- . The Integrated Science CLASS II and its laboratory (CIIN 3003 and CIIN 3004) moved from the first half of the third year to the second half of the second year of the curriculum sequence. This will allow the student to take CIIN 3001 and 3002 and continue the next semester with the curriculum sequence.

- . The Use of Microcomputer in Education (EDPE 3129) class moved from the second half of the second year to the first half of the second year. This change responds as part of the corrective actions and recommendations of the TEED 3025 assessment, the teacher recommended that students first take EDPE 3129 and then TEED 3025. This is because they need skills that are acquired in the EDPE 3129 course.

- . The Music Teaching course (EDPE 3097) moved from the second semester of the second year to the first semester of the third year of the curriculum sequence to prevent students from taking 21 credits in the second half of the second year. This action can be performed does not affect the curriculum sequence or negatively impact the development of students' necessary skills.

- . The Elementary Education program currently offers three courses in hybrid and remote mode (EDPE 4085, EDPE 4051, EDPE 4052 change approved in 2018). In addition, faculty have been certified in the distance e- learning. Other courses that change the teaching modalities are EDFU 3002, and EDFU 4019. These, courses will be offered through online education starting in August 2020.

- . In addition, a variety of learning assessment strategies have been created: rubrics for evaluating portfolios, e-portfolios, demonstration classes, essays, instructional modules, professional teacher competencies, blended learning, among others. This Department also promotes cooperative work strategies with students to foster socialization, leadership, and teamwork skills. We prepare seminars that examines greater use of spelling, grammar, ethics, technology, and neurosciences.

- . In our future projections, the Elementary Education Baccalaureate Program plans to conduct minors in: Neuroscience Applied to Education- Proposal submitted to the Director to be referred to the Departmental Curriculum Committee.

For the Physical Education Program changes are:

- . The course Theory and Methodology of the Teaching of Physical Education in High School was added, to temper the curriculum to the New Teaching Certification Regulations of the Department of Education of Puerto Rico for 2012-2013.

- . In May 2019, the Proposal for Renaming of the Bachelor of Arts Program in Physical Education for the elementary level was approved:

- ☐ Current name: Bachelor of Arts in Education with major in Physical Education for the Elementary level.

- ☐ Proposed name: Bachelor of Science in physical activity, health, welfare, and physical education from K to 12. The approved name is to make a change to high school in science and the proposal has worked the courses for it, however, the Departmental Curriculum Committee left established that if there were many

challenges in this change, there would be no problem with staying as a Bachelor of Arts.

. In addition to the name change, the Physical Education Program has designed a proposal to implement a minor in physical activity and well-being for seniors. This minor is designed for physical education program teacher candidates and other UPRA students who wish to obtain it. With it we hope to develop the knowledge, skills, provisions and professional skills in the participants so that they can provide quality services and use physical activity and exercise as a tool to promote the health and well-being of this population. Similarly, the minor would serve as training for those who work with these populations and wish to stay up-to-date on the latest trend in this field. This proposal has already been approved by the Departmental Curriculum Committee and is in the final corrections to be submitted to the Academic Senate.

. Courses have been worked on and approved:

☐ Special Education Curriculum (EDES 4078) leading to certification in Special Education, which was approved and offered since 2017 as an elective course.

☐ Fundamentals of Multicultural Education (EDFU 4206)- free elective course, will be worked through distance education.

The main outcomes of the continuous analysis of the assessment system are a noticeable alignment of content with the state's Licensure exam. This has yielded positive results in the pass rates in the licensure tests. Additional outcomes are the re-evaluation of admissions criteria and vocational counseling, the refinement of the clinical experience applications, keeping of track of the cross references and relationships between various institutional, state and federal reports, the presentation of concurrent workshops to meet candidates' needs and a rigorous process when authorizing licensure tests. The discussion of the two EPP programs' sequences resulted in an in- depth conversation with representatives of the content area faculty, intense dialogues in the institutional curriculum committee that developed an institutional awareness of the proficiencies needed by candidates. The resulting sequences comply with the institutional BA requirements, the state licensure norms and SPA standards. Components embedded in accreditation processes have as consequences that faculty at different levels have closer relationships with school systems, a systemic UPR awareness of our common benchmarks and a deep sense of satisfaction when serving with quality teacher candidates that mainly have simple origins and backgrounds but impressive capacities and abilities. The accreditation process brought to the EPP a sense of participation with a larger world class of educators while keeping in perspective the peculiarities of the Puerto Rican context. The Arecibo EPP has always been characterized for having excellent results and its being appreciated by our state education partners. The quality of our Candidates it's appreciated in the school districts where they develop their professional careers.

Through personal communications or education confirmation requests from employers, we know that our candidates labor in, Florida, Illinois, North Carolina, Pennsylvania, and Washington DC. Arecibo has kept its standing when the Department of Education of Puerto Rico classifies according to performance criteria all the EPP programs public and private. Arecibo holds a rank over the 90's % (see evidence 1.5.4). After the initial NCATE accreditation, steps were taken to assure an increase of the licensure examination results in PEEL. The alignments with the PCMAS or licensure exam was improved in all the areas. In the process it was found that the EPP program needed to be aware of selecting the depurated data from the College Board and not the raw reports. Faculty understood that a rethinking of content was

needed to better align with the licensure exam and the SPA requirements. In the elementary level, reviewers found that InTASC as well as ACEI standards are met and that this correlates to the UPR Arecibo Licensure Test averages in elementary, which are consistently with our classification in 2016.

3. How does the specialty licensure area data align with and provide evidence for meeting the professional standards in the licensure area at initial and specialty area for advanced?

N/A

4. How are programs not meeting SPA standards, state standards, or CAEP minimum sufficiency level being addressed by the provider?

One of the strengths of the EPP is its laborious commitment to maintain met and exceed the standards of the Specialized Professional Associations and national accreditation. Since the first and second accreditation cycle it has worked throughout these years in the seeking of all the necessary modifications to assure quality. The importance of the SPAs is precisely the way in which it contributes as a tool for improvement. There is no formal agreement between Puerto Rico and CAEP concerning SPA recognition but the UPR System considers it necessary for quality. The Program has an outstanding record with the State Licensure Teacher Certification Test and the unit's proprietary assessments. In terms of the SPAs, EEP is recognized by ACEI until 2022 and Physical Education is recognized with conditions by NASPE in 2018. Both programs have acceptable or outstanding results in the licensure and the program's assessments. PEEL program submitted on March 15, 2019 the Program Report for the initial preparation of Physical Education Teachers SHAPE America 2017 Standards Option A. Due to SHAPE America's decision to withdraw its reviewing role leading to national recognition in the middle of the spring 2019 review cycle, the shells/templates were deactivated in AIMS, which made the program reports inaccessible by EPPs. "As the transition plan, the report can serve as evidence that the EPP has aligned assessments to a set of national standards (SHAPE/ PETE) in the area of physical education as a requirement to gather evidence for CAEP Component 1.3 for the current accreditation cycle. In absence of a SPA, the program will Evidence Review of Standard One-CAEP (formerly known as the Feedback Option) - as permitted by your state-- and will make necessary changes in AIMS." Electronic Communication on August 9, 2019, by Dr. Banhi Bhattacharya- Accreditation Director-Senior Director of Program Review. The PEEL program is submitting current evidence in spring EPP accreditation cycle in 2021.

Therefore, a biannual assessment is made in a selection of courses in which the performance of the students is monitored. Data is collected from each selected course, throughout Nichols Assessment Template (see standard 5). Then an analysis is made at the end of the semester and corrective actions are taken if necessary. Then, an assessment report is made and discussed with the faculty. In addition, on each semester the Education Department offers talks, forums, conferences, and workshops that allow the professional development of the student. The corrective measures are as follow:

It is recommended to continue with the demonstration classes assessment process that allow us to reflect and make decisions about the learning process. It is recommended to strengthen the assessment and integration of the arts in the curriculum seminar and in the seminars prior to the Clinical Experience. In Physical Education, follow-up is recommended in the preparation of assessment instruments

and increase the number of demonstration classes offered in the methodology and seminar courses emphasizing real scenarios. The totality of the candidates for teachers dominated with 100% the criteria established in the rubric and the SHAPE standards, evidencing the disposition, the knowledge, the skills, the autonomy, the creativity and the necessary leadership of an effective professional in the field of Physical Education.

In the Teacher Candidate Survey the data recollected through a questionnaire is administered to the candidates for teachers who complete their baccalaureate in Education with the purpose of knowing how prepared they feel with respect to the knowledge acquired to practice in the classroom and to measure the level of satisfaction with the operations of the unit. 92% indicated that they agreed with all the criteria evaluated on the knowledge acquired by the candidates for teachers to practice in the classroom. Among the findings it is highlighted that the Program facilitates the tools for the development of oral and written communication skills in its courses and promotes the knowledge and experiences of integration, use and management of high and low technology as a means of teaching and learning. In addition, they agree that the content of the courses has facilitated the broad development of pedagogical knowledge in the subjects taught. The directors of the schools of Educational Clinical Experiences and the cooperating teachers also answer a questionnaire that measures the professional competencies that must be demonstrated by the teacher's candidates (completers). According to the data evaluated, it appears that the teacher candidates practice all the professional skills until finish the education programs of the UPR-Arecibo. In the faculty assembly during the first semester (2018) it was determined that in the elementary methodology courses, the development of a demonstration class with its respective planning would be established as an assessment criterion. After discussing the assessment results with faculty, we have determined to revise our curriculum and increase GPA requirement to enroll to guarantee success at the exit level.

Upload State Program Reports below

Upload other National Accreditation Agency Documentation below (e.g. NASM, CACREP, NASAD)

ACEI Report
NASPE REPORT
SHAPE Report 2019
EPP Sample Faculty Meetings
PEEL Proposed name change
EPP Summary Self Study Report Meeting

See **Attachment** panel below.

Standard 2: Clinical Partnership and Practice (Initial Programs)

i. Evidence/data/tables (Upload each item of evidence under the appropriate component(s) of the standard.)

1  2.1.1_Circular Letter_ 04-2020-2021.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

2  2.1.2_EPP Agreement letter with REO.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

3 2.1.3 Enrollment of Cooperative Teacher Preparatory Course.docx
2.1 Partners co-construct mutually beneficial P-12 partnerships

4 2.1.4_EPP and Advisory Committee Public School Alliance.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

5 2.1.5_EPP Collaboration with PRDE Conceptual Framework virtue by Law-85.docx

2.1 Partners co-construct mutually beneficial P-12 partnerships

6 2.1.6 Clinical Education Experience Manual

2.1 Partners co-construct mutually beneficial P-12 partnerships

7 2.2.1_Law-85-2018-amended.pdf

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

8 2.2.2_Cooperative Teacher Ratio.xls

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

9 2.2.3_UPR By Laws_sept-2014_amended.pdf

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

1 2.2.4_EPP Faculty.docx
0

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

1 2.2.5_Faculty Evaluations Procedures_Cert.num.2005-06-23.pdf
1

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

1 2.2.6_Circular Letter_06-2019-2020.pdf
2

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

1 2.3.1_EPP School Demographics.docx
3

2.3 Partners design high-quality clinical experiences

1 2.3.2 EPP Table of Cross Evidence High Quality Clinical Experiences .docx
4

2.3 Partners design high-quality clinical experiences

ii. Analysis Report. Write a narrative that delineates the connection between the evidence and the Standard.

The EPP has established the necessary procedures to comply with CAEP Standard 2 Clinical Partnerships and Practice" "The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop

the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development" To this effect, we have systematically established curriculum review, implementation of professional improvement plans, collaboration with centers of clinical experience and data analysis, and incorporation of recommendations from all those involved in the process of training candidates. Thus, candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on the learning and development of all students.

This standard includes three (3) essential components to evidence strong clinical preparation: (1) P-12 Provider Collaboration, (2) Clinical Educators and (3) Clinical experiences.

Educator preparation providers (EPP) refer to all entities, non-profit and for-profit, in higher education, school districts, other corporations or government agencies. Clinical educators refer to all school-based, EPP and P-12 individuals, including classroom teachers, who assess, support, and develop the knowledge, skills, or professional disposition of candidates at some stage of clinical experiences. In respect of a Partnerships for Clinical Preparation; Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes. EPP has developed and maintains mutually informed and beneficial partnerships with Regional Education Offices (REOs) and school staff. The schools where candidates are placed to conduct the field experiences and the educational clinics belong to different districts that include schools in both urban and rural areas. These districts are in the following towns: Arecibo, Barceloneta, Manatí, Hatillo, Camuy, Lares, Utuado, Florida and Quebradillas. Some of the selection criteria are as follows:

- The school staff must be trained to supervise the candidates.
- Integrate family and community involvement in the education of students.
- Have a valid license to operate granted by the Government of Puerto Rico and, to the extent possible, the school must be duly accredited by a recognized educational organization.
- Maintain available the necessary physical facilities, according to the specific circumstances of the school nucleus, for the development of students and the performance of teachers and support staff. Among others.

In all the districts mentioned there are clinical educators who have graduated from UPRA. EPP and REO partners have maintained high quality relationships to expedite the placement of candidates in the various centers for field and clinical experiences. Circular Letter Number 04-2020-2021 establishes the norms that regulate the selection of centers, organization, and operation of the Clinical Education Experience Program (evidence 2.1.1). To expedite the field experience process, a collaboration agreement was signed by the director of the ORE and the Academic Departmental Chair of UPRA-EPP (evidence 2.1.2). Currently, and with the collaboration of clinical educators (directors and teachers), the collaboration agreements are being reviewed considering the current situation in education at the national level.

To contribute to the professional improvement of teachers, UPRA-EPP offers the

Preparatory Course for Certifying Cooperative Teachers and the Recertification Course for Cooperative Teachers free of charge on the Moodle learning platform (evidence 2.1.3). Through these courses, teachers are kept up to date on topics such as effective supervision, assessment, differentiated teaching, teacher ethics, and electronic tools, among others. In addition, as part of the high-quality collaborations, the director of UPRA-EPP participates in the Advisory Committee to the Secretary of Education in Public Schools Alliances (evidence 2.1.4). This committee is composed of the five (5) directors of the pedagogical programs whose completers obtained the best results in passing the PCMAS. In 2018, representation from UPRA-EPP participated in the Executive Committee of the Commission for the Study and Recommendation of Educational Philosophy in Puerto Rico (CERFE-PR), which was created by Law 85-2018, the Puerto Rico Education Reform Act (evidence 2.1.5). The Clinical Education Experience Manual describes the roles and responsibilities of faculty, clinical educators, and candidates in the clinical experience process. It includes the instruments and procedures for evaluating candidates (evidence 2.1.6). In the process of designing and testing the assessment instruments, a draft of these was shared with the clinical educators for feedback. The clinical educators were asked to collate the documents and comment on their perception of the assessment process and to provide recommendations for both the process and the instruments. The following is a summary of the clinical educators' responses regarding their perception of the clinical experience process:

- "It is an incredible and enriching experience for everyone involved in the process".
- "This process prepares them with a series of experiences that form them as professionals, but also allows them to enjoy being able to take part in the integral development and educational formation of children in the public education system".
- "It is an organized and meticulous process, in which the necessary tools are provided to the candidates for teachers so that they can prepare themselves correctly".
- "Candidates are given the opportunity to interact in a real classroom and to perform in such a wonderful setting".
- "Each teacher candidate shows his or her skills guided by the cooperating teacher to achieve success in the student's learning and his or her journey as an education professional".

Similarly, clinical educators have offered several recommendations such as:

- "Teach the operation of the SIE system to candidates as it is an important tool used by the teacher in the classroom to track attendance, create reports and assign student scores".
- "Conduct more interactive activities between cooperating teachers, supervisors, and teacher candidates".
- "I have no recommendations, the process has been done in an organized and very professional manner. I congratulate you".
- "Have the candidate participate full time in the Educational Clinical Experience Center".
- "Workshops on the platform such as Google Classroom/MS Teams and other technological means that help in teaching".

At the end of each semester of clinical educational experiences, a questionnaire (survey) is administered to clinical educators (teachers and directors) to learn their perception of the professional competencies demonstrated by teachers who have graduated from the education programs of the University of Puerto Rico at Arecibo.

Some of the findings consisting of the outstanding and achieved scales between the years 2018 to 2020 (evidence 1.1.2) and some comments are the following:

- "Demonstrates knowledge of how students develop intellectually".
- "Organizes learning activities to address students' interests and talents".
- "Plans instruction based on knowledge of the subject matter being taught".
- "In planning, considers community characteristics and curriculum goals".
- "Uses appropriate strategies, techniques, and methods to achieve instructional goals".
- "Uses different assessment strategies to observe student progress".
- "Demonstrates behavior that is consistent with the standards and principles set forth by his/her employer".
- "Participates in professional development activities".
- "Relates to parents of students and communicates the progress of their students".

The analysis of the evaluation process and the recommendations of both the process and the instruments and questionnaire are shared with the participating schools. This process is beneficial for strengthening collaborative agreements and improving practices related to the process of clinical educational experiences for the benefit of candidate preparation and exit.

"Clinical Educators. 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings"

In the selection of clinical educators in the school, the EPP and the collaborating school districts meet the requirements of the Puerto Rico Department of Education according to the provisions of Law Number 85: Puerto Rico Education Reform Law and Circular Letter No. 04-2020-2021: Public policy related to the rules that regulate the organization and operation of the Educational Clinical Experiences Program (evidence 2.2.1 and 2.1.1). All teachers are prepared and certified as highly qualified teachers in the area and level they teach and have three (3) or more years of classroom teaching experience in the level and subject they teach. They have passed the 45-contact-hour preparatory course to become a cooperating teacher, and after five (5) years they take a 15-hour retraining to update their knowledge (evidence 2.1.3). In collaboration with school principals, the EPP identifies high quality school-based clinical educators who meet requirements related to licensure, experience, and documented performance. In recognition of the commitment required to supervise a candidate and to retain high quality school-based clinical educators, the REO in collaboration with the EPP ensures that school-based clinical educators receive only 1 or 2 candidates during the clinical educational experience process (evidence 2.2.2). Through the UPR Cooperative teacher Questionnaire, data related to the professional competencies of school-based clinical educators are maintained. As presented in standard 1, data from the last three years show that completers from the UPR-Arecibo demonstrate broad and deep knowledge in the subject they teach, knowledge of how students develop, and organize learning activities considering the needs of their students. In addition, they plan teaching considering the skills of the subject and the characteristics of the students and the community, select strategies, techniques, and teaching methods for the achievement of teaching and learning

objectives.

The General Regulations of the University of Puerto Rico (evidence 2.2.3) establish that university-based clinical educators (clinical faculty) are appointed on the basis of competence, taking into account merit, so that the selection falls on the most suitable ones:

- M.Sc. or Ph.D. in education
- Experience as an elementary or physical education teacher.
- Relevant and significant contributions in the field of education.

The EPP, through the personnel committee, composed of members with permanent appointments and academic rank of at least Associate Professor, advises the director of the department on appointments, among other personnel matters. All appointees meet the academic and experience requirements of the position they hold and demonstrate a genuine interest in fulfilling the institutional and EPP purposes (evidence 2.2.4). The clinical faculty is evaluated by members of the departmental staff committee. The results of the evaluation are presented in a written report that is formally discussed with the evaluated clinical faculty member. Certification Number 2005-06-23 contains the standards and procedures for the evaluation of UPRA faculty (evidence 2.2.5). Through this process, it is determined to what extent the teaching staff meets the requirements of their work, as well as their improvement and professional contribution.

School-based clinical educators are provided with the resources needed for the clinical experience, including the Clinical Education Experience Manual and evaluation forms. The manual provides comprehensive information about the qualifications, expectations, and responsibilities of the clinical educator at the college and school, policies, and procedures for clinical experiences. Throughout the clinical experience, school-based clinical educators are supported informally by university-based clinical educators through school visits, e-mails, and telephone calls.

Supervisory resources, such as the Manual of Clinical Educational Experiences and assessment instruments, are available online for all clinical educators to access (evidence 1.1.2). To ensure access to documents, consistency, and completeness of the manual, EPP is currently reviewing these resources: The Manual of Clinical Educational Experiences and the access platform for all clinical, school and university educators. As well as online professional development opportunities, in addition to those provided by the REO to school-based clinical educators during the school semester.

The EPP and partner school districts collaborate to evaluate high-quality clinical educators who demonstrate a positive impact on candidate development and learning. School-based clinical educators are evaluated in accordance with Circular Letter No. 06-2019-2020: Public Policy on the Performance Evaluation System for Teaching and Administrative Staff (evidence 2.2.6). This evaluation considers the degree of fulfillment of functions and responsibilities, as established by the PRDE for each position, and the quality with which the function is carried out in terms of performance and achievements. According to the Certification Number 2005-06-23, cited above, the evaluation of university clinical educators is conducted by a joint committee composed of the members of the UPRA- EPP staff committee. Some of the evaluation criteria are the following: mastery of the subject matter, methodology, interaction with the candidates, use of audiovisual or other teaching resources, and preparation, review and updating of the course, among others. Currently, EPP is working on designing a reflection questionnaire for school-based clinical educators

about their experience in the clinical experience process and the work done by the university-based clinical educator who oversees the clinical experiences. This will be administered at the end of each clinical experience. In this way, the school clinical educators will receive feedback on topics such as communication with the clinical supervisor, times when candidates are evaluated during the clinical experience process, among other topics of interest.

The second part of the Teacher Candidate Exit Survey on Clinical Educational Experience (evidence 1.1.2) is aimed at measuring the level of teacher candidates' satisfaction with the unit's operations. The data are used to improve the unit's teacher preparation program. The questions seek to know whether the program promotes individual academic counseling, whether clinical experiences provide individualized supervision, whether career counseling is provided after the program, whether clinical educators address their educational needs, and so on. Some of the findings with 90.00 percent or more on the full scale between 2018 and 2020 (evidence 1.1.2) are as follows:

- Teaching practice is a source of individualized supervision.
- The program prepares the candidate to take PCMAS.
- The program guides teacher candidates through the teacher certification process.
- The faculty is knowledgeable, supportive, and responsive to students' needs.
- The program facilitates the development of a professional portfolio that allows teacher candidates to reflect on their professional performance.

"Clinical Experiences, 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students"

The EPP in conjunction with the district partners ensures that the field experiences are of sufficient depth, breadth, diversity, coherence, and duration. So that the candidate develops the skills and competencies necessary to meet the academic and developmental needs of all students.

Field placements are a central component of the UPRA-EPP teacher preparation program and are integrated into many of the required courses. The required field experience hours, descriptions, and assessments are described in the course outlines to provide clear and consistent expectations between university clinical educators and candidates. The EPP has designed the clinical experiences to follow a useful sequence that supports the development of the knowledge, skills, and dispositions of candidates (evidence 1.4.1 and 1.4.1.a). Candidates begin with field placements that require observations, then move to field placements with increasing levels of participation that lead to direct instruction of students. The duration of each clinical experience follows a corresponding progression with an increasing number of hours required. Experiences consisting primarily of observations require up to a minimum of 1 hour in a classroom. Experiences that lead to direct instruction require a minimum of 1 hour in a classroom. Pre-practice experiences (Seminar, Curriculum and Teaching in Physical Education, Seminar, Curriculum and Teaching at Elementary School) require a minimum of 20-30 hours, and clinical educational experience a

minimum of 320 hours. Each of the rubrics includes an overview of the field experience, explanation of the candidate's participation expectations and the number of hours required.

In collaboration with school principals, the Clinical Experience Coordinator and clinical course educators, EPP coordinates locations, ensuring that candidates participate in a variety of field and clinical experiences that include different subjects, grade levels and school settings. The school demographics table provides information on schools used as field experience and clinical centers (evidence 2.3.1). The process of registering schools where each candidate conducts field experiences is being reviewed to ensure that the candidate conducts field experiences in schools with diverse populations.

The Clinical Experience Coordinator, in collaboration with the academic departmental chair, meets with a member of the REO to establish the collaboration of the schools in the field experience process. When planning field experiences, the list of schools previously coordinated with the REO is collated. Candidates are placed in schools that support the development of their knowledge, skills, and dispositions.

Clinical experiences are designed with varied objectives that support a developmental sequence in the acquisition of knowledge, skills, and pedagogical dispositions by candidates. Clinical experiences are assessed using a variety of performance-based instruments that allow candidates to demonstrate their increased competencies. The organization and sequencing of field and clinical experiences demonstrates depth, breadth, diversity, and consistency of the developmental sequence to ensure that candidates demonstrate developmental effectiveness and a positive impact on learning and development for all learners. All assessment instruments are available in standard 1.

As discussed above, EPP has designed an intentional sequence of clinical experiences to support the development of candidates' knowledge, skills, and dispositions. This progression of expected candidate participation is supported by performance evaluations that require candidates to plan, implement, analyze, evaluate, and reflect on both their performance and the connection of course content to their practical experiences. Field experiences that are designed primarily for observation require tasks that align and connect course content with observations. Practices require candidates to work one-on-one with students, to conduct instruction in small groups, to offer joint instruction in large groups, and to offer individualized instruction. Candidates then enter pre-practice (integration seminars) and become proficient in teaching large groups of students, with the understanding that they will assume full classroom management during the process of the clinical educational experiences (teaching practice).

The EPP ensures a consistency of clinical locations that develops the effectiveness of each candidate to positively impact the development and learning of all students. The cross-evidence table (evidence 2.3.2) is a sample of the alignment and sequential development of candidates' knowledge, skills and dispositions in field and clinical experiences. These are part of a comprehensive, coherent, and time-bound process to ensure that the candidate demonstrates effectiveness in the development of all students. The overall average of the Formative Assessment is between 2.72 and 2.98 in the categories of Learner and Learning, Content, Instructional Practice and Professional Responsibility, indicating that candidates demonstrate understanding of the 10 InTASC standards at the appropriate levels. The overall average between 2.56 and 2.79 is indicative of mastery of the work done by candidates in the

demonstration classes conducted during pre-practice and in monitoring the candidates' progress. In addition, graduates obtain an average score of 100.7 on the Puerto Rico Teacher Certification Test (PCMAS). Passing this test is a requirement for obtaining the license to practice as a teacher. Thus, training our graduates to practice effectively in the development of all students. The UPRA Teacher Preparation Program is classified in the Exemplary category. The highest category granted by the Secretary of Education of Puerto Rico to teacher preparation programs considering the approval rate. The EPP highlights the importance of maintaining complete and accurate data on the depth, breadth, and diversity of clinical locations. The Clinical Experience Coordinator is augmenting the information in the Clinical Experience Education Manual in policies and procedures for the data collection system.

Standard 3: Candidate Quality, Recruitment and Selectivity (Initial Programs)

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

1  1.1.6 State Licensure Score (PCMAS) pass rate as reported by College Board.docx

3.2 Sets selective admission requirements

2  3.1 UPRA recruitment committee.pdf

3.1 Recruits and supports high-quality and diverse candidate pool

3  3.1.2 Departmental Recruitment Committee.doc

3.1 Recruits and supports high-quality and diverse candidate pool

4  3.1.3a Curriculum EEP.pdf


3.1 Recruits and supports high-quality and diverse candidate pool

5  3.1.3b Curriculum PEEL.pdf

3.1 Recruits and supports high-quality and diverse candidate pool

6  3.1.4 Applicants to different alternatives.doc

3.1 Recruits and supports high-quality and diverse candidate pool

7  3.2.1 2016-2017-34 Cupos e IMIs (1).pdf

3.2 Sets selective admission requirements

8  3.2.2 Certification # 2007-08-24.pdf


3.2 Sets selective admission requirements

9  3.2.3 Candidate commitment.doc

3.2 Sets selective admission requirements

10  3.2.4 Puerto Rico Teaching Personnel Certification Regulations.pdf

3.2 Sets selective admission requirements

11  3.2.6 Graduation Plan.doc

3.2 Sets selective admission requirements

1  3.2.7 High Risk Candidates Protocol.pdf

2 3.2 Sets selective admission requirements

1 3.3.1 Competences, Skills, Dispositions.doc 3

3.3 Monitors attributes and dispositions beyond academic ability

1 3.4.1 Application Pre-practice.doc 4

3.4 Creates and monitors candidate progress

1 3.5.1 PCMAS Application Protocol.doc 5

3.5 Candidate positive impacts on P-12 students

ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

Candidate Quality, Recruitment, and Selectivity

The selective recruitment of teacher candidates from the Department of Education and from all academic programs at the University of Puerto Rico at Arecibo (UPRA) has become a major challenge due to several factors. Among these, the emigration of Puerto Rican families to the United States of America in search of jobs, the atmospheric events that have faced the island and the reduction in the birth rate, which has caused a reduction of 33,900 students from kindergarten to twelfth grade in public and private schools on our island from 2010 to the present. On the other hand, news about the number of surplus teachers in the Puerto Rico Department of Education and the closure of public and private schools are added. In addition, there is an increase in the cost of tuition in the UPR system and finally, the number of private universities that exist in Puerto Rico with a variety of teacher preparation programs that compete with ours, Bachelor of Arts in Elementary Education (EPP) and Bachelor of Arts in Education with a concentration in Physical Education for the Elementary Level (PEEL).

Component 3.1 Plan for Recruitment of Diverse Candidates who Meet Employment Needs

The responsibility for recruiting new students to academic programs rests with the Admissions Office. To meet the challenges and opportunities that this function brings, the UPRA Rector appoints annually a Recruitment Committee (evidence 3.1) composed of non-teaching staff, faculty, students, and administrative personnel. This committee is responsible for evaluating the effectiveness of the strategies previously used; taking up again the activities established in the UPRA Strategic Plan 2015-2020, and writing the work plan that will be used during the academic year to attract the best students to UPRA. However, although the main responsibility falls on this Office, the UPRA EPP has an active Admission, Recruitment, Retention and Promotion Committee (evidence 3.1.2) that joins the institutional recruitment efforts and activities, as well as the initiatives of the UPR Central Administration Admissions Office to publicize the programs EEP and PEEL academics. Among the initiatives and activities that our Department has created, participated in and collaborated in are: the creation of a video and a booklet presenting the offerings of each academic

program, as well as, employment opportunities, possible postgraduate studies that can be undertaken once they have completed their high school, (evidence 3.1.3) where the sequence of core courses, general education, concentration and elective courses are reported. The video and brochures have been distributed when visiting public and private high schools in the North Central Region, at College Days, Senior Fairs, Admissions Day at UPRA, and at activities coordinated through the Central Administration's Admissions Office, such as UPR go to Sanse, UPR, go to Plaza Las Americas, the Senior Fair at the San Juan Convention Center, International University Fair, as well as the nightly Open House sponsored by UPRA, where, the National Association of Education Students (ANEDE) and professors are integrated into the orientation of potential candidates for some of our academic programs. Also, we spread our programs through social networks such as EPP's and ANEDE's Facebook page.

These recruiting efforts have made it possible to overcome the great challenge since for the years 2016-2017, 2017-18 and 2018-19 they applied to the PEEL program for 112, 107 and 61 respectively, of which 30, 32 and 11 high school students were admitted; while to the PEEL they applied for 132, 117 and 87 for the same years in which 56, 45 and 38 new students were admitted (evidence 3.1.4).

Component: 3.2 Candidates Demonstrate Academic Achievement

In order for applicants to be accepted into EPP programs each year, they must meet the Minimum High School Entry Index (IMIS) which is reviewed annually by the Dean of Academic Affairs and approved by the UPRA Administrative Board, as established by Academic Senate Certification number 2016-2017-34 (Evidence 3.2.1). The high school entrance rate (HISR) is determined by the overall average of high school students and the scores obtained in the verbal and math skills portion of the College Board Admission Test (CBA). Evidence shows that the average ISM of teacher candidates accepted into the Elementary Education program for the years 2017-18, 2018-19, 2019-20 was higher than the IMIS established by the unit by 18, 31 and 26 points respectively; while, the average of the ISM of the candidates accepted to the Physical Education Program for the Elementary Level surpassed the IMIS established for the same years 2017-18, (10 points), 2018-19, (13 points), 2019-20120, (19 points). On the other hand, the high school average for teacher candidates accepted to the elementary education program for the years 2017-18, 2018-19, 2019-20 was 3.62, 3.57 and 3.43 respectively; while the high school average for candidates accepted to the Physical Education Program for the same years was 3.28, 3.34 and 3.30. (Evidence 3.1.4) in compliance with CAEP and the PRDE, an average of 3.00 out of a 4.00 scale.

Another avenue of admission to our programs is through the Academic Senate Certification 2007-08-24 (amended) Rules and Procedures on Readmission, Reclassification, Special Permits and Transfers, (evidence 3.2.2) which establishes the standards of compliance for a student to apply for readmission, program reclassification or a transfer. Once the application arrives at the UPRA EPP by the Office of the Registrar, the director of the UPRA EPP activates the Committee for Readmission, Reclassification and Transfers to evaluate the applicant's academic record, verifies that it meets the requirements of the Certification, if it does, proceeds to interview the applicant, is guided by the requirements established by the UPRA EPP, Certification 2019- 2020-17, and the Standards of the Department of Education

of Puerto Rico (PRDE), After being oriented, you will be given a commitment form to sign accepting the established terms and conditions, as well as to make an effort to fully comply with the norms established in UPRA-EPP and to attend the academic counseling established by the EPP, and to maintain an ethical behavior throughout your academic training. In this way, you will complete the evaluation process and be accepted into the program you applied for in our department (Evidence 3.2.3).

After applicants are accepted and confirm their admission for the next academic year, the director and the UPRA-EPP Admission, Recruitment, Retention and Promotion Committee call them to a program orientation during the summer before classes begin in August, where they are welcomed, oriented about the program, told about accreditation, the professional skills they will develop through the program, the counseling process, and meet the faculty, among other information provided, as well as the requirements established in the PRDE Teaching Personnel Certification Regulations, where it states that all candidates must graduate with a 3.00 or higher academic average in their high school (evidence 3.2.4).

In order to keep teacher candidates oriented, the Admission, Recruitment, Retention, and Promotion Committee assigns each teacher a list of candidates to serve as an academic advisor from the time the student is admitted until the end of his/her college career. Throughout this time, each professor's responsibility is to recommend courses that correspond to the curricular sequence for each semester, evaluate academic progress semester after semester, recommend courses that need to be repeated to increase their academic average if necessary, identify areas of need for candidates, and orient them to lower grades and graduate studies (evidence 3.2.5).

In addition, at the beginning of their third academic year, each teacher candidate fills out the Graduation Plan with the help of their academic advisor (evidence 3.2.6).

On the other hand, during their academic formation, teacher candidates participate in extracurricular academic activities such as research presentations by their peers from the research course, workshops and conferences organized by UPRA-EPP, ANEDE and the UPRA administration, as well as participate in recreational activities where fellowship, good professional practices and dispositions towards teaching are encouraged.

Finally, if a teacher candidate falls behind academically and their GPA leads to probation or suspension status, the candidate is referred by the registrar to the Department of Counseling and Psychological Services which sends an email to discuss Governing Board Certification 55 2016-2017, records are evaluated, and they are recommended to repeat courses with a D or F, the academic plan form is completed, and workshops are offered on; study habits, motivation and self-esteem among others, finally refers to psychological services, tutoring program and Law 51 service, according to the need identified (evidence 3.2.7)

These administrative procedures have allowed our graduates for the last three years in EPP programs to graduate with an overall average of 3.26 The retention rate for PEEL candidates, and has allowed us to achieve an average of 61% retention for the years 2017-18, 2018-19, 2019-20 in the EPP and PEEL programs (evidence 3.2.8).

Component 3.3 Additional Selectivity Factors

The UPRA-EPP Conceptual Framework provides the structure for the EEP and PEEL programs at the K-6 level, as well as the basis for the development of knowledge, skills and dispositions that a teacher candidate must possess to teach in various

educational settings. Teacher candidates are expected to possess and demonstrate knowledge and understanding of diverse family cultures and recognize the value of working collaboratively with parents and families and others within the broader community through their educational practices.

The key components of the programs presented in the UPRA-EPP Conceptual Framework are evident in the courses, fieldwork, clinical practices, and evaluations. Indicators of graduate education competencies are aligned with state professional standards and institutional norms (evidence 1.1.10)

Professional skills and provisions

The competencies of EPP teacher candidates are congruent with the mission and objectives of the UPR and UPRA. These competencies visualize teacher candidates as educators who encourage students, are creators and builders of their learning, are committed to promoting knowledge, skills and dispositions; recognize diversity and the use of technology. The competencies of candidates at UPRA - EPP are also aligned with the principles of the New Interstate Teacher Evaluation and Support Consortium (InTASC) Council for the Accreditation of Educator Preparation (CAEP), Society of Health and Physical Educators (SHAPE), and the Competencies of Teachers of the Puerto Rico Department of Education (PRDE).

EPP candidates will demonstrate all ten competencies, three dispositions, six skills and six competencies to address diversity (evidence 3.3.1) through the curricula for the two programs: Bachelor of Arts in Elementary Education and Bachelor of Arts in Education with a concentration in Physical Education for the Elementary Level. The unit is committed to promoting the professionalism and disposition of teacher candidates through the programs and their participation in various professional development activities.

Commitment to Diversity

UPRA- EEP recognizes its commitment to diversity and established its Diversity Statement in 2007 when the first cycle of professional accreditation began and was approved by the unit's faculty. The term diversity in the for the EPP is defined as: The integration of a group of people with similar or different characteristics in relation to their ethnic origin, race, sex, gender, religion, socio-economic status, exceptionality, language, sexual orientation, geographical area, personality and other differences.

UPRA - EPP prepares its teacher candidates to respect diversity and enables them to address educational needs in a diverse context, as education programs must face the challenge of educating diverse populations considering their cultures, and historical context. Teacher candidates can design educational experiences that respond to the needs of all students that impact, consider the multiple intelligences and learning styles of their students. In addition, they can integrate a variety of creative teaching strategies to promote meaningful experiences for their students. While developing their knowledge, they put into practice their professional skills and develop the 10 competencies outlined in the conceptual framework (evidence 3.3.2).

Component 3.4 Selectivity during Preparation

In order to evidence the development of the professional competencies, skills and dispositions established in our programs, five transition points are used and in each of them different types of assessments are used that are aligned to the standards of InTASC, CAEP, SHAPE, PRDE and Professional Competencies of the Candidate he UPRA- DE master (evidence 5.1.3). These points start at the admission to the program with a minimum average of 2.50, the second transition point is the admission to the pre-practice where the candidate to teach the EPP program must have a minimum average of 2.50 in the courses of teaching methodologies, and have performed the integrative activity for the course EDES 4006; the requirements for PEEL candidates are: to have a minimum average of 2.50 in the courses of teaching methodologies and have performed the integrative activity for the course EDES 4006. At this stage, the teacher candidate must apply to the academic advisor for the seminar course (evidence 3.4.1) the third transition point is teaching practice, the EPP program uses the rubric to evaluate planning, formative evaluation for EDPE 4025 and EDPE 4340 courses, and while for PEEL candidates the rubric is used to evaluate teaching planning, formative evaluation and innovative activity, the fourth point is the evaluation of the candidate by the UPRA registrar where he/she must have finished with a minimum average of 3.00 for both programs, the fifth and last transition point is the assessments used by the unit to complete the assessment process, both programs use the survey of teacher candidates, graduate supervisors, cooperating teachers, the PCMAS result and the result of the survey used by PCMAS. No teacher candidate can move from one point to the other unless he or she meets the requirements established by both programs.

Component: 3.5 Selection at Completion

While the teacher candidates are enrolled in the seminar course (EDPE 4335 and EDPE 4485) they have the responsibility, along with the EPP PCMAS Coordinator, to complete the application for the teacher certification test (PCMAS) (evidence 3.5.1) after the evaluation performed by the registrar and the PCMAS Coordinator certifies that the candidate meets the requirements established for taking the test by the UPRA-EPP and the EPP. During the semester prior to taking the certification test, the PCMAS Coordinator establishes a review schedule which is offered free of charge by area of emphasis for all candidates who are eligible to take the PCMAS. During this semester, you will begin your review; on the first day you will be given a basic orientation about the test and the procedures to follow to take it. During the seminars of the Educational Clinical Experience (EDPE 4025, 4340 and 4487) provides specific guidance on the test and how to access the online application, individual guidance is provided upon request by the teacher candidate at any time during their career, as well as during the months prior to the test, outreach posters are posted and messages are sent through the institution's email, official social networks and ANEDE media. It is necessary to report that the percent approval of the EEP and PEEL programs on both sides for the academic years 2016-17, 2017-18, 2018-19 were 95%, 92%, 94% respectively placing EPP in the category of excellent and exemplary, which allows us to position ourselves among the best teacher preparation programs at the national level (evidence 1.1.8). When a candidate does not pass some of the parts of the PCMAS, they are called to interview them, find out their needs and the factors that may have influenced their performance during the tests, then they are given the information according to the need identified and it is

incorporated in the reviews of the next academic semester so that they can take the exam again.

Component: 3.6 The candidate has reached a high standard for content Knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 learning and develop.


In order to evidence the ethical behavior, knowledge and mastery of the teacher's professional standards, laws and policies of the profession of the teacher candidates of both EEP and PEEL programs, the UPRA-EPP uses several instruments such as the rubric for evaluating the philosophical essay they write in the course (EDFU 4019), as well as the rubric for the Formative Evaluation of the Teacher Candidate and the Questionnaire of the Cooperating Teacher while the candidates are doing their teaching practice in the courses (EDPE 4330, 4025 or 4487) (evidence 1.1.2).

Standard 4: Program Impact (Initial Programs)

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

1  1.1.6 State Licensure Score (PCMAS) pass rate as reported by College Board.docx

4.1 Completer impact on student growth and learning

2  1.5.4.lista_clasif_ppm_2016.pdf


4.1 Completer impact on student growth and learning

3  4.1.1 EPP Completers Workplace.pdf

4.1 Completer impact on student growth and learning

4  4.1.2 META-PR Results 2018-2019.pdf

4.1 Completer impact on student growth and learning

5  4.1.3 Maps of META-PR Results 2018-2019 by municipality.pdf

4.1 Completer impact on student growth and learning

6  4.1.4 School Report Card-Proficiency level.pdf

4.1 Completer impact on student growth and learning

7  4.1.5 Anuario Estadístico del Sistema Educativo 2015-2016.pdf

4.1 Completer impact on student growth and learning

8  4.2.1 CARTA CIRCULAR 06-2019-2020.pdf

4.2 Completer effectiveness via observations and/or student surveys

9  4.2.2 evaluaciones egresados.pdf

4.2 Completer effectiveness via observations and/or student surveys

4.3 Employer satisfaction

10  4.3.1 Datos CAEP AUTOESTUDIO CUESTIONARIO A PATRONOS.pdf

4.3 Employer satisfaction

1 4.3.2 Employer comments.pdf

1
4.3 Employer satisfaction

1 4.4.1 informe_egresados_2014_2015_2016-rev.pdf
2

4.4 Completer satisfaction

ii. Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.

4.1 How our completers are contributing to their students' learning?

The EPP recognises that all students have the right to receive a quality education, which is why EPP goal is to prepare candidates who meet all the tools to strengthen and impact student learning. That is why the EPP have prepared candidates with the necessary requirements to obtain the teacher certification, a requirement established by the state to practice. The PRDE has as one of the requirements to grant the teaching certification that the candidate approves the PCMAS. EPP has achieved that the finalists of the academic years 2016-2017, 2017-2018 and 2018-2019 obtain an average score of 100.7 points, so we are complying with this requirement and placing ourselves in the Exemplary category (evidence 1.5.4). Another of the requirements established to obtain teacher certification is that every candidate must graduate with 3.00 or more of a general and specialty GPA (evidence 3.2.4 Puerto Rico Teacher Certification Regulation number 8146, dated January 25 2012). For this reason, our EPP has met this requirement, achieving that our candidates from the academic years 2016-2017, 2017-2018 and 2018-2019 graduate with an overall average of 3.26 and a major average of 3.59 (evidence 1.1.6). This shows that we prepare candidates with the necessary requirements to obtain their teacher certification and with the necessary tools to have an impact on the learning of their students.

However, PRDE does not have an accessible tool to identify where are working our completers, making it more difficult to find how our completers are impacting their students. That is why we carry out a search to identified them through phone calls, emails and social networks. In total, we were able to identify 104 completers, of which 44 % are working in private school, while 21 % of completers are working in public school. Moreover, 12% of completers are working in federal programs such as Head Start & Early Head Start. Finally, 13 % of completers are working in public or private schools in the United State, 7 % is working on other areas related to the educational preparation, and another 3 % are working in Day care. Moreover, data shows (n = 104) that 80 % of the completers that are working correspond to the academic years 2017, 2018, 2019 and 2020, while 20% corresponds to completers of previous years (evidence 4.1.1).

To see the impact of our completers on their students, we use data from the META-PR tests of the academic year 2018-2019. These tests measure of the students' academic achievement based on the Spanish, math, science, and English as a second language curriculum. These standardized tests began in 2016 with a pilot program per subject and each year a subject was integrated until the 2018-2019 academic year the aforementioned subjects were implemented. META-PR results of the students are categorized into the following Proficiency levels: Pre-Basic, Basic,

Proficient, and Advanced. The 21% of our completers work in the PRDE, of which 79.1% are working in the Regional Educational Office (REO) of Arecibo, 8.3% in the REO of Bayamón, 4.16% in the REO of Ponce, another 4.16% in the REO of Caguas and 4.16% in the REO of San Juan (evidence 4.1.2 and 4.1.3). To see the impact of our completers on their students, we analyzed the results of the META 2018-2019 on a PRDE website. This web site is an interactive tool that allows parents, teachers, and administrative staff of public schools in Puerto Rico to see how their school's performance compares to others in the country. Schools' performance is scored based on the results of standardized META tests, the College Board, and the graduation rate. If we look the map of META Results at ORE Arecibo, their students are into the excellent, good, and regular categories (evidence 4.1.3). Regarding the results of the META-PR (2018-2019) by subject, we can observe that, in the subjects of Spanish, mathematics and English, the students of the Arecibo educational region office (REO-Arecibo) obtained the highest results, compared to the others educational regions. In the area of Science, although the results of the Arecibo educational region were not the highest, they are still above the island average and the annually average results of META (Evidence 4.1.2 and 4.1.3). This demonstrates the impact of the completers that are working in the Arecibo educational region, in addition to the impact of our teacher candidates who carried out their methodology's labs, pre-practice seminars and their teaching practices in these areas. To see the data of each school where our completers are working, PRDE created a link on the page where you can search for the school report card (evidence 4.1.4). Therefore, we reviewed the School Report Cards of each of the schools where our completers are working and the average obtained by subject was taken. The proficiency level in math was 40.6%, in English 48.4%, in Spanish 53% and in Science was 60%. If we compare these results with those of the whole PR, we can see that the students of the schools where our completers work, they obtained results above the island level average. On the other hand, the schools where our completers are working, surpassed the PR average and the annual META in the science subject. On the other hand, we also analyze the results of the proficiency level of the United States schools where are working our completers. We can observe that in the subjects of English and mathematics results were obtained below those of the district, and only in science the results of the students were higher than those of the district (evidence 4.1.4).

However, it is important to emphasize that 44% of our completers are working in educational entities of the private sector. Students in the private sector take the Learn Aid standardized educational tests. According to the most recent data acquired by the Puerto Rico Institute of Statistics, (academic year 2015-2016), between 62% and 67% of students in all grades were proficient in the subjects of Spanish, English, reasoning not verbal and math. On the other hand, the average scores obtained in the University Admission and Assessment Tests (College Board), both the public and private sectors obtained higher scores in English, while in the other subjects the private system obtained higher scores compared to the public sector (Evidence 4.1.5). However, there is no data on the academic achievement of students in the private sector for subsequent years.

4.2 Indicators of Teaching Effectiveness:

PRDE established an evaluation system for teachers and administrative staff to identify and recognise strengths and accomplishments, as well as challenge areas to provide support, monitoring, and professional development, as needed. It consists of two formative evaluation visits and a summative evaluation. The evaluation criteria are divided into 6 categories: Planning (criteria 1-4), Teaching-learning process (criteria 5-13), Learning evaluation (criteria 14-17), Duties and responsibilities (criteria 18-29), Results of Meta tests and / or special project (criteria 30 - 33), plus an additional Effort Bonus (criteria 34 - 36). The performance level is determined using the categories: Exemplary (100 - 90%), Proficient (89 - 80%), Minimal (79 - 70%), and Inadequate (69% or less) (evidence 4.2.1). However, this data is confidential and the PRDE does not share it. Therefore, we identified completers who voluntarily shared them with us. In total, four evaluations were collected: two from EEP completers and two from PEEL (evidence 4.2.2). In the results of their evaluations, our completers were classified as Exemplary under all criteria: Planning (100%), Teaching-learning process (99.8%), Evaluation of learning (99.6%), Duties and responsibilities (98%) and Results of the META tests and / or special project (100%). In addition, two completers received bonus points for integrating with a teacher from another subject and using Problem-Based Learning (PBL or PBL) with their students, also they obtained bonus point because the school demonstrating growth in the academic achievement of its students through the results of the META PR or META PR Alternate tests. Also, they received bonus point to evidencing the attendance record of students in the Student Information System (SIE) in 90% or more of the school days. On the other hand, the strengths of our completers were highlighted, such as: presenting knowledge and maturity in the processes required by PRDE, having the strategies for handling in the classroom, showing all their planning and plus facilitating different opportunities for the student will demonstrate what they have learned.

Regarding the areas of challenge for improvement, the completers were recommended to continue with the PBL projects that they worked in conjunction with other teachers, in addition to recommending the non-classroom physical education teacher to coordinate with another teacher for the use of a classroom and technology. On the other hand, in the area of specific actions, the completers were recommended to continue participating in the professional improvement activities coordinated by PRDE. Finally, in the additional observations area, cooperation and participation in school processes were highlighted, in addition to the fact that the students of the completion were observed happy and motivated to take the class.

Overall, EPP completers were evaluated within the Exemplary category, which means that they demonstrated optimal mastery of the effective management of educational practices and behaviours and that they exceeded what was expected of their performance. In addition, they have the ability to positively influence others, they are active members within the work group and their efforts are aimed at achieving academic excellence. Due to the above, the completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. Likewise, we obtained one evaluation of completer that is working in private school, which obtained an excellent rating on all criteria: classroom environment, planning, class development, emotional environment and administrative aspects. Similarly, we obtained three evaluations from completers that

are working at USA schools, and which also obtained excellent final score as Highly effective categories (3.3) , 3.90 / 4.00 (97.5 %), and 34/96 (94%) respectively.

On the other hand, EPP plans to carry out a case study, in which finalists from both programs can be included and who work in the public and private sectors. We want to measure the impact that completers have on their students, as well as see if they are effectively applying the knowledge, skills, and dispositions. At this time, we are delayed by the earthquake of January 6, 2020, which caused the closure of some schools, in addition to the delay in the inspection and reopening of others. After this, a new closure due to the COVID-19 pandemic. Therefore, as soon as the executive order of the Governor of Puerto Rico allows it, we will proceed to carry out the case study.

4.3 Satisfaction of employers

EPP created a questionnaire to measure the satisfaction level of employer. Our plan was to go in person to the public and private schools where our completers are working, but due to the COVID-19 pandemic public and private schools are closed by executive order of the governor of PR. Therefore, we use email to communicate with employers and explain our purpose to administering the questionnaire (evidence 4.3.1). However, despite having followed up by email, the response has been low and we have only received three out of twenty questionnaires that were sent. Collected results show that 100% of employers are from private schools, of which 75% have six graduates from UPR at Arecibo, while 25% have only one. The time that the completers have been working in that place fluctuates between 8 months and two years. On the other hand, 100% of the employers indicated that they are totally agree or agree that the completers possess:

- . an extensive development of knowledge in the subjects that they teach
- . critical understanding of how to work with diverse populations and problem solving
- . skills of daily planning contemplating the strengths and weaknesses of students
- . skills to use a variety of strategies that promote the learning of the regular population and children with special needs.
- . knowledge, skills and disposition to manage discipline in a classroom.
- . leadership and professionalism through development of activities with students from the levels K-6 and also with the school community.
- . skills of oral and written communication.
- . provisions and promotes attention to working with diverse populations.
- . Demonstrates a broad development of the subject matter knowledge that they teach.
- . incorporates planning activities that respond to the physical, cognitive and emotional aspects of the child, demonstrating its knowledge in the child's development.
- . takes into account the special needs of the child when he/she is planning activities.
- . develops creative teaching strategies and non-traditional styles to work with their students.
- . uses technology effectively as a means of teaching and learning technology as a means of teaching

and learning.

On the other hand, 75% of employers indicated that they are fully agree that completers have a critical understanding of how to work with diverse populations and problem solving, while 25 % indicated that they are neutral on this criterion. Nevertheless, we can also see the level of satisfaction of the employers in the completer's evaluations. The comments to our completers in their evaluation were the following (evidence 4.3.2)

. Employer comments 1: "The completer shows your planning during the first school semester. Use differentiated instruction and involve all students in activities. It plans as established by the PRDE, evidences in it the use of the standards and objectives, as well as evidence of the assessments worked in class. It promotes participation, integrates other subjects, in addition to reteaching and practicing what has been learned"

. Employer comments 2: "The completer complies with submitting the weekly planning to your immediate supervisor. Encourages an environment of respect. It offers monitoring of student learning creating creative solutions from different points of view. Connects the lessons with other topics. Has absolute command of group control and the subject matter that he/she teaches".

. Employer comments 3: "I was so impressed with the high level of expectations for students in this class (socially, emotionally and academically). There were high expectations and high supports. Sr. XXXX was asking for complete sentences, modeling language, asking for complete sentences, modeling language, asking for recasting of students. It was rigorous and appropriate for the grade level". "Thank you, Mr.,XXXX, for believing in our tigers, our bilingual program, and for giving us your talents. I hope you have a long and very successful career at Oyster Adams!"

. Employer Comments 4: "Completer remains firm and in control of his/her group". "The teacher-student relationship is one of respect and good understanding

Data show that employers are satisfied with the work made by our completers and this is demonstrated by the comments and the scores awarded in the evaluations (evidence 4.2.2). However, we will continue to collect the employer questionnaires to have a significant sample for the visit in April, 2021.

4.4 Completers satisfaction

Regarding the satisfaction of our completers, the Office of Planning and Institutional Research (OPIR) conducted a survey to our completers of academic years 2014, 2015 and 2016 evidence 4.4.1 in Appendix H). Of the completers who answered the survey (N = 14), 66.7% described that their current employment situation as a full-time employee. Regarding the time they have been working since they graduated, a group of 33.3% (4) indicated that it has been two years. 75% (9) work for private companies. For their part, 50% found very little difficulty in finding employment and the majority (83.3%) got a job related to their academic preparation. Regarding the importance of their preparation, 91.7% indicated that the degree was a requirement to fill the position and 83.3% considered that their studies were very useful for the performance of their duties. In general, 100% evaluate the academic preparation received to compete in the labor market as excellent and good. In terms of job satisfaction, they showed great satisfaction with the employment experience (78.6%) and with obtaining a job related to their preparation (71.4%).

Regarding the type of school, 70% are working in private schools and most of the schools belong to the Arecibo school district. The distribution of grades taught was at the preschool level (35.7%), other elementary education in level 4-6 (28.6%), and another 7.1% did it from K-12. In addition, 7.1% indicated that they hold an admiring position of Athletic Director. EPP prepares students for teacher certification, and PCMAS results are an important indicator of learning assessment. Of the 14 completers surveyed, 100% took this test, of which 92.6% indicated that they have the teacher certification. Regarding the general knowledge areas of the exam, 28.6% indicated that the greatest difficulty was science and mathematics. It should be clarified that previously (completers from 1999 to 2001) had indicated that it was English. Now English was categorized by 21.4% of the graduates as quite difficult. In the area of professional knowledge, 28.6% of the completers indicated that they faced the greatest difficulty in the fundamentals of education, followed by 21.4% who indicated that they were the evaluation methods.

The level of satisfaction with academic preparation was due to the fact that the degree obtained has served as a solid base to be able to continue advanced studies (100%), since the job requirements are in harmony with the knowledge offered in the degree obtained (92.8%). Likewise, 78.6% would enthusiastically recommend their area of specialty to students who are beginning studies at UPRA. On the other hand, they indicated being very satisfied and satisfied in all communication skills, except understanding written material, speaking and writing effectively in English, which showed a lower level of satisfaction of 78.5% and 85.7%, respectively. Also, the vast majority expressed being very satisfied and satisfied with all the skills related to information and research. In addition, 100% indicated that they were very satisfied and satisfied with the general aspects. Regarding how the program has contributed to your professional development as a teacher, the three areas that obtained 100% were: attention to the different needs of students in the classroom, theoretical and practical knowledge in the different subjects of teaching, and teaching planning.

These data demonstrate that our EPP completers are satisfied with the knowledge and skills necessary to make an impact on their students. Currently, OPIR is administering the questionnaire to the completers of the academic years 2017, 2018 and 2018 (evidence 4.4.2). Therefore, the data will not be available at the time of submitting our self-study. This evidence will be available at the site visit on April, 2021.

Standards 5 and A.5: Provider Quality, Continuous Improvement and Capacity

i. Evidence/data/tables. Upload each item of evidence under the appropriate component(s) of the standard.

1  3.1.3a Curriculum EEP.pdf

5.3 Results for continuous program improvement are used

2  5.1.1 Institutional Assessment Plan_ Cert. 2002_03-42 pdf

5.1 Effective quality assurance system that monitors progress using multiple

measures

3 5.1.2 Nichols Assessment of Learning Template_UPRA.docx

5.1 Effective quality assurance system that monitors progress using multiple measures

4 5.1.3 EPP_Transitions Points.docx

5.1 Effective quality assurance system that monitors progress using multiple measures

5 5.14

└─5.1.4 EPP Assessment Plan and Assessment Reports

└─5.1.4_Assessment Plan_ Jan - May 2018 EEP.docx

└─5.1.4 _Assessment Plan Jan_may _2018 PEEL_.docx

└─5.1.4 Assessment Plan EPP_2018-19.docx

└─5.1.4 Assessment Plan EPP 2019-20.docx

5.1 Effective quality assurance system that monitors progress using multiple measures

6 5.1.5 EPP Faculty Meetings CAEP.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

7 5.2.1 UPRA_Catalog_2016-2020.pdf

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

8 5.2.2 Academic Senate Cert. 2019-2020-17.pdf

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

9 5.2.3 Content Validity Photos

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

10 5.3.1 Revised Demonstrative Class Rubric .docx

5.3 Results for continuous program improvement are used

11 5.3.2 Curricular revisions

└─UCordova a WQuinones Aprob KmbMnrBaArtesEducElemntl-F-.pdf

└─Courses modality change

└─Courses modality change 2.pdf

5.3 Results for continuous program improvement are used

12 5.4.1 Annual Reports link 2019-2018-2017.docx

5.4 Measures of completer impact are analyzed, shared and used in decision-making

1 5.5.1 Advisory Board Meeting Aug 14- 2020 .pdf

3

5.5 Relevant stakeholders are involved in program evaluation

ii. **Analysis report. Write a narrative that delineates the connection between the evidence and the Standard.**

5.1

UPRA- EPP maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-6 student learning and development. The Assessment System Procedures established in 2006 in preparation for NCATE first accreditation cycle, serves as the guide in which the EPP describes unit endeavors to assess its operational processes. The EPP assures a systematic quality engagement in a continuous improvement process that is sustainable and evidence-based with the primary goal of increasing teacher candidate and completer effectiveness in the classroom as reflected in Standards 1 through 4. The assessment plan uses inquiry to establish program priorities, enhance program components, and test innovations to improve learning and development among P-6 students impacted by UPRA -EPP prepared teachers. UPRA institutional policy requires every department, program, and organization to develop a strategic plan for improvement which includes professional accreditation when applicable. The institution is committed to the continuous improvement of the learning and teaching processes. The academic departmental plan is aligned to the UPRA Strategic Plan which in turn is aligned to the UPR Strategic Plan. To that effect, an assessment procedure has been put into place that makes it possible to gather systematic and constant information about the Institution's effectiveness and efficiency. UPRA's assessment processes are based on the Strategic Plan designed by the Office of Planning and Institutional Research (OPIR), the Institutional Assessment Policy (UPRA Senate Certification 2002-03-42), the Institutional Assessment Plan and evaluation criteria set by accrediting agencies (Evidence 5.1.1). In addition, the Institutional Assessment Plan responds to institutional mission, goals, and objectives. Assessment of learning is under the purview of the Dean of Academic Affairs (DAA) who is answerable to the Chancellor. The DAA designates an institutional Learning Assessment Coordinator to provide orientation and to provide direction to all activities related to the assessment of learning. The academic departmental chair is who designates the accreditation coordinator and departmental assessment coordinator. The Assessment and Accreditation Coordinators are comprised of teaching faculty, who design and develop the departmental assessment plan. Each assessment coordinator becomes in turn the department's representative before the Institutional Assessment Committee. The assessment committee works alongside the Chair in drafting assessment plans, organizing activities, analyzing results, and identifying corrective actions. UPRA-EPP Assessment Committee has put in place a comprehensive assessment system that collects and analyzes data on the performance of teacher candidates and program graduates, as well as on EPP operations. Since its inception, the assessment system has undergone modifications, refinements, and customization. UPRA assessment system was envisioned as and is treated as a dynamic, formative process. Annually the assessment coordinator with faculty reviews the instruments, analyzes collected data and the system itself to improve the program, the data collection and analysis, and the assessment process using available technology to increase efficiency. All the data are presented in a (annually) Assessment Day, coordinated by the DAA and the Institutional Assessment

Coordinator.

At the EPP level a biannual assessment is made in a selection of courses in which the performance of the students is monitored. Data is collected from each selected course, throughout Nichols Assessment Template (Evidence 5.1.2); an analysis is made at the end of the semester and corrective actions are taken if necessary. Then, an assessment report is made and discussed with the faculty. In addition, on each semester the EPP in coordination with the Teacher Candidates National Association called (ANEDE, in Spanish acronym), offers talks, forums, conferences and workshops that allow the professional development of the teacher candidates. The assessment system is based on the UPRA-EPP Conceptual Framework and competencies. The Conceptual Framework and competencies are consistent with, Puerto Rico Professional Standards for Teachers, CAEP standards, and Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers (InTASC, 2013 (Evidence 1.1.1) assure that candidates develop the knowledge, skills, and professional dispositions required to be an effective teacher in Puerto Rico and in mainland school systems. EPP employs an evaluation system to continuously improve the performance of teacher candidates and identify their strengths and weaknesses. In addition, an assessment system is used to monitor proficiencies by way of Proprietary Assessments Rubric and Transition Points. Our transition points are: (1) at entrance level all teacher candidates combined appropriate GPA of High School should be at least 3.00 out of 4.00 and a general admission index of 2.40-275; (2) in all methods courses teacher candidates must pass the course with a GPA of 2.00 but in all the demonstration class rubrics the score must be at target/outstanding or acceptable levels; (3) in clinical practice they have to pass the course with a grade of A or B and (4) before graduation must possess a GPA of 3.00, (5) at exit level PCMAS it will be 85% pass score or higher, see (Evidence 5.1.3) for EPP transition points details.

One of the primary uses of data is for decision making, not only regarding the development of courses, revision of curricula, including curricular sequence and the creation or revision of instruments, but also for improving candidates services and maintaining an ongoing monitoring of their performance, in addition to program operations quality and unit assessment. Furthermore, faculty members can see how teacher candidates perform on the various assessment tasks in relation to the standards being assessed. The assessment system also structures an annual review of data from all the transition points. As part of this program overview, faculty members consider if the data indicates that short- or long-term changes in the programs are needed. Further, faculty annual evaluation data are a part of the assessment system. Data about performance in teaching, service, and leadership are shared with faculty, leads to professional development opportunities to strengthen areas of weakness.

Some of the activities carried out by the EPP for continuous improvement are based on assessment findings. The EPP quality assurance system embraces national, professional, and state standards and expectations, and the legal requirements of the teaching profession as well as reflects its own vision and conceptual framework.

UPRA -EPP work as a team to make their programs better and continue to prepare the most effective teachers on the island and beyond; see (Evidence 5.1.4, 5.1.5). To ensure program quality, EPP collects data from program completers using a survey to measure their opinion of the programs. The program also uses results of PCMAS to determine if candidates who complete programs at UPRA-EPP met

professional, state, and unit performance standards. This is done through a survey of employers and alumni by way of the Educational Clinical Experiences Program. Another source of data regarding the quality of the program is the state licensure exam, which has demonstrated that UPRA-EPP teacher candidates exceed the expectations on the test, see (evidence 1.1.6 and 1.1.2).

In summary, EPP monitor candidate quality and progress through five transition points with cumulative GPAs, GPAs in education courses, GPAs in major, and the scores in all assessments described in evidence 5.1.3 and standard 1. The Teacher Candidates Exit Survey, the Cooperative Teachers Surveys, Employer Surveys, Alumni Survey, the Puerto Rico Teacher Certification Tests and META PR test and employers evaluations provide qualitative and quantitative data that the EPP analyze to measure the quality of their completers and their programs.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

The education courses and major GPAs are relevant, cumulative, and as requisites for methodology and teaching practice, clearly actionable, see (evidence 5.2.1 and evidence 5.2.2.) Assessment instruments respond to course content and intend to demonstrate whether the mission and vision of UPRA's Department of Education is being fulfilled. The objectives of the course identify the indicators or criteria to be worked on in that appraisal, which must be aligned to the competencies of the candidate for teacher, to the standards of the accrediting agencies, InTASC and PRDE. The EPP's assessments have been revised according to recommendations offered by faculty and teachers as well as from professional organizations ACEI and NASPE through the program review process. The Clinical Practice Experience Program rubrics are being one of the wide program assessments has been subjected to in depth revision processes including content validity process and discussion by experts. The Teacher Candidate Formative Evaluation Instrument and the Rubric to Evaluate Planning were designed and are used to assure that candidates develop and demonstrate all the skills knowledge and dispositions needed to teach effectively. The construction and validity of content of the Teacher Candidate Formative Evaluation Instrument and the Rubric to Evaluate Planning received feedback from cooperative teachers and school directors as our stakeholders; (Evidence 5.2.3). All the rubrics take into consideration the content established in the professional standards, (InTASC, CAEP K-6/SHAPE, PR professional standards). After administering and tabulating the different assessments are evaluated by a descriptive statistic (mean and percentage) to demonstrate the operation and compliance of the EPP according to the criteria and scales established in the headings or instruments. The Completer Survey administered by the Office of Planning and Institution Research (OPIR) is a survey used in the majority of other OPIR at the UPR system. Finally, the College Board® develops the PCMAS survey and the Puerto Teacher Certification Exams in response to Puerto Rico Department of Education requirements and uses the standard statistical measures to assure their validity and reliability.

5.3* Continuous Improvement: The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

An important part of the assessment process is to implement changes in line with the corrective actions submitted in the reports. After compiling all the instruments and making the assessment report, both the Assessments Plan and the Compliance Level Report, these are discussed with the full faculty. When presenting corrective actions, practitioners have the option to evaluate them and make recommendations. From that moment on, action is taken, which can impact one or more teachers with their respective courses. Example of this happened with the evaluation of the courses of Methodology of Spanish and Mathematics. The decision was made to have an assessment activity for all methodology courses with the same heading, so that uniform and comparative results can be achieved. The rubric should be aligned to CAEP, InTASC, and PRDE standards, respectively. In addition, coordination was carried out between the courses EDPE 4335 Seminar, Curriculum and Teaching at Elementary School and EDPE 4025 and 4340 Clinical Practice K-3 or 4-6, Pre-practice and Practice (Clinical Experiences), respectively. It was important that teacher candidates expand the number of classes in real-stage and that the criteria when evaluating in their classes were similar to those that would be considered in the Clinical Experience. (Evidence 5.3.1).

The assessment has also facilitated decision-making regarding course scheduling. The course of EDPE 3116 Teaching of Sciences in Grades 4-6, was offered in periods of one hour three days a week; it was determined that methodology courses should be offered in hour-and-a-half times, to maximize the use of time, especially in demonstrations. In addition, other determinations have been made such as reorganization in the curriculum sequence, CIIN 3001, CIIN 3002 and CIIN 3003 and CIIN 3004 are moving to the second year., EDPE 3129 Microcomputer in Education, moves before TEED 3025, and the course EDPE 3097: Teaching music, moves to prevent students from having 21 credits in a semester see, also modality changes are implemented (evidence 5.3.2). A corrective action in terms of student services was to re-establish compulsory academic counseling to facilitate guidance and help them make effective use of time. Another administrative process that has improved is the course validation process. The content expert faculty is usually assigned to evaluate the validation request for the course requested by the student. Positive feedback from students has been received from this process to this implementation. As soon as the teacher candidates' exit questionnaires, the need for guidance on how to obtain their license and how to be certified in other areas of interest was evident and it was decided that this would work in the Counseling. In addition, talks on postsecondary studies in related areas have been coordinated with the Association of Education Students (ANEDE) (Evidence 5.1.4).

5.4.* Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

EPP eight (8) outcome and impact measures and their trends are posted on the EPP website <http://upra.edu/educacion/acreditacion.html> for the past three consecutive years. In summary, impact on P-12 learning and development show the results of the META-PR for the academic year, 2017-2018 and 2018-2019 show that in the areas of Spanish, mathematics and English, the students of the educational region of Arecibo obtained the highest results compared with another educational regions (see standard 4). Regarding the Science area, although the results of the Arecibo

educational region were not the highest, they continue to be above the island average and the average of META results annually. This shows the impact of the completers who are working in the educational region of Arecibo, in addition to the impact of our teacher candidates who carried out their methodologies laboratories, pre-practice seminars and their teaching practices in these areas. Indicators of teaching effectiveness, the data shows that 58.6% of our completers are working in private school, while 26% of completers are working in public school. Moreover, 12% of completers are working in federal programs such as Head Start & Early Head Start. Finally, 1.7% of completers are working in Day Care and another 1.7% is working on another works related to the educational area. On the other hand, for the past three years we had 113 completers reported through the Annual Report, which 37 (34%) are placed in a school scenario with excellent evaluation. From the data collected at least a 1/3 of completers are hired as teachers. Data analysis of employment satisfaction survey, using the cooperative teachers and school principals survey indicates the professional competencies shown by teachers and teacher candidates of the EPP from University of Puerto Rico in Arecibo. Some highlights are: 100% of our completers have comply with the ten (10) competencies are on the outstanding or achieved levels. It is apparent from the data evaluated, that UPR-Arecibo teacher candidates practice all the professional competencies of UPRA EPP. This data is consisted with previous years and with Classification of Teacher Preparation Programs of Puerto Rico which is excellent since 2016. Taking into consideration the satisfaction of completers, the data analyzed is a synopsis of the questionnaire administered in 2017-18 by the Office of Planning and Institutional Research to the total of program completers from 2014-2016. The premises included are those applied to education program completers. In terms of overall satisfaction, 100% of completers are very satisfied and satisfied with the academic formation received. As for the quality of the courses 94.1% express satisfaction with them. The 100% also feel prepared in terms of the use of technology in the classroom and the quality of teaching received. 94.1% of completers think that it would not change the curriculum of Elementary Education Program or Physical Education for the Elementary Level Program. Completes Survey from 2017, 2018 and 2019 will be administered next fall when COVID-19 pandemic situation gets stable. In terms of graduation rates for AY 2018-19, PEEL obtained 16% for cohort 2012. Puerto Rico has been suffering so many social, and economical issues due hurricanes Irma and Maria. Later in January 2020 an earthquake of 6.4 hits the southwestern region of the island. Many teacher candidates have dropped college or migrate to the US. Another situation that impact EPP is our public-school system have closed almost 300 school ordered by PROMESA Act. Many candidates are not motivated to continue in college or pursue reclassification to other academic program. However, for EEP was a slighted increase of 3% if it compared with last year. As explained in 5.3, we reestablish academic counseling to motivate teacher candidates and to keep track all their academic and personal needs.

For the criteria, ability of completers to met licensing, according to the Regulations for the Classification of Teacher Preparation Programs of Puerto Rico in accordance with the requirements of Title II Program, sections 207 and 208 of the Federal Law on Higher Education; number 7217 of September 9, 2006. The Secretary of Education will qualify the units of the Teachers Preparation Program in the following categories: Exemplary 100- 95 Excellent 94.9 - 90 Satisfactory 89.9 - 75 At Risk 74.9 - 60 Low performance 59.9 - 0. The University of Puerto Rico at Arecibo obtain



a mean of 95.1% that corresponds to the Excellent Classification for the past five years. Single - Assessment level Pass-Rate. Finally, in terms of our student default rates (5.8%) if its compares with other EPP such as UPR Ponce (6.9%) and UPR Bayamon (6.5%) our percent is lower. All these measures are shared and disseminate with faculty, students, administrators, and community university through faculty assembly and in our web page, see (evidence 5.4.1).

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence

Stakeholder/partner involvement School partners, Teaching Practice Centers and the PRDE, are involved by the law and policy letter regulating Educational Practice Experience Centers (see evidence in Standard 2.1), monthly meetings to discuss matters related to clinical experience. Candidate placements and cooperating teacher selection is by agreement every semester (see evidence 2.2.). The Clinical Experience Program offers the Cooperating Teacher Certification course (cursos.upra.edu), the syllabus of which was jointly prepared by, practice center directors, and EPP Faculty and school clinical experience supervisors met to evaluate the revised Clinical Experience Program Instruments and the EPP Conceptual Framework. Teacher candidates evaluates the clinical experience and the program and unit operations, through the Teacher candidates survey see, (evidence 5.5.1). In summary, the UPRA EPP' quality assurance system embraces national, professional, and state standards and expectations, and the legal requirements of the teaching profession as well as reflects its own vision and conceptual framework. The evidence shows that EPP work with the stakeholders to make programs better and continue to prepare the most effective teachers on the island and beyond.

III. Cross-cutting themes

a. Diversity

- 1  1.1.4 Integrated Activity aligned with InTASC Learner and Learning Disaggregated by Programs Area
- 2  Diversity_ Data Analysis_EDFI 4155.docx

i. Summarize the evidence that demonstrates that diversity is integrated across all standards.

UPRA -EPP in the conceptual framework has competencies, aligned with InTASC, PRDE and CAEP standard related to diversity. EPP teacher candidates develop throughout the curriculum in order to be able to attend to diverse populations and to students in their classrooms are: (4) sensitivity to ethical and aesthetic human diversity; (7) the ability to be a creative leader of the learning environments; (8) being a professional able to integrate different nontraditional learning styles in the development of their courses; and (10) being able to design and implement techniques, assessment and evaluation. UPRA-EPP is committed to respecting diversity and to enabling teacher candidates to deal with the needs of students in a variety of settings, by making them able to design and adapt significant educational experiences and nontraditional strategies to ensure that all students learn.

Teacher candidates take part in non-traditional experiences and strategies in such courses as EDES 4006 (Nature and Needs of the Exceptional Child Seminar), EDES 3006 (Diagnosis and Correction Deficiencies in Reading and Writing), EDFI 4155 (Introduction of Physical Education Disabled Children Elementary Level) and in EDPE 4025/4340/4487 (Clinical Experience Courses). In EDES 4006, candidates can intervene with special-needs students of varied ages and genders. Candidates design a non-traditional learning experience using cultural, artistic and play activities to integrate students into active learning and to create, interpret and respond through various manifestations such as formative games, dance, music, theater, and visual arts. In EDES 3006, teacher candidates provide individualized attention to students with reading and writing deficiencies. To help students develop the skills where they show difficulty, candidates adapt the skills to methods comprehensible to the students. Their life experiences, abilities and likes are integrated into the practice of reading and writing skills. As a result, students learn in a natural and fun manner (see evidence 1.1.4).





UPRA-EPP ensure that candidates have numerous opportunities to understand diversity and to adapt their work and experiences with students from diverse scenarios. Each program has aligned its coursework and experiences with the conceptual framework to raise awareness of the importance of diversity in teaching and to learn to adapt instruction for diverse students. In EDFI 4155, candidates take on the roles of students with special needs and learn to appreciate the efforts of these students in their daily lives. Candidates learn to connect with students and to adequately respond to their needs and feelings. As a result, they become able to better adapt materials, equipment's, and activities for the special needs of students (see evidence EDFI 4155 Rubric and photos).

In the Rubric of Demonstrative class in EEP Methods Courses the item # 8.d Evidence to include differentiated education strategies in the planning of its laboratory classes to serve the population of students with functional diversity (special needs), and EDPE 4215 items # 4 Students are impacted in a variety of active, fair and equitable learning experiences and #5, Plans and implements activities that address the diverse needs of students. Furthermore, in the Clinical Practice Courses, specify in the Rubric of Formative Evaluation of the Candidates the criteria's # 1b, 3a, evaluates and address the candidate's competencies in diversity issues.

Through the courses, candidates learn to understand individual differences that surround them in the school community and the need to know strategies and available resources to be effective. Evidence 1.1.14 shows the courses where candidates receive information and experiences to enable them to deal with all aspects related to diversity.

b. Technology

(Places in which the cross-cutting themes of diversity and technology must be explicitly addressed through evidence)

- 1  1.5.1 EPP GPA in Technology Courses Data Disaggregated by Programs Area
- 2  1.5.2 Rubric to evaluate Instructional Module and Portafolio.doc
- 3  1.5.2 a Rubric to evaluate Instructional Modules.doc
- 4  Technology_Cross cutting theme _Evidences.docx

i. Summarize the evidence that demonstrates that technology is integrated across all standards.

To acquire expertise in the use of technology, teacher candidates from both programs take the following courses TEED 3025 (Audiovisual Education Workshop) and EDPE 3129 Use of the Microcomputer in Education. These two required courses provide teacher candidates with techniques in the preparation, selection, and appropriate use of technology in diverse educational communication scenarios, and both include conferences and laboratory sessions. According to evidence 1.5.1 N= 93 (71%) candidates out of 131 of UPRA-EPP teacher candidates completed the courses with the grade of "C" or higher. This demonstrates that the candidates have the skills to use the technology, possess the ability to use it and are capable to use a variety of electronic and information tools in their teaching. Data provides evidence of candidate's success in both courses.

In other professional courses the candidates use technology to create documents, audiovisual presentations, information research and others educational activities to demonstrate their ability to integrate technology in their clinical practice. For example, in Pedagogical Research EEP teacher candidates demonstrate their disposition to use technology and data bases pages. Furthermore, in evidence 1.1.2 which deals with the planning of teaching, candidates obtained an overall average for the EPP of score 2.90 and 2.97 respectively, in a scale of 3.00 of in the use of technology. The data indicates that candidates met or exceed the standards for the use of technology for instruction with students and the subject matter they plan to teach. See evidence about integrating technology into EPP curriculum.

IV. Areas for Improvement (AFIs) from previous accreditation decisions, if any

Previous AFI(s)

(1) [NCATE STD1]The unit does not consistently ensure that candidates in the PEEL program demonstrate the knowledge and skills to help all students learn. [ITP]

(2) [NCATE STD6]The unit has insufficient funding to support faculty professional development. [ITP]

a. Statement of progress and supporting evidence for removing the AFI(s)

(1) [NCATE STD1]The unit does not consistently ensure that candidates in the PEEL program demonstrate the knowledge and skills to help all students learn.

UPRA- PEEL program submitted on March 15, 2019 the Program Report for the initial preparation of Physical Education Teachers SHAPE America 2017 Standards Option A. Due to SHAPE America's decision to withdraw its reviewing role leading to national recognition in the middle of the spring 2019 review cycle, the shells/templates had to be deactivated in AIMS, which made the program reports inaccessible by EPPs. Electronic Communication on August 9, 2019, by Dr. Banhi Bhattacharya- Accreditation Director-Senior Director of Program Review, stated:"As the transition plan, the report can serve as evidence that the EPP has aligned assessments to a set of national standards (SHAPE/PETE) in the area of physical education as a requirement to gather evidence for CAEP Component 1.3 for the current accreditation cycle. In absence of a SPA, the program will Evidence Review of Standard One-CAEP (formerly known as the Feedback Option) - as permitted by your state-- and will make necessary changes in AIMS."To that decision, the PEEL program is submitting current evidence in the spring EPP accreditation cycle in 2021.

2) [NCATE STD6]The unit has insufficient funding to support faculty professional development.

Although Puerto Rico is going through an economic recession since 2006 and is restructuring the Island debt imposed by PROMESA Law, UPR system have assigns funds for faculty professional development. Likewise, UPRA publishes on the official website of the university all those professional development workshops , and in the same way UPR publishes systemic professional development workshops. Therefore, EPP faculty continue being trained in workshops, seminars, conferences, and served as speaker in many professional activities offered by UPRA or in other institutions on and off the island, during the past three years. UPRA - EPP faculty is committed to its professional development and to be a role model for each teacher candidate. For specific professional development activities (Evidence, Table EPP Professional Development by Academic Year). For this AY 2020-21, the UPRA Board of Directors under Certification 2020-21-02 allocated \$ 1,000.00 to the EPP for professional development and if additional funds are needed, the allocation of resources is requested.

To provide an example, some faculty professional activities were: Work shop online-Connectivism Theory in Education; Workshop online Dealing with non-traditional students; Forum: Women and Sport; V International Congress of Psychology and Football in Nicaragua; First Neuroscience Symposium; Lecture: Renewable Energy; Neuroscience and Marketing. These activities, among others, demonstrate UPRA's commitment to the faculty, the faculty with their profession, with the academy, and with its teacher candidates.

b. Overview of evidence in support of removing the AFI(s)

1  AFIs_NCATE ST 6_Faculty Professional Development.xlsx

State Standard(s) Evidence

Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer any questions provided by the state.)

No Evidence found.

Please click "Next"

This is the end of the Self-Study Report. You may log out at any time and come back to continue; your report will be saved.

When you are ready to submit the report click "Next" below. This will take you to the submit button on the next page. Once you click on "Submit" you will not be able to make changes to the report and evidence.