

UPRM supplemental/addendum evidence for Standard 4

Below is our Addendum narrative, which is a table of responses to the Site Visitor Team’s Formative Feedback Report in the format of the table provided to us by the Site Visit Chair. This table has three columns. Each Standard is formatted as such. The first column, *Feedback/Suggestions*, includes the Team’s comments on evidence needed following the review of our self-study. The second column, *EPP Actions*, are brief narratives to each of the feedback/suggestions and possible AFI’s describing EPP evidence and actions dealing with the specific Site Visit Team’s suggestions for each standard. The third column, *Evidence/Supporting Documents*, lists the attached evidences and supporting documents in response to each Site Visit Team’s suggestions.

Feedback/Suggestions <i>From SITE TEAM FFR</i>	EPP Actions	Evidence/Supporting Documents
Standard 4		
<i>(question or comment from FRR) Sample below:</i>	<i>Response from the EPP to the specific question/comment)</i>	<i>Place the link to the various addenda that the EPP provides supporting the response in previous columns.</i>
There are no items identified as reporting completer effectiveness in P-12 classrooms.	As evidence of completer effectiveness, the only information available is what the DEPR reports by school of the results of the standardized META tests results. 2023.4.1.7 Standardized Test META Results in Schools of UPRM Completers, presents a list of UPRM completers that report working in DEPR’s schools. The reports give a glimpse of the level of achievement their students have being doing during 2022-2023. Due to the COVID-19 pandemic, META was not administered the 2020-2021 academic year.	<ul style="list-style-type: none"> 2023.4.1.7 Standardized Test META-PR Results in Schools of UPRM Completers
2023.4.1.6 - This evidence file notes seven observations for both	The information in 2023.4.1.6 presented the analysis of a survey completed by the completers participating in the	<ul style="list-style-type: none"> 2023.4.1.6: Evaluation Statistics of Completers Survey 2023.

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Group M and F. Analysis is limited to gender and school zone; the description does not provide inclusion criteria, years reported and discipline.	2023 focus group. Inclusion criteria were determined by availability.	
2023.4.3.2 Focal Interview .docx - Does not provide narrative with analysis explaining why this evidence was included. Document is in Spanish, needs translation	The focal group interview with a former student teacher at the UPRM is vital in evaluating and improving the Teacher Preparation Program (PPM). The interview aims to assess the program's effectiveness and gather feedback for program enhancement. It evaluates how well the program equips graduates for teaching roles, seeking to align the curriculum with real-world teaching demands. The protocol followed by the focus groups of teachers and principals is included. Translated to English	<ul style="list-style-type: none"> • 2023.4.3.2 Focal Group Interviews
Evidence 2023.4.3.1 GRA not written out.	Please clarify or explain in more detail what information is requested in the Feedback Report so we can better provide the answer.	--
Evidence 2023.3.3.1.7 Noyce Teacher Program Enrollment of Math and Science Teacher Candidates	Evidence 2023.3.3.7 corresponds to Revised Standard 3 in the self-study report. It is a mistake that was uploaded to Revised Standard 4 part. Please excuse us.	--
Evidence 2023.4.1.2 PCMAS Results It is unclear if Evidence 2023.4.1.2: PCMAS results represents one or multiple cycles of data; see Tables 5, 6, and 7. Data are not disaggregated. Describe the policy which applies to teachers without EPP-experience	The evidence presented pertains to the UPRM Teacher Preparation Program and its dedication to preparing teachers who positively impact K-12 student learning. The program assesses its effectiveness by comparing annual data from the Teaching Certification Tests, known as PCMAS in Spanish, which are mandated by the Department of Education. This data is obtained from the College Board Report and has been compared to data from previous years.	<ul style="list-style-type: none"> • 2023.1.3.3 General PCMAS data analysis 2020-2023

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	<p>The primary purpose of this data analysis is to provide an overview of the program's graduates and the quality of preparation they receive within the UPRM Teacher Preparation Program. Successful approval of this test is a requirement to obtain teacher certification with the Department of Education of Puerto Rico (as referenced in Evidence 2023.4.1.2). This is the format College Board provides the data is not disaggregated. Test takers must allow for their individual data to be shared and not many agree to that. The key finding from the data analysis is that completers of the UPRM Teacher Preparation Programs consistently achieve higher scores on the Teaching Certification Tests compared to the average of the rest of PR's universities. This information demonstrates the program's success in producing well-prepared teachers who excel in the required certification assessments. See 2023.1.3.3 for the General PCMAS data analysis 2020-2023.</p>	
<p>Evidence 2023.4.1.4 Circular Letter 2019-2020 Teaching Evaluation (Spanish).</p> <p>Provide English translation of the document. Confirm this is the latest circular letter from PRDE.</p>	<p>The DRDE Circular Letter 06-2019-2020 is the latest circular letter to establish the policy to evaluate teaching, it is presented in a translated English version.</p> <p>The Circular Letter 06-2019-2020 presents a formal policy outline detailing the evaluation system for teaching and administrative staff within an educational setting. It specifies the evaluation process, including a complete cycle of visits and assessments, with a focus on staff achieving exemplary or competent execution levels. Transitory staff aiming for permanent positions must provide evidence of evaluations and professional development. A satisfactory</p>	<ul style="list-style-type: none"> • 2023.4.1.4 Circular Letter 06-2019-2020 Teaching Evaluation-1

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	<p>evaluation is necessary for staff to be considered for probationary or permanent status. The policy emphasizes non-discrimination, compliance with norms, and may adapt the evaluation process in extraordinary circumstances. The document supersedes previous conflicting policies and mandates adherence to the new standards set forth within.</p>	
<p>2023.4.1.5 Evaluación del Docente: Maestro Ocupacional que ofrece cursos no conducentes a certificados (Spanish)</p>	<p>See the translated English version in 2023.4.1.5a Supervisor evaluations of completers.</p>	<ul style="list-style-type: none"> 2023.4.1.5a Supervisor evaluations of completers
<p>Evidence 2023.4.2.1 Attendance of Focus Group Directors</p>	<p>Please clarify or explain in more detail what information is requested in the Feedback Report so we can better provide the answer.</p>	<p>--</p>
<p>Evidence 2023.4.2.2 Legal Framework and Guidelines</p> <p>Teachers are required to adhere to curriculum guidelines set by the Department of Education to ensure inclusivity, with a strong emphasis on aligning with legal provisions such as the IDEA Act (2004) and Puerto Rico Law 238 of August 31, 2004. Ley Num. 238 del año 2004, (Spanish and English).</p>	<p>See translated to English version in 2023.4.2.2: PRDE Legal Framework and Guidelines.</p> <p>Document presented in 2023.4.2.2 outlines the approach to classroom teaching to promote inclusivity and diversity, with a focus on social, gender, and ethnic aspects. Teachers are required to adhere to curriculum guidelines set by the Department of Education to ensure this inclusivity, with a strong emphasis on aligning with legal provisions such as the IDEA Act (2004) and Puerto Rico Law 238 of August 31, 2004. These laws are designed to protect the rights of individuals with disabilities and uphold the quality of education.</p> <p>Furthermore, the document references Law 85, specifically Article 9.01, section a, which underscores the importance of not discriminating against students based on race, color, sex, origin, or social condition. This legal framework aligns with the principles outlined in Article II, Section 1 of the Constitution of Puerto Rico, emphasizing the commitment</p>	<ul style="list-style-type: none"> 2023.4.2.2: PRDE Legal Framework and Guidelines

Feedback/Suggestions <i>From SITE TEAM FFR</i>	EPP Actions	Evidence/Supporting Documents
	to preventing discrimination in educational settings. The document provides essential evidence (Evidence 2023.4.2.2) to support these guidelines and regulations.	