

Evidence 2023.2.1.7: Focal Group Educational Administrators

Evidence Overview

During the discussion and deliberation, the Teacher Preparation Program has outlined several critical facets of its teaching methodology course. It has been established that observations within this course are imperative and must encompass various educational levels, involving a diverse array of instructors. Moreover, the program underscores the importance of emphasizing core classroom management issues to effectively cater to the needs of the diverse student population. A formalized approach is also evident in the stipulation that the list of methodology students designated for school visits be submitted to the school director at the inception of each semester. Furthermore, the program is dedicated to facilitating the induction process of its graduates into local schools, with the school principal holding the authority to determine the specific requirements in this regard. Notably, the unanimous approval of all four points highlights the collective commitment to these principles within the Teacher Preparation Program. This mandate will be corroborated by the minute and sign attendance records.

CAEP Standards

Alignment

Initial

Advanced

2.1

The Evidence

This evidence outlines that the UPRM EPP and PR DEPR have a mutually beneficial co-construction partnership. UPRM EPP incorporates feedback from teachers, school directors, District Superintendents, and PR DOE headquarters in its decision-making, ensuring the program adapts to education sector needs.



Focal Group

School Administrations Attendance

Date: October 19, 2023

Time: 5:00 PM

Room: SAHI 404

Name	Position	Signature
1. <i>Nelson Sosa Medina</i>	<i>Director Escolar</i>	<i>[Signature]</i>
2. <i>William Marías Cortés</i>	<i>Fac. Soc. Math</i>	<i>[Signature]</i>
3. <i>M. Hor. Tomassini</i>	<i>director CROEN</i>	<i>[Signature]</i>
4. <i>Tatiana M. Taylor</i>	<i>Maestra</i>	<i>[Signature]</i>
5. <i>Edna S. Rosa Ayala</i>	<i>Directora Escuelas</i>	<i>[Signature]</i>
6. <i>Sheila Ramos Silva</i>	<i>Consejera Escolar</i>	<i>[Signature]</i>
7. <i>Rodr D. Pérez</i>	<i>Ayudante Especial</i>	<i>[Signature]</i>
8. <i>Samuel Cotto</i>	<i>Dinca</i>	<i>[Signature]</i>
9. <i>Maribell López López</i>	<i>Directora Escolar</i>	<i>[Signature]</i>
10. Soraya Lagare	Directora Escolar	Asistió en Línea
11.		
12.		

Total of Attendees: 10

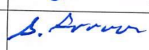
Male: 4

Female: 6

Working in urban schools: 8

Working in rural schools: 2

Directores, Superintendentes, consejeros otros:

Nombre completo	Dirección electrónica y Física	Puesto	Teléfono	Escuela de procedencia	Firma
Abraham A. Rosa Medina	d15156@de.pr.gov	Director Ocupacional III	939-403-7890	Vocacional Agrícola, Soller de Camuy	
Edna S. Rosa Ayala	d40519@de.pr.gov	Directora	787-464-3307	Esc. Especializada Bilingüe Alcides Figueroa de Añasco	
Samuel Cotto	de144817@miescuela.pr	Director	787-546-3950	Vocacional Pedro Perea fajardo	
Maribel López	d48298@de.pr.gov	Directora	987-548-7900	Eugenio María de Hostos	
Ricardo Pietri	pitrefr@de.pr.gov	Superintendente Regional	939-323-8632	ORE de Mayagüez	
William Matos	matosw@de.pr.gov	Ayudante Especial Superintendente Regional	787-240-2481	ORE de Mayagüez	
Flor de Liz Santiago	perezsf2@de.pr.gov	Consejera	787-315-0575	Alcides Figueroa	
Sheila Ramos	de121361@miescuela.pr	Directora	787-546-4373	Mariano Rivera Palmer, Mayagüez	
Ana Martí	de109013@miescuela.pr	Directora	787-2151-0399	Esc. Esteban Rosado	Excusad
Ileana Ruíz	d47084@de.pr.gov	Director		Carlos Gonzales de Aguada	En línea-C
Julio Quiñones	d40022@de.pr.gov	Directora	Esc. Cabo Rojo		Línea
Soraya Lagare	De114074@miescuela.pr Sorayalagare2016@gmail.com	Director	CROEM 787-832-3720	CROEM	
Milton Tomasini	escuelacroem@gmail.com				



Minutes of the Meeting for Educational Administrators

Education department of Puerto Rico

Thursday, October 19, 2023, 5:00 PM in person and through the "Teams" application.

MEMBERS PRESENT:

1. Abraham A. Rosa Medina, Occupational Director III-Vocational Agricultural School Soller de Camuy
2. Edna S. Rosa Ayala, Director-Alcides Figueroa de Añasco Bilingual Specialized School
3. Samuel Cotto, Vocational Director Pedro Perea Fajardo de Mayagüez
4. Maribel López, Director-María de Hostos School of Mayagüez
5. William Matías, Representative of the Regional Superintendent-ORE Mayagüez
6. Flor de Liz Santiago, Special Assistant Regional Superintendent-ORE Mayagüez
7. Sheila Ramos, Counselor-Alcides Figueroa de Añasco Bilingual Specialized School
8. Tatiana Taylor, Representative of the Director-School Mariano Palmer of Mayagüez
9. Milton Tomassini, Director-School Residential Center for Educational Opportunities (CROEM) of Mayagüez

ONLINE MEMBER:

Soraya Lagares, Director-Monserrate de León School of Cabo Rojo

The focal meeting was attended by Administrators, meaning Superintendents, School and Administrative Directors, and advisors from the Department of Education of Puerto Rico. Dr. Santiago Méndez Hernández, Director of the Teacher Preparation Program (PPM) and Dr. Janitza Saavedra, Assistant Professor of the Department of Agricultural Education, were in charge of the meeting of the Focus Group of Administrators of the Department of Education of Puerto Rico.

Dr. Méndez described the purpose of the meeting in which questions were asked and completed. There is a note taker named Grisell Botti, who is not involved in the process and is not within the PPM accreditation steering committee. Dr. Saavedra gave the consent form to all participants. In addition, there was Dr. Soraya Lagares, a member of the focus group connected by line.

Dr. Méndez discussed the questions: What workshops do you need the PPM to provide to the region or school? The PPM Faculty has approached the agency to provide some type of assistance in the induction process of its graduates. What would you propose?

FOCUS GROUP MEETING MINUTES
Educational Administrators
Thursday, October 19, 2023



**University of Puerto Rico
Mayagüez University Campus
Dean of Academic Affairs
Teacher Preparation Program**



Page 2

Dr. Flor de Liz Pérez, "Indicated that teachers are unaware of the recruitment and interview process. The hired teachers do not know what to do on the first day of school. The PPM must establish alliances with academic programs so that the planning process can be programmed and known to guide the teacher. Some teachers look for information, but most are at zero (0). Recommendation, it is extremely important that within this curriculum seminars are offered on the methodology that indicate the steps to follow in the different processes."

Prof. Milton Tomassini, "recommends that there be more communication between programs and schools. In short, he is not being given clinical experiences that describe the organizational culture of the reality we live. Related to technology he has no problems, but when it comes to executing the plan he has difficulty."

Prof. William Matías agreed with colleague and doctor Flor de Liz and with what colleague Tomassini presented. That would add to it. "That they have to work with their students on the regulatory documents of the Department of Education," Dr. Méndez reports that this has already been corrected since he began working as director of the PPM, specifically with the regulatory set for the year 2022. Professor Matías suggested the ten-year plan and Dr. Méndez believes in the ten-year plan with the department of education and other agencies. Which allows for continuity and crossing borders of change with government administration every four (4) years in Puerto Rico. Professor Matías reports that the teachers have knowledge of the subject, but they are not positioned accordingly, but not in the execution. Does Dr. Méndez tell Professor Matías if he is referring to the alignment between the curriculum and teaching methodology strategies? in which he indicates that it is correct.

Dr. Edna Rosa is very concerned about the legal aspects. Curricula are important, but with laws such as the one on institutional abuse, that knowledge is very important in education. Know the special education laws well. Dr. Méndez stated that the course on the legal foundations of education was offered and is being offered again not with a lawyer, but rather with a ED educator who has expertise on the subject.



**University of Puerto Rico
Mayagüez University Campus
Dean of Academic Affairs
Teacher Preparation Program**



The Prof. Sheila Ramos reports that the hired teachers lack knowledge about the school culture of a public school in PR. Referring to classroom management. Recommends shaping the Exceptional Child class, we need them to know what public school special education really is. Dr. Méndez reported that the other Special Education course was added and the only campus that offers the inclusion course. The professor Sheila said that she welcomed two students to the program that she thought were very good. She recommends that the PPM should have an introductory link in the school between the PPM and the DE in order to introduce the culture to the student.

Dr. Abraham Rosa reports that he has not had the opportunity to find a new teacher who has the proper qualifications. The new teachers who are arriving do not have Teacher Certification. In the last five (5) years you have had the opportunity to receive a new teacher. We know that it is a difficult position to recruit, but it is important to train the occupational teacher in turn to identify the expertise of each agricultural teacher. He expresses that there is a generational gap in personality traits. Dr. Flor de Liz presented an example that has had cases where the teacher comes in at 8:00 AM and at 1:00 PM they have presented the resignation letter where what the director indicates is marked. Dr. Méndez expresses his opinion that there is no commitment, that there is no attachment to the employer. Professor Ramos indicates that teachers do not have stamina and resistance and they must work with emotional intelligence workshops.

Prof. William Matías indicates that they are confronting problems that special education teachers are not specialists; there are some who undertake the task of training, but there are others who unfortunately are not interested. Dr. Méndez informs that he has to download it at the DE agency.

Prof. Tatiana Taylor represented Prof. Ana Mártir, School Director, was very special from the beginning and was in the induction process with Taylor. She indicates that a semester is very little time to complete the internship.

FOCUS GROUP MEETING MINUTES
Educational Administrators
Thursday, October 19, 2023
Page 4

The Prof. Maribel López reports that as director, her school draws on the teaching practices of all universities. She lacks more education in the area of special education and more knowledge than the regulations, but also in the



**University of Puerto Rico
Mayagüez University Campus
Dean of Academic Affairs
Teacher Preparation Program**



important part within the school and that is that the practicing student tends to model the teacher. He cannot say that they are not successful students, they are taught everything, and they are provided with whatever they need. The teachers that we have had are very good teachers, and you know it, they go the extra mile but we have also had those little moments that sometimes they do not know how to act in a situation when they are in the practices, they do not know the regulations of students.

Dr. Samuel Cotto, academically, cannot say that it is the best, I do not aspire for it to be the best, I aspire to produce human beings with sufficient capabilities to cope with the world of work, I aspire to have groups sufficiently advanced to be able to enter the College of Mayagüez. He is making many organizational changes to seek favorable results in the target tests. He recommends that coaching workshops be held with students until they can function in the classroom. Whether the quality of a teacher is the same in any town in PR.

We proceed to vote on the agreements and decisions with the educational administrators:

1. The teaching methodology course, observations must be at various levels with different teachers.
2. In the teaching methodology, the core issues of classroom management must be emphasized to serve the diverse population.
3. The list of methodology students to visit in each school is delivered to the director in one go. At the beginning of the semester.
4. The Teacher Preparation Program must commit to going to schools in the region to support the induction process of their graduates. The school principal will determine the need.

The vote was unanimous on all four points.