

# 2023.2.2.8a: Circular Letter No. 04-2020-2021 Operation of the Program of Educational Clinical Experiences

## Evidence Overview

The document outlines significant policies and administrative structures within the Puerto Rico Department of Education (PRDE) focusing on educational clinical experiences. It delineates the governance on the organization and operation of the Program of Educational Clinical Experiences, aiming to integrate theoretical and practical components in educational training. This includes long-term strategies to enhance academic achievement, address student needs holistically, and ensure professional development for educators, through practical learning experiences and partnerships with Higher Education Institutions (HEIs).

Furthermore, the document details specific legal frameworks and responsibilities associated with these educational programs. It references laws enacted to structure and guide these initiatives, such as the Law of Educational Reform of Puerto Rico, and establishes criteria for program participants including teachers, school directors, and counselors. It emphasizes collaborative efforts with HEIs to foster effective communication and creative problem-solving among educators, which are crucial for improving educational outcomes and professional practices within the region's schools.

## CAEP Standards

### Alignment

Initial

Advanced

2.2

## The Evidence

The document details the Puerto Rico Department of Education's policies for integrating theoretical and practical learning in educator training programs through collaborations with Higher Education Institutions to enhance professional development and educational outcomes.



Government of Puerto Rico

Department of Education  
Office of the Secretary

July 31, 2020

**Circular Letter No. 04-2020-2021**

[Signed Document Link](#)

Associate Assistant Secretary, Assistant Secretary for Academic and Programmatic Affairs, Assistant Secretary for Administration, Associate Secretary for Special Education, Assistant Secretaries, Division, Institute and Office Directors, Managers and Assistant Managers, Executive Directors, Area and Program Directors, Regional Superintendents, School Superintendents, Assistant Superintendents, Teacher Facilitators, School Principals and Teachers

## **PUBLIC POLICY ON THE ORGANIZATION AND OPERATION OF THE EDUCATIONAL CLINICAL EXPERIENCES PROGRAM OF THE PUERTO RICO DEPARTMENT OF EDUCATION**

The Puerto Rico Department of Education (PRED) recognizes that the training of candidates for teacher, school principal, professional counselor, among others, hereinafter, the candidates, is an element that has a long-term impact on the achievement of the programmatic goals: 1) improve academic achievement, 2) meet the needs of the student as a whole being, and 3) ensure the professionalization of teachers and administrative teachers. Therefore, the PREP prioritizes the enrichment of practical learning experiences and revalues the knowledge applied in real work contexts. In addition, it supports the integration of theoretical and practical components with reflective, critical and transformative intentionality, to contribute to the experiential learning of the university student in order to improve the academic achievement and integral development of students from prekindergarten to twelfth grade.

Likewise, the PRDE hopes to strengthen communication and collaboration with Higher Education Institutions (HEIs) and their programs for the preparation of teachers, school principals and professional counselors, among others. Therefore, it encourages open and flexible communication that favors mutual understanding, decision-making and creative resolution of challenges, using evidence-based best practices. It also promotes collaboration that enriches, in a reciprocal way, the centers of Educational Clinical Experiences, such as schools, and the candidates to stimulate meaningful and contextualized learning that responds to the inherent needs of the personnel involved and the students.

Consequently, the DEPR, through the Educational Clinical Experiences Program (PECE), attached to the Undersecretariat for Academic and Programmatic Affairs (SAAP), assumes its responsibility for establishing the rules and procedures for the organization and operation of the program.

### **Base legal**

Law No. 85 of March 29, 2018, known as the *Puerto Rico Education Reform Act*, establishes in its explanatory memorandum that:

*[...] Human beings who are educated in the public system must become humanists who are empathetic to the reality and needs of others and the communities in which they live, work and develop; become entrepreneurial professionals and be able to insert themselves into a dynamic global economy. The purpose is to develop critical thinkers with sensitivity and depth; Detached statesmen and women of a resilient character, vertical, genuine and committed to progress.*

Similarly, in Law No. 85 of 2018, *supra*, in article 5.01. – Requirements for Aspiring Teachers, it is stated that:

1. *To become a teacher in the Public Education System, an applicant must possess a Teacher's Certificate in accordance with Act No. 94 of 21 June 1955, as amended.<sup>1</sup> [...].*
2. *Applicants must be certified by completing a pedagogical preparation program, either a traditional or alternative program: [...].*

Law No. 129 of August 5, 2016, better known as the *Law to Regulate the Educational Clinical Experiences Program of the Department of Education of Puerto Rico*, was enacted to:

*[...] create the "Act to Regulate the Educational Clinical Experiences Program of the Puerto Rico Department of Education"; to repeal Act No. 79 of August 23, 1989, as amended, known as the "Act to Regulate the Teaching Practice Program of the Department of Public Instruction of Puerto Rico"; and for other purposes.*

Act No. 236 of 27 September 2002 was enacted to:

*[...] order the Department of Education of the Commonwealth of Puerto Rico to certify the Head Start and Early Head Start Centers as teaching practice centers for university pedagogy students who reach the baccalaureate degree in the field of preschool learning.*

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<sup>1</sup> The title of this is the *Teacher Certification Regulatory Act*.

## **Educational Clinical Experiences Program (PECE)**

### 1. Vision

Contribute significantly to the personal, academic and professional development of candidates, by enriching their training offer by providing real educational scenarios to carry out the clinical educational experience.

### 2. Mission

To unite, in a common effort, the PECE and the Higher Education Institutions so that all candidates have the possibility of inserting themselves into the educational clinical experience in a collaborative, contextualized and meaningful way.

### 3. Central-level responsibilities

1. Implement institutional regulations to ensure the correct organization and proper functioning of the program.
2. Establish continuous and direct communication with the PECEs of public and private HEIs to strengthen the preparation of candidates.
3. Conduct semi-annual meetings with the coordinators and supervisors of the various preparation programs of the HEIs.
4. Integrate the perception of candidates, cooperators, supervisors and coordinators about the experience in the centers, their recommendations and willingness to contribute to raising the quality of these, through questionnaires, focus groups, PRSP rubrics, among others.
5. Articulate administrative and academic procedures and services in a uniform manner so that processes are carried out in a coordinated manner between HEIs, the central level of the DEPR, the regional educational offices (ORE) and their schools.
6. Facilitate communication and collaboration between HEIs, ORs and Educational Clinical Experience centers to streamline academic and administrative processes.
7. Provide and coordinate orientations or trainings for university professors and their students on PREP programs and services.
8. Organize, document, disseminate, support and follow up on everything related to the clinical educational experiences (internships) of the candidates.
9. Disseminate the list of schools by ORE, municipality and specialty with teachers, school principals and professional counselors in the school scenario, cooperators, hereinafter, cooperators.

1. Prepare and make available to candidates, cooperators and HEIs a repository, through the *Academic Digital DE*, with the forms, regulatory documents, manuals or prototypes of the applicable platforms [School Excellence Design (DEE), Compliance and Monitoring Portal (PCS), Student Information System (SIE), Platform of the Performance Evaluation System of Teaching and Administrative Teaching Staff, School Councils Platform, Department of Education Financial Information System (SIFDE), among others], regulations and laws related to the PECE.
2. Serve as a liaison between the PRED and HEIs that have programs to prepare college students as teachers, career counselors, and school principals, among others.
3. Share data on clinical educational experiences that HEIs may need for their accreditation processes for teacher preparation programs, professional counselors, school principals, among others.
4. Collaborate and maintain continuous and direct communication with the staff administering the Teacher Certification Test (PCMAS).
5. Prepare the disclosure memorandum for the signature of the Secretary of Education that will accompany the annual publication of the "statistical report of the results of PCMAS, without identifying the teachers, which corroborates the preparation of the new teachers, the universities to which they belonged and awarded the degree" (Law No. 85 of 2018, article 2.04., subsection b.59).
6. Cooperate and maintain continuous and direct communication with the State Title II Coordinator of the *Higher Education Opportunity Act (HEA)*.
7. Promote that the schools of the system become centers of Educational Clinical Experiences that offer real and diverse scenarios to candidates.
8. Promote, identify, evaluate, and certify Educational Clinical Experience centers to ensure their effectiveness and compliance with established criteria.
9. Generate qualitative and quantitative reports with the data provided by the HEIs and the Educational Clinical Experiences centers for decision-making, creation of initiatives and justification of the budget.
10. Create the documents that will be used to report, evaluate, and certify related to the PECE.

1. Encourage the teaching staff of the Educational Clinical Experiences centers of the DEPR, through the timely processing of the established stipend<sup>2</sup>, according to the availability of funds, and other strategies that enhance their professional merits, for their collaboration in the clinical educational experience of candidates.
2. Establish and monitor compliance with and validity of the cooperatives' certificates.
3. Weigh and make a decision, in coordination with the Undersecretary of the SAAP and the Director of the Office of Teacher Certifications, on any matter presented by the staff of the HEIs, the staff of the Educational Clinical Experiences centers or the candidates.
4. Promote, articulate and coordinate with HEIs that the evaluation instruments used to measure the performance of candidates are on a par with those administered at the work level to guarantee a contextualized clinical experience. This includes: assessment instruments, plan templates, attendance sheets, among others.
5. Coordinate meetings between PRDE's directors of academic programs and the deans or directors of teacher preparation programs, professional counselors, and school principals, among others, to keep them abreast of the new requirements of different curricula, evidence-based strategies and practices, initiatives, and system trends, and furthermore, to foster alignment between both processes so that internships result in meaningful experiences.

## 2. Marco referencial

The PECE considers that the formative experience of candidates has two components: learning in the university classroom and learning through the educational clinical experience (internship or practical), both of which have theoretical and practical elements. For this reason, he selects David Kolb's Experiential Learning Model (1984) as a frame of reference. It is based on the contributions of John Dewey (1938), Kurt Lewin (1951) and Jean Piaget (1978).

According to Zabalza<sup>3</sup> (2011, p. 28), it highlights "[...] the value of direct activity (practice) and the value of reflection." In addition, it submits that:

[...] The starting point of this model is a real and concrete experience that the student joins, in which he actively participates and in which he takes notes of what is happening. The experience is configured, therefore,

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<sup>2</sup> The stipend is a payment of money given to the DEPR employee for the additional duties they assume when collaborating with the public HEI. This is paid according to the roles defined in Law 129-2016: director of the Center for Educational Clinical Experiences and cooperators of teacher candidates, professional counselors, and school principals.

<sup>3</sup> Zabalza, M. A. (2011). The *Practicum* in university education: state of the art. *Journal of Education* 354, pp. 21-40. Retrieved from <http://www.revistaeducacion.educacion.es/re354/re354.pdf>.

as a process of action that is accompanied and followed by a process of reflection, and that is continued by a period of extracting generalizations and preparing to experience the next experience. Experiential learning occurs through progressive circles: the initial practice is followed by a reflection on it, which allows progress towards a more elaborate practice on which one also reflects in order to progress back to a practice that is increasingly better grounded and better adapted to the context in which it is carried out. This type of learning can be promoted either through reflection on past experiences, or through reflection on experiences planned for that purpose such as the Practicum, and also through simulated experiences such as laboratory work or *role playing*. [...].

## Center for Educational Clinical Experiences

The Center for Educational Clinical Experiences is a public or private school or educational center licensed<sup>4</sup> to operate, provided by the Government of Puerto Rico<sup>5</sup>. At this center, college students preparing to become a teacher, career counselor, or school principal, among others, conduct field and clinical experiences at the elementary and secondary levels. These are subject to PRED oversight.

The authorities of public and private HEIs, in collaboration with the DEPR staff, attached to the PECE, have the power to select centers of Educational Clinical Experiences outside their university campuses. These centers will be established in public schools, private schools, or educational centers at the primary or secondary levels, ranging from pre-kindergarten (preschool) to twelfth grade.

### 1. Selection criteria for schools

1. Possess an educational administrator and faculty with proven professional competencies, willing to actively participate in the development of candidates.
2. To have a faculty of recognized professional competence, which is evidenced in the results of staff performance evaluations and learning achievements, as evidenced in the School Profile of Puerto Rico<sup>6</sup> and in Know Your School: *Star Framework*<sup>7</sup> – among other *PRED dashboards* – for public schools. In the case of university centres, municipalities and other private entities, learning achievements will be evidenced by the instruments and criteria developed for this purpose in each centre, respectively.

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<sup>4</sup> Law No. 212 of August 12, 2018, known as the *Law on the Registration and Licensing of Educational Institutions; implement the 2018 Board of Education Reorganization Plan and amend several related laws*.

<sup>5</sup> For more information, visit the website of the Puerto Rico Department of State, Office of Registration and Licensing of Educational Institutions at: <https://www.estado.pr.gov/es/instituciones-educativas/>

<sup>6</sup> Available in: <https://perfilescolar.dde.pr/>

<sup>7</sup> It is a school ranking model that is based on 35 indicators. It is available in: <https://conocetuescuelapr.dde.pr/>

1. Have a staff trained at a theoretical and experiential level to supervise candidates.
  2. Demonstrate that it establishes evidence-based strategies to utilize existing services in the development of the student as a whole being appropriately and effectively, evidenced by the DEE or the school year's plan.
  3. Integrate and evidence the implementation of the current institutional regulations established by its governing body (the DEPR for the public schools of the system, the universities for their laboratory schools, the municipalities for their schools, and the private sector, according to each private school).
  4. Develop administrative, academic, and socio-emotional projects that show a significant impact on students' academic achievement, as well as on other indicators: student attendance rate, faculty and administrative staff attendance rate, retention rate, promotion rate, among others.
  5. Actively involve and engage families and the community in the education of students by: (a) encouraging support and follow-up of families in schoolwork, (b) providing leadership opportunities, and (c) promote volunteerism.
  6. Have a current license to operate granted by the Government of Puerto Rico<sup>8</sup> and, to the extent possible, be duly accredited by a recognized educational organization.
  7. Maintain the necessary physical facilities available, in accordance with the specific circumstances of the school nucleus, for the development of students and the performance of teachers and support staff.
2. Responsibilities of the Centers
1. Comply with the provisions of Law No. 85-2018, Law No. 129-2016, current regulations and this public policy.
  2. Allow for periodic classroom observations as part of field experiences and educational clinical experiences.
  3. Integrate candidates into the curricular, extracurricular, professional and social development activities of the school community.
  4. Carry out activities between the HEI and the school community.

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<sup>8</sup>See footnotes four and five.

1. Provide opportunities for principal, career counselor, and teacher candidates, among others, to work with diverse student populations.
  2. Provide necessary technical assistance to staff or candidates using the resources of the school, ORE, and other levels of the system.
  3. Collaborate with the PECE of the DEPR and the HEIs in the process of collecting data on the educational clinical experiences of the preparation programs for teachers, professional counselors, school principals, among others.
2. Evaluation and certification of the centres

The PECE is responsible for overseeing the Educational Clinical Experiences centers, so:

1. It will carry out visits to public and private centers to guide, support and supervise their operation, ensuring that the provisions of this public policy are complied with.
2. It will design and implement forms and mechanisms to verify that the centers meet the selection criteria and certify them.
3. will prepare, annually, a list of certified Educational Clinical Experience centers and send it to the Office of Teacher Certifications, attached to the Assistant Secretariat of Human Resources of the DEPR. In addition, it will make it available to HEIs through the *Academic Digital DE*.

### **Human Capital of Educational Clinical Experiences Centers**

1. Director of the Center for Clinical Educational Experiences – This is the person in charge of the public or private school or educational center licensed to operate at the primary or secondary levels.
  1. Selection criteria
    1. Possess a current teaching certificate from the DEPR as a school principal.
      1. In the case of *Head Start programs*, they must meet the academic preparation required by the program to work in an educational management position and have a current teaching certificate from the DEPR, which applies, on a case-by-case basis.
      2. Have an exemplary or competent level of execution, according to the evaluations of the Performance Evaluation System of the Teaching and Administrative Teaching Staff of the DEPR or its equivalent, in laboratory, municipal or private schools.

1. Responsibilities of the Center for Educational Clinical Experiences Director

1. Prepare, submit, implement, and monitor compliance with an annual management plan that addresses the following:
  1. Provide ongoing support and technical assistance to cooperators to ensure the success of the educational clinical experience process.
  2. Include in the file of the Center for Clinical Educational Experiences a copy of the authorization provided to the school personnel selected as cooperators of the educational clinical experience.
  3. Receive and guide candidates on the academic program and operation of the school, such as: introducing them to faculty and other staff, giving them a tour of the facilities, providing them with information concerning the community, and making available (to the extent possible) copies (paper or digital) of the manuals or official documents that are regularly used in the school.
  4. Meet with the candidate at least twice a semester during the clinical or internship experience to ensure that processes are being developed as established by current regulations and to protect the student's rights, as necessary or as established by the HEI.
  5. Request the removal of a candidate for reasons that are detrimental to the school's students.
    1. In this situation, you should:
      1. have specific evidence of the situation that motivates such a request,
      2. follow the procedure established in the HEI's manual of educational clinical experiences, and
      3. Ensure the security, integrity, and confidentiality of students and the candidate during the process.
  6. Integrate candidates into the curricular, extracurricular, professional and social development activities of the school community.
  7. Facilitate the procedures for the proper functioning of the Center for Educational Clinical Experiences.
  8. Prepare and send, within the established or agreed times, the reports required by the PECE and by the HEIs representing the candidates, including the documents required for the payment of stipends.

1. Encourage and facilitate the participation of cooperators in the professional activities offered by HEIs.
  2. Participate in the planning, organization and development of the professional activities carried out in the Educational Clinical Experiences centers.
  3. Collaborate with the HEIs in the identification and selection of cooperators.
  4. Comply with the provisions of laws, regulations, circular letters, and memoranda related to the operation of the PECE.
  5. Keep track of candidates served over the past five years.
  6. Provide the conditions for the clinical educational experience to comply with the procedures established in this public policy and with the requirements of the academic programs of each HEI.
  7. To guide the candidates on Act No. 246 of 16 December 2011, *the Law on the Safety, Welfare and Protection of Minors*, and to highlight the paragraphs on institutional abuse.
  8. To guide candidates on not making illegal use of controlled substances, in accordance with the *Personnel Regulations of the Puerto Rico Department of Education*.
  9. Provide guidance to candidates on Act No. 17 of April 22, 1988, as amended, *the Prohibition of Sexual Harassment in the Workplace: Liability and Penalties Act of 1988* and Title VII of the Civil Rights Act of 1964, as amended.
2. Cooperating School Director – This is the person who has the responsibility, together with the university supervisor of educational clinical experiences, to evaluate the knowledge, skills and dispositions of the candidate for school principal, hereinafter, the candidate, in the processes of educational leadership and management and to identify the strengths and areas of need to support his or her professional growth.
1. Selection criteria
    1. Possess a current teaching certificate from the DEPR as a school principal.
    2. Have a minimum of two years of experience as a school principal.
    3. Have an exemplary or competent level of performance, according to the evaluations of the Performance Evaluation System for Teaching Staff and Teachers

Administrative of the DEPR or its equivalent, in laboratory schools, municipal or private.

1. Possess a certificate of participation with the number of credit units or its equivalent in contact hours for their training in a preparatory course or seminar for the director of a cooperative school granted by the HEIs.
  2. Submit the letter of authorization to serve as a cooperating school principal from the superintendent or assistant superintendent of the ORE, in the case of public schools, and the superintendent of the archdiocese or associate superintendent of the consortium, in the case of private schools, as applicable.
  3. Have the ability to communicate effectively orally and in writing, in Spanish, English, among others, as applicable.
  4. Master Information and Communication Technologies (ICT).
  5. Show enthusiasm for sharing your knowledge and continuing to learn.
  6. Know and model the professional standards and ethical and legal regulations that apply to the school principal.
2. Responsibilities of the Cooperating School Principal
1. Promote the vision and mission of the PRED or its governing body.
  2. Orient the candidate on the public policy (laws, regulations, circular letters, memoranda, among others) of the PRED or its governing body and that applicable to the profession of school principal.
  3. Serve as a model for the skills, attitudes and professional practices of the school principal.
  4. Facilitate and enable the inclusion and progressive adaptation to the school environment of the candidate.
  5. Familiarize the candidate with the community context in which the school is located and sensitize him to his social responsibility.
  6. Provide direct supervision to the candidate in the application of inherent administration, management and supervision processes.
  7. Promote experiences that stimulate an attitude of continuous learning in the candidate.

1. Identify the candidate's strengths and areas of opportunity to facilitate their professional growth and the development of new knowledge, skills and attitudes.
  2. Provide direct supervision and ongoing accompaniment to the candidate during:
    1. their interventions with the group or students;
    2. interdisciplinary meetings and meetings of the Special Education Programming and Placement Committee (COMPU), the Language Review Committee (CoReL), or the Committee for the Identification and Screening of Gifted Students (CICED), as the case may be;
    3. other administrative, curricular, extracurricular and service activities of the center.
  3. Model the access and use of the various PREP platforms while maintaining the confidentiality of your username and password.
  4. Promote commitment to the professional standards and ethical norms of the school principal.
  5. Make the candidate aware of his or her role as an educational leader and agent of change in the school and community.
  6. Familiarize and integrate the candidate into the administrative processes of the work of school principal.
    7. Maintain close coordination with the university supervisor.
      - Participate in technical assistance and evaluation of the candidate's work.
  8. Prepare and send, within the established or agreed times, the reports required by the PECE and the HEI representing the candidate.
  9. Assess the candidate's knowledge, skills, and attitudes.
  10. Know the assessment instrument and carry out formative and summative evaluations of the candidate's performance.
  11. Ensure that the clinical experience includes the time necessary for orientation, observation, execution, and discussion with the candidate and supervisor.
2. Cooperative School Career Counselor – This is the person who has the responsibility, along with the college clinical experience supervisor, to assess the knowledge, skills, and dispositions of the career counselor candidate, hereinafter referred to as the candidate, and to identify strengths and areas of need to support their professional growth.

1. Selection criteria

1. Possess a current DEPR teaching certificate as a school counselor.
2. Hold the current professional counselor license granted by the Puerto Rico Department of Health.
3. Have a minimum of two years of experience as a professional counselor in the school setting.
4. Have an exemplary or competent level of execution, according to the evaluations of the Performance Evaluation System of the Teaching and Administrative Teaching Staff of the DEPR or its equivalent, in laboratory, municipal or private schools.
5. Possess a certificate of participation with the number of credit units or its equivalent in contact hours for their ongoing training or preparatory seminar for professional counselor in the cooperative school scenario, granted by the HEIs.
6. Submit a letter of authorization from the director of the Center for Clinical Educational Experiences to serve as a professional counselor in the cooperative school setting.
7. Have the ability to communicate effectively orally and in writing, in Spanish, English, among others, as applicable.
8. Mastering ICT.
9. Show enthusiasm for sharing your knowledge and continuing to learn.
10. Know and model the professional standards and ethical and legal regulations that apply to the professional counselor in the school setting.

2. Responsibilities of the Professional Counselor in the Cooperating School Setting

1. Promote the vision and mission of the PRED or its governing body.
2. Orient the candidate on the public policy (laws, regulations, circular letters, memoranda, among others) of the PRSD or its governing body and that applicable to the profession of the professional counselor.
3. Provide guidance and modeling on professional standards and ethical and legal norms applicable to professional counsellors.
4. Serve as a model for the professional counselor's skills, attitudes, and practices in the school setting.

1. Facilitate and enable the inclusion and progressive adaptation to the school environment of the candidate.
2. Identify the candidate's strengths and areas of opportunity to facilitate their professional growth and the development of new knowledge, skills and attitudes.
3. Provide direct supervision to the candidate in the implementation of processes inherent to the following professional counseling services in the school setting: individual and group counseling, *individual assessment*, research, consulting, and occupational development.
4. Promote the candidate's commitment to professional standards and ethical and legal norms of professional counseling.
5. Encourage the candidate to have an inclusive attitude and respect for diversity.
6. Provide direct supervision and ongoing accompaniment to the candidate during:
  1. your interventions with the assigned group or students;
  2. interdisciplinary meetings and meetings of COMPU, CoReL or CICED, as the case may be;
  3. Other extracurricular and service activities of the center.
7. Raise the candidate's awareness of his or her role as a leader and agent of change within the school context and the community.
8. Familiarize and integrate the candidate into the administrative processes of the work of the professional counselor in the school setting.
9. Promote experiences that stimulate the candidate to have an attitude of continuous learning.
10. Model the access and use of the various PREP platforms while maintaining the confidentiality of your username and password.
- ñ. Familiarize the candidate with the community context in which the school is located and sensitize him to his social responsibility.
11. Maintain close coordination with the university supervisor.
12. Prepare and send, within the established or agreed times, the reports required by the PECE and the HEI representing the candidate.
13. Assess the candidate's knowledge, skills, and attitudes.

1. Know the assessment instrument and perform formative and summative evaluations of the candidate's performance.
  2. Ensure that the clinical experience includes the time necessary for orientation, observation, execution, and discussion with the candidate and supervisor.
2. Cooperating Teacher – This is the person who has the responsibility, together with the university supervisor of clinical experiences, to evaluate the knowledge, skills, and dispositions of the teacher candidate, hereinafter, the candidate, in the teaching and learning processes and to identify the strengths and areas of need to support his or her professional growth.
1. Selection criteria
    1. Possess a current teaching certificate from the DEPR as a teacher, according to the specialty and level of teaching.
    2. Have a minimum of three years of experience as a teacher in the specialty and level of teaching.
    3. Have an exemplary or competent level of execution in the evaluations of the Performance Evaluation System of the Teaching and Administrative Teaching Staff of the DEPR or its equivalent, in laboratory schools, municipal or private.
    4. Possess a certificate of participation with the number of credit units or its equivalent in contact hours for their training in a preparatory course or seminar for cooperating teacher granted by the IES.
    5. Submit a letter of authorization from the director of the Center for Educational Clinical Experiences to serve as a cooperating teacher.
    6. Have the ability to communicate effectively orally and in writing, in Spanish, English, among others, as applicable.
    7. Mastering ICT.
    8. Show enthusiasm for sharing your knowledge and continuing to learn.
    9. Know and model the professional standards and ethical and legal norms of the teaching profession.
  2. Responsibilities of the Cooperating Teacher
    1. Promote the vision and mission of the PRED or its governing body.

1. Provide guidance and modeling on the professional standards and ethical and legal norms applicable to the classroom teacher.
2. Model the skills, attitudes, and professional practices of the classroom teacher.
3. Orient the candidate on the public policy (laws, regulations, circular letters, memorandums, among others) of the PRED or its governing body and that applicable to the teaching profession.
4. Share responsibilities with the director and clinical experience supervisor in organizing the candidate's work program.
5. Systematically guide the candidate in the application of the principles that govern the teaching and learning processes.
6. Guide the candidate to know the current curricular tools available in the field: curricular framework, standards and expectations, curricular maps, descriptors of execution of standardized tests, among others.
7. Coordinate, with the candidate, educational activities, in tune with new pedagogical approaches and the particular needs of students.
8. Provide direct supervision and ongoing accompaniment to the candidate during:
  1. your interventions with the assigned group or students;
  2. the revision of Individualized Education Plans (IEPs), in the case of Special Education teacher candidates;
  3. interdisciplinary meetings and meetings of COMPU, CoReL or CICED, as the case may be;
  4. Other curricular and extracurricular activities of the center.
9. Model didactic techniques adapted to the nature of the subject, the level and the specific needs of the students of the Special Education, Gifted, Spanish as a Second Language Learner and Immigrant programs, among others.
10. Provide guidance and modeling on the preparation and use of the required files in the fulfillment of their responsibilities.
11. Provide opportunities for the candidate to develop his/her initiative in all teaching activities.

1. Encourage the candidate to participate in professional and other meetings, inside and outside the Center for Educational Clinical Experiences.
2. Model the access and use of the various PREP platforms while maintaining the confidentiality of your username and password.
- ñ. Facilitate and enable the inclusion and progressive adaptation to the school environment of the candidate.
3. Identify the candidate's strengths and areas of opportunity to facilitate their professional growth and the development of new knowledge, skills and attitudes.
4. Provide direct supervision to the candidate in the design and execution of the daily teaching plan, among other processes inherent to the role of the classroom teacher.
5. Promote commitment to professional standards and ethical and legal norms.
6. Encourage an inclusive attitude and respect for diversity in the candidate.
7. To raise awareness among the candidate of their role as an educational leader and agent of change within the school context and the community.
8. Familiarize and integrate the candidate into the administrative processes of the classroom teacher's work.
9. Promote experiences that stimulate the candidate to have an attitude of continuous learning.
10. Familiarize the candidate with the community context in which the school is located and sensitize him to his social responsibility.
11. Maintain close coordination with the university supervisor.
12. Prepare and send, within the established or agreed times, the reports required by the PECE and the HEI representing the candidate.
13. Assess the candidate's knowledge, skills, and attitudes.
14. Know the assessment instrument and carry out formative and summative evaluations of the candidate's performance.
- Aa. Ensure that the clinical experience includes the time necessary for orientation, observation, execution, and discussion with the candidate and supervisor.

1. Supervisor of Educational Clinical Experiences – This is the university professor responsible, together with the cooperator, for evaluating, through clinical experience, the performance of the candidate for teacher, professional counselor or school principal, among others.

1. Responsibilities

1. Establish and coordinate, together with teachers, professional counselors in the school setting or cooperative school principals, among others, hereinafter, the cooperators, the schedule of visits and the processes for the evaluation of the candidate.
2. Carry out the visits and evaluations together with the cooperators, as applicable.
3. Contribute their specialized knowledge in recent developments in the field of education to cooperators, as applicable, as well as to candidates.
4. Promote an empathetic and collaborative environment and communication between the candidates, the cooperators, the director of the Center for Educational Clinical Experiences and the coordinator of the educational clinical experiences.
5. To weigh and assess, prior to the granting of the final grade, the performance of the university students when considering the evaluation of the clinical experience in the school setting granted by the cooperator, in communication with the cooperators and the candidates.
  1. This discussion should be conducted with evidence of attendance or participation.
6. Ensure compliance with this public policy in the identification of centers, cooperators, among other aspects contained therein.
7. Prepare or collaborate in the preparation of the reports required by the PECE within the established time limits.
8. Orient the candidate on:
  1. not to make illegal use of controlled substances, in accordance with the regulations of the IES,
  2. Act No. 246 of 16 December 2011, *Law on the Safety, Welfare and Protection of Minors*, highlighting the aspects of institutional abuse and
  3. Act No. 17 of 22 April 1988, as amended, *Act to Prohibit Sexual Harassment in the Workplace: Impose*

*Liability and penalties of 1988* and Title VII of the Civil Rights Act of 1964, as amended.

1. Candidate for school principal, professional counselor or teacher, among others – Is a university student at the undergraduate or graduate level, close to completing the requirements to practice as a teacher, professional counselor or school director, among others, who carries out the educational clinical experience complying with the requirements established by the PECE of the DEPR and those of his or her IES.

1. Responsibilities

1. Know and observe the institutional regulations and dress code of the center where the clinical or internship experience is carried out.
2. Be punctual, responsible and ethical with the work you will do.
3. Keep your students' data confidential<sup>9</sup> while ensuring their privacy and respecting the laws that protect them.
4. Participate in the administrative, service, academic, and extracurricular activities of the school or center.
5. Attend meetings and professional activities at the center where the clinical, educational or internship experience is carried out.
6. Be supervised at all times by the cooperator.
7. Comply with the rules and criteria for promoting clinical experience or internship of the HEI of which he/she is a student.
8. Include among the documents to be delivered to the Center for Educational Clinical Experiences:
  1. the certification issued that is NOT registered in the *Registry of Persons Convicted of Sexual Crimes and Abuse against Minors of Puerto Rico*, issued in virtual Law No. 300 of September 2, 1999, as amended, known as the Law on the Verification of Credentials and Criminal History of Providers to Children, Persons with Disabilities and Health Professionals<sup>10</sup>,
  2. the Criminal Record Certificate
  3. the Health Certificate.

2. ORE Staff – School superintendents, assistant superintendents, and teacher facilitators are responsible for:

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<sup>9</sup> *Family Education Rights and Privacy Act (FERPA)*

<sup>10</sup> <http://www.bvirtual.ogp.pr.gov/ogp/Bvirtual/leyesreferencia/PDF/Justicia/300-1999.pdf>

1. collaborate in the PECE in the proper implementation of this public policy,
2. maintain an environment of collaboration with the staff of public and private HEIs,
3. cooperate with the director of the Centre for Educational Clinical Experiences in meetings and activities aimed at ensuring the best functioning of the school as a centre,
4. Integrate candidates into the teaching support and technical assistance services provided to the cooperators.

### **Hours of Educational Clinical or Internship Experience**

The educational clinical or internship experience is the practice in real work scenarios and formal school settings and includes the schools of the DEPR, whose full enrollment belongs to the Special Education Program. Through this clinical educational experience, candidates assume the responsibilities inherent to their future profession in all its dimensions. They must demonstrate their knowledge, skills, and attitudes acquired through their university learning process. Usually, these clinical experiences occur at the end of college preparation. It is a university course that requires graduation and to obtain the teaching certificate, according to each category, issued by the DEPR.

The teacher candidate will fulfill a minimum of 180 hours of educational clinical experience during one semester. Clinical educational experience for teacher candidates may not be offered on a quarter basis. This is in accordance with Law 85-2018, as amended, in article 5.01 – Requirement for Aspiring Teachers, subsection b.1., which provides "[...] one hundred and eighty (180) hours of practice, [...] a semester teaching or boarding at a school."

The professional counselor candidate will complete a minimum of 145 hours in clinical or internship experience during a semester or quarter. On the other hand, school principal candidates will complete a minimum of 145 hours in clinical or internship experience during a semester or quarter.

### **Preparatory course or seminar for cooperators granted by the HEIs**

1. Law 129–2016, in article, subsection (7), defines "Preparatory course for teachers, school principals or professional counselors in the cooperative school setting" as:

A course that prepares these staff to supervise and evaluate the clinical experience of candidates according to their category, in addition to providing opportunities to continue strengthening their professional competencies (p. 2).

2. The PRED establishes that the preparatory course for cooperators:
  1. It may be:

1. a three-credit college course or a 45-hour seminar contact,
  2. articulated in face-to-face or virtual modality or a combination of both,
  3. offered in the period of a semester, a quarter, or in the summer,
  4. Aimed at dealing with issues on:
    1. roles of cooperating teachers, professional counsellors and school principals, among others,
    2. legal aspects of education: laws and regulations applicable to PRSD and the professions of: teacher, career counselor and school principal, among others,
    3. current PRSP circular letters,
    4. evidence-based theories, models, approaches, methodology, and best practices, according to each area,
    5. Andragogy: How Adults Learn and Best Practices for Their Care.
      1. Candidates are adult learners, therefore, the cooperator must know how to interact with them.
    6. functional diversity: how the Special Education population is served within the regular classroom, collaboration and understanding between the regular teacher and the Special Education teacher,
    7. Curricular adaptations for students: gifted, Spanish as a second language learners, immigrants, among other populations.
2. It will be valid for 5 years. You will need to take a 15-hour retraining, every 5 years, to update your knowledge in areas related to:
  1. the new public policy of the PRSP;
  2. new legal trends and jurisprudence in the area of education,
  3. new evidence-based approaches, methodology and best practices,
  4. current issues and problems related to the work of school principals, professional counselors, and teachers, among others.

1. The public or private HEI will provide you with a certificate of participation with the number of credit units or its equivalent in contact hours with the period of validity when taking the initial course or seminar and the retrainings.

## **Stipend Payment**

### 1. Public HEIs

1. The stipend is a payment of money given to the DEPR employee for the additional duties they assume when collaborating with the public HEI. This is paid according to the roles defined in Law 129-2016: director of the Center for Educational Clinical Experiences and cooperators.

### 2. In accordance with Law 129-2016:

#### 1. Stipend payment is authorized for:

1. directors in charge of the Educational Clinical Experiences centers,
2. cooperating school directors,
3. Professional Counselors in the School Setting Cooperators
4. Cooperating teachers.

#### 2. These personnel must meet the following criteria:

1. be a civil servant in a public school or PRED center.
2. that the candidate for school principal, professional counselor or teacher in charge during the educational clinical experience is a student of a public HEI licensed to operate in Puerto Rico.

### 3. Payment of Stipend to Principals, Professional Counselors, and Cooperating Teachers:

1. It will be carried out per school semester, depending on the number of candidates you have attended.
2. For each candidate you will receive an amount of \$250.00, as long as the supervision is carried out in its entirety (the entire school semester) and meets all the requirements of the PECE of the IES and the DEPR.
  1. If supervision was partial, the stipend will be adjusted based on the time spent with the candidate: mid-semester (approximately 2 months) a stipend of \$125.00 will be paid, less than half of the semester no stipend will be paid.

1. Only the maximum equivalent amount of two candidates per semester will be paid. Except in exceptional situations including, but not limited to, emergencies due to force majeure.
  2. No stipend will be paid when the candidate removes the incomplete one awarded by the HEI's course of educational clinical experiences.
2. Payment of the stipend to the directors of the Educational Clinical Experiences centers:
1. They will receive a stipend per school semester, depending on the number of candidates the center has served. The amounts will be as follows:
    1. If the center had, in a school semester, between 1 and 5 candidates performing their clinical or internship experience, the director of the center will receive, for that school semester, a stipend of \$150.00.
    2. If the center had, in a school semester, between 6 to 10 candidates doing their clinical or internship experience, the director of the center will receive, for that school semester, a stipend of \$200.00.
    3. If the center had, in a school semester, more than 10 candidates completing their clinical or internship experience, the director of the center will receive, for that school semester, a stipend of \$250.00.

## 2. Private HEIs

1. In accordance with Law 129-2016:
  1. The DEPR is not authorized to issue the payment of stipends to the cooperators or directors of the Educational Clinical Experiences centers of the DEPR who supervise or serve candidates from private HEIs.
  2. However, each private HEI will decide and be responsible for any stipend or bonus, as established in accordance with its regulations and fiscal resources, for cooperators and directors of public or private Educational Clinical Experience centers.

## Reports

1. Center for Educational Clinical Experiences
  1. The directors in charge of the centers will deliver the *Semiannual Report of the Educational Clinical Experiences centers* for the payment of stipend to the PECE each semester on the following dates:
    1. First semester – **no later than October 31**

**1. second semester – no later than March 31**

2. A report that is not submitted by the established deadlines will NOT be processed for payment.
3. The forms developed by the PECE of the PRSP will be used for the preparation of the various reports.

**2. Public or private HEIs**

1. The HEIs will deliver, in December and May of each year, the semi-annual reports and statistical summaries of the candidates who met the requirements of the educational clinical experiences or internship.
2. The forms developed by the PECE of the PRSP will be used for the preparation of the various reports.

**General Provisions**

1. At each operational level of the PRSP, related personnel are responsible for disseminating and complying with the rules and procedures set forth in this public policy.
2. Aspiring teachers, professional counselors in the school setting and cooperative school principals, regardless of academic preparation, if they do not possess a current regular teaching certificate from the DEPR and the minimum number of years of experience required, will not be able to practice as a cooperator.
3. School or school principals and their faculty will collaborate with HEIs by giving access to their work spaces and participating in the processes corresponding to educational field experiences and educational clinical or internship experiences.
4. HEIs will formalize a partnership with each Center for Clinical Educational Experiences as part of the shared responsibility in preparing teachers, school principals, and professional counselors in the school setting.
  1. This alliance or collaboration agreement must be in writing with the details of the aspects to which both parties are committed and include the signature of the director in charge of the center and the person that the HEI has delegated in the coordination of its clinical experiences program. In addition, it may include collaboration with the Center for Educational Clinical Experiences by offering academic support to the faculty (such as *coaching*, seminars, workshops, among other alternatives).
5. The PECEs of the HEIs must update or temper their rules, procedures and manuals in the light of this circular letter.

1. The contact hours completed by the cooperator in the course, seminar or retraining count towards the fulfillment of the 15 hours of professional development required in the Individual Professional Development Plan of the Performance Evaluation System of Teaching and Administrative Teaching Staff (DEPR).
2. Cooperators will be able to attend up to a maximum of two candidates (university students) per semester. Except in exceptional situations – which include, but are not limited to, emergencies due to force majeure – in which the director of the PECE of the DEPR may grant authorization to exceed this amount.
3. The PECE, in coordination with the Associated Secretariat of Special Education, will provide HEIs with a teacher preparation program with a specialty in Adapted Physical Education (EFA) with a list of schools with EFA cooperating teachers, by ORE and municipality.
4. If the candidate is a full-time employee at DEPR or a private institution, either a teacher, a professional counselor in the school setting, or a school principal, who needs to conduct a clinical or internship experience at:
  1. A category of position other than the one you hold may not be held during your regular working hours:
    - a. however, if you work alternate hours, you can carry out your clinical or internship experience at the opposite time of your working day;
  2. the category of position, which he currently holds, can be carried out during his regular working day, as established by the HEI, the director of the Center for Educational Clinical Experiences and the cooperator.
5. Candidates may attend COMPU, CoReL, or CICED meetings as part of the clinical educational experience, with prior verbal and written authorization from the parent or guardian.
6. The HEIs are responsible for providing academic alternatives to their enrollment in accordance with institutional regulations to give continuity to the educational clinical experiences in:
  1. the cases of students serving in the Armed Forces,
  2. emergency situations due to force majeure.
7. HEIs will ensure that their students complete the minimum hours of educational clinical experiences established by law or by the DEPR, in the cases of students serving in the Armed Forces and in emergency situations due to force majeure, providing alternative academic alternatives to their enrollment.

1. In exceptional situations, which includes, but is not limited to, emergencies due to force majeure, in which a candidate is unable to complete the minimum hours of educational clinical experience established, despite the substitute academic alternatives provided, the HEIs, following their respective institutional regulations, may grant an incomplete degree. Candidates must:
  1. continue with the clinical educational experience the next semester or college quarter immediately following the awarding of the incomplete,
  2. complete the remaining hours or those necessary to meet the graduation requirements of each HEI.
2. In cases of removal of an incomplete student, the supervisors of the HEIs will ensure that the candidate continues the educational clinical experience in context and academic level as similar as possible to his/her previous experience and with the corresponding evidence and evaluations.
  - Ñ. In the event of an emergency due to force majeure,<sup>11</sup> the PRED is responsible for creating the protocol to be followed to achieve the continuity of learning for its students. In addition, it is committed to providing alternatives for college students to complete the minimum required hours of clinical educational experience or field experience. As part of these duties and in compliance with the *Guide for the Observance of School Days, as amended* (January 2020), which states that "educational experiences are not limited, exclusively, to the school day or term, but [...] It can offer opportunities for the student to develop learning processes in their available time outside of school, the following activities are suggested:
    1. creation of activities according to level, grade and subject;
    2. academic or socio-emotional consultation forums to address academic doubts or socio-emotional recommendations to students, parents or guardians,
    3. integrate candidates into *MS Teams* groups, among other platforms, to provide distance learning or services,
    4. record demonstration classes or orientations,
    5. other activities of the School Social Work and Professional Counseling programs in the School Setting that affect the academic and integral development of students.

Candidates will coordinate their participation and input in these activities with their respective cooperators and supervisors of the educational clinical experience. The cooperators, in coordination with the supervisors of the HEIs, are the

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<sup>11</sup> Act No. 2 of January 2, 2019, known as the *Law on Educational Continuity in the Face of Emergencies due to Force Majeure in the Public Education System of Puerto Rico*.

responsible for the evaluation of the candidate. Therefore, they will determine how the candidates' involvement in these activities will be commuted into hours.

1. In emergency situations due to force majeure, such as seismic events, epidemics, pandemics, among others, if a Center for Educational Clinical Experiences cannot open for health and safety reasons or operational closure, the HEI, in coordination with the PECE, may identify cooperators in other public or private schools that meet all the criteria, according to each category. except:

1. Possess a certificate of participation with the number of credit units or its equivalent in contact hours for their training in a preparatory course or seminar for teacher, professional counselor in the school scenario or cooperating school principal granted by the IES.

This criterion will be replaced by guidance and continuous technical assistance from the supervisor of the educational clinical experience of the HEI to the cooperators to ensure the success of the educational clinical experience process. In addition, they will receive the payment of stipend, as will the school principal, in the case of public schools, according to the established provisions.

2. The cooperator identified under the situation described in the previous point (16), if interested in continuing to participate in the PECE, will take the course or seminar for the preparation of cooperators.
3. In the event of an emergency due to force majeure – seismic events, epidemics, pandemics, among others – if the Educational Clinical Experience Center is unable to open, for health and safety reasons, candidates may be assigned to a new center to complete the hours of educational clinical experiences.
4. The principal of a private school who wishes to be a cooperator, whose school or center does not respond to a superintendence or consortium, will not have to present a letter of authorization.
5. The cooperator who offers the cooperator preparation course or seminar will be exempt from taking it. The dean of your faculty or program will provide you with a certificate that indicates: professor's name, course code and name, credit units or its equivalent in contact hours, and the date the course or seminar was offered.
  1. This certification replaces the criterion of possessing a certificate of participation with the number of credit units or its equivalent in contact hours for their training in a preparatory course or seminar for teacher, professional counselor in the school scenario or cooperative school principal, granted by the IES.
  2. This certification will be valid for 5 years. If you do not return to teach the course or seminar, you will have to take a 15-hour retraining, every 5 hours.

years, to update knowledge in areas related to PRSP public policy, new approaches, methodology and evidence-based best practices.

1. The PECE, by virtue of the inherent responsibility of the PREP, is responsible for documenting the use of the primary and secondary schools of the PREP as centers of educational field experiences and the educational clinical or internship experiences of other areas of knowledge such as: Social Work, Library and Information Services, and Library Science and Psychology, among others.
2. A school social worker or school librarian, among others, who wishes to work as a cooperator must:
  1. Possess a valid teaching certificate from the DEPR.
  2. Have a minimum of two years of experience as a school social worker or school librarian.
  3. Have an exemplary or competent level of execution, according to the evaluations of the Performance Evaluation System of the Teaching and Administrative Teaching Staff of the DEPR.
  4. Submit the letter of authorization to act as a cooperator from your school principal.
  5. Have the ability to communicate effectively orally and in writing, in Spanish, English, among others, as applicable.
  6. Mastering ICT.
  7. Show enthusiasm for sharing your knowledge and continuing to learn.
  8. Know and model the professional standards and ethical and legal regulations that apply to their profession.
  9. Fulfill the responsibilities related to their specialty mentioned, above, for school principals, professional counselor in the school setting, and cooperative teacher.
3. The school social worker who wishes to work as a cooperator must also have a valid professional license, granted by the Puerto Rico Social Workers Examining Board and be duly registered.
4. The staff of the Educational Clinical Experiences centers and the IES can contact the PECE to request information, send reports, consult exceptional situations not specified in this public policy by email: [PECE@de.pr.gov](mailto:PECE@de.pr.gov).

POLÍTICA PÚBLICA SOBRE LA ORGANIZACIÓN Y EL FUNCIONAMIENTO DEL PROGRAMA DE EXPERIENCIAS CLÍNICAS EDUCATIVAS DEL DEPARTAMENTO DE EDUCACIÓN DE PUERTO RICO

1. The SAAP, through the PECE, will coordinate, at least, one meeting per semester with the candidates and the cooperators to provide updated information on the latest processes and public policies of the different programs and offices or related matters attached to it.
2. To the extent that the semi-annual or quarterly reports, among other processes of the PECE, are carried out on the platform identified by the DEPR for these purposes, they will no longer be made on paper and the process to be followed will be notified by means of an official statement from the SAAP.
3. Other processes related to or that merit the participation of the PECE will be disclosed through regulations or official communications of the SAAP.

This public policy repeals Circular Letter No. 02-2012-2013, *Public Policy Related to the Rules Governing the Organization and Operation of the Teaching Practice Program*, the above provisions or other established rules that contravene it, through public policy or memorandums that are in conflict, in whole or in part.

Faithful adherence to the rules set forth in this circular letter is required. Cordially



Eligio Hernández Pérez, Ed. D.  
Secretary

Annexed

# PLAN DE TRABAJO ANUAL DEL CENTRO DE EXPERIENCIAS CLÍNICAS EDUCATIVAS

Escuela: \_\_\_\_\_

Código: \_\_\_\_\_

Oficina Regional Educativa: \_\_\_\_\_

Municipio: \_\_\_\_\_

Nivel: \_\_\_\_\_

Grados: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Preparado por:

\_\_\_\_\_  
Nombre del director

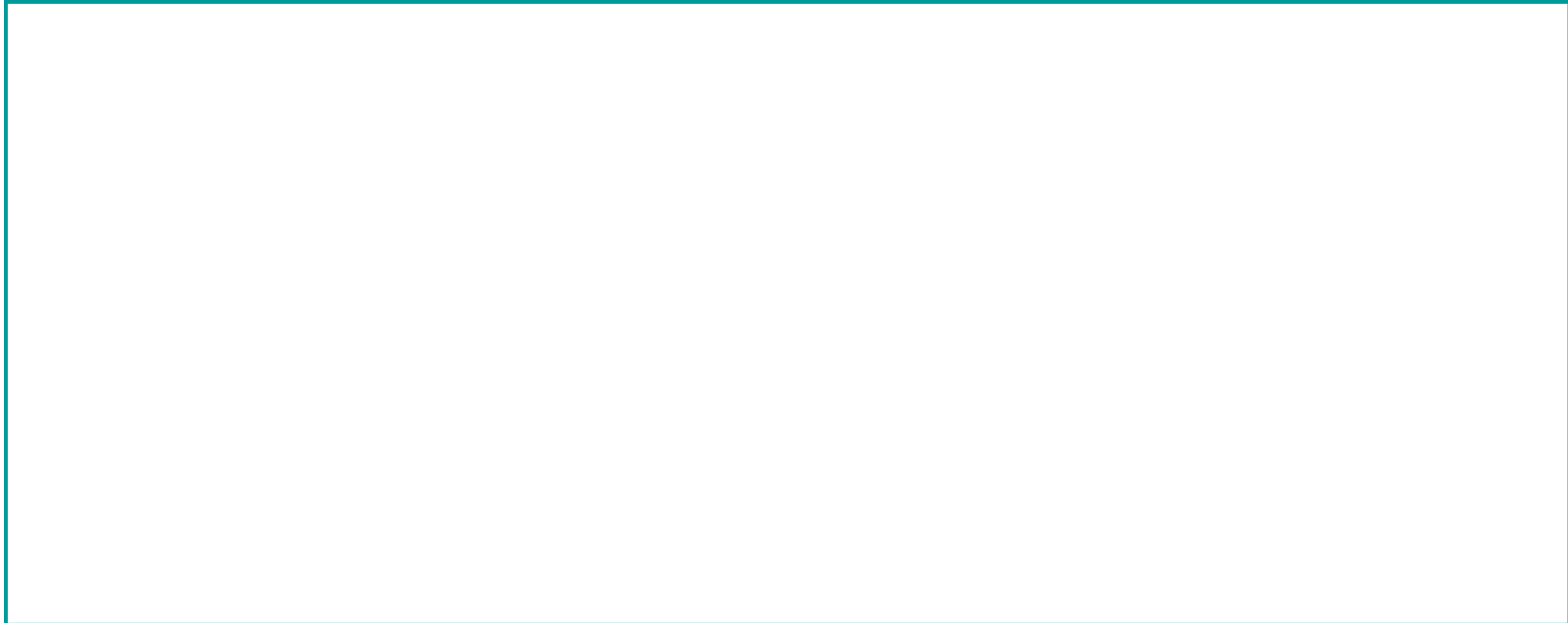
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Fecha

PLAN DE TRABAJO ANUAL DEL CENTRO DE EXPERIENCIAS CLÍNICAS EDUCATIVA

Página 2

**I. Introducción**



**II. Visión del Programa de Experiencias Clínicas Educativas**

Contribuir significativamente al desarrollo personal, académico y profesional de los candidatos, mediante el enriquecimiento de su oferta formativa al proveer escenarios educativos reales para efectuar la experiencia clínica educativa.

**III. Misión del Programa de Experiencias Clínicas Educativas**

Unir, en un esfuerzo común, al Programa de Experiencias Clínicas Educativas y las Instituciones de Educación Superior para que todos los candidatos tengan la posibilidad de insertarse en la experiencia clínica educativa en forma colaborativa, contextualizada y significativa.





PLAN DE TRABAJO ANUAL DEL CENTRO DE EXPERIENCIAS CLÍNICAS EDUCATIVAS

Página 5

<b>Área</b>	<b>Colaboración y comunicación con el Programa de Experiencias Clínicas Educativas del nivel central y las IES</b>
<b>Objetivo</b> (¿Cuáles son las necesidades que atenderé? ¿Qué quiero lograr? ¿Cuándo? ¿Qué? ¿Quién? ¿Cómo?)	

Núm.	Actividades / Tareas	Indicadores de progreso y logros (cuantitativos o cualitativos)	Fecha de inicio	Fecha de terminación	Personal responsable	No iniciado	En progreso	Completado
1.								
2.								
3.								
4.								
5.								

**Nota general**

- El Plan de trabajo anual del Centro de Experiencias Clínicas Educativas, debidamente cumplimentado, se enviará junto con el informe semestral correspondiente al primer semestre a más tardar el 31 de octubre al correo electrónico: [PECE@de.pr.gov](mailto:PECE@de.pr.gov) o la mano con acuse de recibo.

**CARTA DE AUTORIZACIÓN PARA CANDIDATOS A COOPERADORES**

**Información general del centro**

ORE: \_\_\_\_\_ Municipio: \_\_\_\_\_  
 Centro: \_\_\_\_\_ Código: \_\_\_\_\_  
 Nivel: \_\_\_\_\_ Grados: \_\_\_\_\_  
 Nombre del director del centro o personal de la ORE: \_\_\_\_\_  
 Correo electrónico: \_\_\_\_\_ Teléfono: \_\_\_\_\_

**Información del candidato a cooperador**

Nombre del candidato a cooperador: \_\_\_\_\_  
 Especialidad: \_\_\_\_\_ Grados que ofrece: \_\_\_\_\_  
 Correo electrónico<sup>12</sup>: \_\_\_\_\_ Teléfono: \_\_\_\_\_

Autorizo a \_\_\_\_\_, director de mi escuela, a que cumplimente esta recomendación sobre mi persona, como requisito parcial para mi solicitud como candidato a cooperador del Programa de Experiencias Clínicas Educativas (PECE).

\_\_\_\_\_  
 Firma de candidato a cooperador

\_\_\_\_\_  
 Fecha

**Criterios de evaluación**

Núm.	Criterios	Escala		
		Cumple	No cumple	No aplica
1.	Posee un certificado docente vigente del DEPR en la especialidad o materia.			
2.	Ostentar la licencia vigente otorgada por el organismo rector y colegiación, según aplique.			
3.	Cuenta con un mínimo de tres años de experiencia en el caso del maestro y con un mínimo de dos años de experiencia en el caso del consejero profesional en el escenario escolar y director de escuela, entre otros.			

<sup>12</sup> Incluya el correo institucional del empleado.

CARTA DE AUTORIZACIÓN PARA CANDIDATOS A COOPERADORES

Página 2

Núm.	Criterios	Escala		
		Cumple	No cumple	No aplica
4.	Tiene un nivel de ejecución ejemplar o competente, según las evaluaciones del Sistema de Evaluación del Desempeño del Personal Docente y Docente Administrativo del DEPR o su equivalente, en las escuelas laboratorios, municipales o privadas.			
5.	Posee un certificado de participación con la cantidad de unidades crédito o su equivalente en horas contacto por su capacitación en curso o seminario preparatorio para maestro, consejero profesional en el escenario escolar o director de escuela cooperador, otorgado por la IES.			
6.	Tiene la capacidad de comunicarse efectivamente en forma oral y escrita, en español, inglés, entre otros, según aplique.			
7.	Domina las Tecnologías de la Información y la Comunicación (TIC).			
8.	Muestra entusiasmo por compartir sus conocimientos y continuar aprendiendo.			

**Comentarios**

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Firma

Fecha

Puesto



**INFORME SEMESTRAL DEL CENTRO DE EXPERIENCIAS CLÍNICAS EDUCATIVAS**

Escuela o centro: \_\_\_\_\_ Código: \_\_\_\_\_ Nivel:  Primario  Secundario  
 Grados y ofrecimiento de la escuela o centro: \_\_\_\_\_  
 ORE: \_\_\_\_\_ Municipio: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_ Teléfono: \_\_\_\_\_

**AÑO ACADÉMICO:** \_\_\_\_\_ **SEMESTRE:**  PRIMERO  SEGUNDO

**INSTITUCIONES DE EDUCACIÓN SUPERIOR PÚBLICAS<sup>13</sup>**

Núm.	Nombres y apellidos completos (director del centro, maestro cooperador, consejero cooperador o director cooperador)	Número de TAL o empleado	D-CENTRO	D-COOP	M-COOP	CP-COOP	Número de Seguro Social completo <sup>14</sup>	¿Certificado de cooperador vigente?		Fecha vence certificado de cooperador día/mes/año	Nombre completo del candidato	Candidato a:				Materia	Nivel o grado	IES [UPR + recinto, CMPR o EAP]
								Sí	No			D	CP	M	Otro (Especifique)			
1.							- -											
2.							- -											
3.							- -											
4.							- -											
5.							- -											
6.							- -											

<sup>13</sup> Universidad de Puerto Rico (UPR), Conservatorio de Música de Puerto Rico (CMPR) y Escuela de Artes Plásticas de Puerto Rico (EAP)

<sup>14</sup> Requisito del Departamento de Hacienda de Puerto Rico para la emisión de cheques a individuos.

## INSTITUCIONES DE EDUCACIÓN SUPERIOR PRIVADAS

Núm.	Nombres y apellidos (director del centro, maestro cooperador, consejero cooperador o director cooperador)	Número de TAL	D-CENTRO	D-COOP	M-COOP	CP-COOP	¿Certificado de cooperador vigente?		Fecha vence certificado de cooperador día/mes/año	Nombre del candidato	Candidato a:				Materia	Nivel o grado	IES (+recinto)
							Sí	No			D	CP	M	Otro (Especifique)			
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	

**Certifico correcto:**

\_\_\_\_\_  
Nombre del director del centro

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

**Notas generales:**

- Marcar con una equis (X) en los espacios que corresponda.
- El director del centro debe:
  - cumplimentar y certificar este informe,
  - acompañar el informe con copia de los certificados de participación de los cooperadores en el curso o seminario preparatorio o de readiestramiento, según aplique, con la cantidad de unidades crédito o su equivalente en horas contacto y
  - enviar el informe junto con los certificados al Programa de Experiencias Clínicas Educativas (PECE) del DEPR al correo electrónico: [PECE@de.pr.gov](mailto:PECE@de.pr.gov) o la mano con acuse de recibo.

SELLO ESCOLAR

Fecha límite para ser recibida en el nivel central: primer semestre: a más tardar el 31 de octubre / segundo semestre: a más tardar el 31 de marzo



Núm.	Nombre completo del candidato	Últimos cuatro dígitos del Seguro Social	Candidato a:				Materia	Nivel o grado	Aprobó el curso de experiencia clínica educativa		¿Es candidato a graduación en junio?		Ruta de preparación de maestros		Nombre del Centro de Experiencias Clínicas Educativas	Código del centro	Nombre maestro cooperador	Número de TAL o empleado del cooperador	Nombre del supervisor	Correo electrónico del supervisor
			D	CP	M	Otro			Sí	No	Sí	No	T	A						
8.																				
9.																				
10.																				
11.																				
12.																				
13.																				
14.																				

**Certifico correcto:**

\_\_\_\_\_  
Nombre del coordinador

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

**Notas generales:**

- Marcar con una equis (X) en los espacios que corresponda.
- En la columna de "Ruta de preparación de maestro" marque "T", si es ruta tradicional y "A", si es alterna.
- El director del centro debe:
  - cumplimentar y certificar este informe,
  - enviar al Programa de Experiencias Clínicas Educativas del DEPR al correo electrónico: [PECE@de.pr.gov](mailto:PECE@de.pr.gov) o la mano con acuse de recibo.
- Fecha límite para ser recibido en el nivel central: primer semestre – a más tardar el 15 de diciembre / segundo semestre – a más tardar el 15 de mayo.



## INSTRUMENTO DE COTEJO DE LOS CRITERIOS DE SELECCIÓN DEL CENTRO DE EXPERIENCIAS CLÍNICAS EDUCATIVAS

### Información general del centro

ORE: \_\_\_\_\_ Municipio: \_\_\_\_\_

Nombre del centro: \_\_\_\_\_ Código: \_\_\_\_\_

Nivel: \_\_\_\_\_ Grados: \_\_\_\_\_

Nombre del director de escuela o personal de la ORE: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_ Teléfono: \_\_\_\_\_

Núm.	Criterios	Escala			Observaciones o comentarios
		Cumple	Cumple parcialmente	No cumple	
1.	<p>El centro posee un administrador educativo y una facultad con competencias profesionales probadas.</p> <ul style="list-style-type: none"> <li><i>Nota para el evaluador– Considere la preparación académica, los resultados del proceso de evaluación del desempeño y las certificaciones docentes vigentes.</i></li> </ul>				
2.	<p>El administrador educativo y la facultad muestran interés genuino y disposición para participar activamente en el desarrollo de los candidatos a maestro, consejero profesional y director de escuela, entre otros.</p> <ul style="list-style-type: none"> <li><i>Nota para el evaluador– Observe las minutas de reunión de facultad relacionadas con el PECE y el expediente de años anteriores del centro sobre el PECE.</i></li> </ul>				

POLÍTICA PÚBLICA SOBRE LA ORGANIZACIÓN Y EL FUNCIONAMIENTO DEL PROGRAMA DE EXPERIENCIAS CLÍNICAS EDUCATIVAS DEL DEPARTAMENTO DE EDUCACIÓN DE PUERTO RICO

INSTRUMENTO DE COTEJO DE LOS CRITERIOS DE SELECCIÓN DEL CENTRO DE EXPERIENCIAS CLÍNICAS EDUCATIVAS

Página 2

Núm.	Criterios	Escala			Observaciones o comentarios
		Cumple	Cumple parcialmente	No cumple	
3.	<p>El centro cuenta con una facultad de reconocida competencia profesional, la cual se evidencia en los resultados de las evaluaciones de desempeño del personal y en los logros del aprendizaje.</p> <ul style="list-style-type: none"> <li>Nota para el evaluador– Pondere los datos del Perfil Escolar de Puerto Rico, Conoce tu escuela: Star Framework, Reportes de SARA, Distribuciones de nota por materia y grado semestrales y anuales, entre otros.</li> </ul>				
4.	<p>El centro tiene personal capacitado a nivel teórico y experiencial para supervisar candidatos a maestro, consejero profesional en el escenario escolar o director de escuela.</p> <ul style="list-style-type: none"> <li>Nota para el evaluador– Observe la lista de los cooperadores y la copia de los certificados vigentes del curso preparatorio para cooperadores otorgado por IES.</li> </ul>				
5.	<p>El centro demuestra que establece estrategia basadas en evidencia para utilizar los servicios existentes en el desarrollo del estudiante como un ser completo de manera adecuada y efectiva, evidenciado mediante el Diseño de Excelencia Escolar (DEE) o el Plan anual escolar.</p> <ul style="list-style-type: none"> <li>Nota para el evaluador– Considere las particularidades de cada centro al observar los planes escolares y justipreciar su contenido.</li> </ul>				
6.	<p>El centro integra y evidencia la implementación de la normativa institucional vigente establecida por su organismo rector.</p> <ul style="list-style-type: none"> <li>Nota para el evaluador– Observe el material informativo en tablonas de edictos y materiales informativos en las oficinas.</li> </ul>				
7.	<p>El centro desarrolla proyectos administrativos, académicos y socioemocionales que evidencien un impacto significativo en el aprovechamiento académico de los estudiantes, así como en otros indicadores: tasa de asistencia de estudiantes, tasa de asistencia del personal docente y docente administrativo, tasa de retención, tasa de promoción, entre otros.</p> <ul style="list-style-type: none"> <li>Nota para el evaluador– Pondere los informes estadísticos que evidencian los indicadores mencionados.</li> </ul>				

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INSTRUMENTO DE COTEJO DE LOS CRITERIOS DE SELECCIÓN DEL CENTRO DE EXPERIENCIAS CLÍNICAS EDUCATIVAS

Página 3

Núm.	Criterios	Escala			Observaciones o comentarios
		Cumple	Cumple parcialmente	No cumple	
8.	<p>El centro promueve activamente el involucramiento y compromiso de las familias y la comunidad en la educación de los estudiantes al: (a) fomentar el apoyo y seguimiento de las familias en las tareas escolares, (b) proporcionar oportunidades de liderazgo, y (c) promover el voluntariado.</p> <ul style="list-style-type: none"> <li>• <i>Nota para el evaluador– Observe el plan de integración de las familias, convocatorias, agendas hojas de asistencia y minutas, según aplique, de las diversas actividades.</i></li> </ul>				
9.	<p>El centro tiene licencia para operar vigente otorgada por el Gobierno de Puerto Rico y, en la medida en que sea posible, debidamente acreditada por una organización educativa reconocida.</p> <ul style="list-style-type: none"> <li>• <i>Nota para el evaluador– Observe la licencia para operar otorgada por el Gobierno de Puerto Rico.</i></li> </ul>				
10.	<p>El centro dispone de las instalaciones físicas necesarias, de acuerdo con las circunstancias específicas del núcleo escolar, para el desarrollo de los estudiantes y el desempeño de los maestros y el personal de apoyo.</p> <ul style="list-style-type: none"> <li>• <i>Nota para el evaluador– Solicite una visita guiada al director del centro.</i></li> </ul>				

**Certifico correcto:**

\_\_\_\_\_  
Nombre del director del PECE

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

**Recibido por:**

\_\_\_\_\_  
Nombre del director del centro

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

**POLÍTICA PÚBLICA SOBRE LA ORGANIZACIÓN Y EL FUNCIONAMIENTO DEL PROGRAMA DE EXPERIENCIAS CLÍNICAS EDUCATIVAS DEL DEPARTAMENTO DE EDUCACIÓN DE PUERTO RICO**

**Notas generales:**

- Marcar con una equis (X) en los espacios que corresponda.
- El director del Programa de Experiencias Clínicas Educativas del DEPR o su representante autorizado entregará copia del instrumento al director del centro.
- El centro que no cumpla con alguno de los criterios no será certificado.

Anejo 6

## CERTIFICACIÓN DEL CENTRO EXPERIENCIAS CLÍNICAS EDUCATIVAS

Información general del centro

ORE: \_\_\_\_\_ Municipio: \_\_\_\_\_  
\_\_\_\_\_  
Centro: \_\_\_\_\_  
\_\_\_\_\_  
Código: \_\_\_\_\_  
\_\_\_\_\_  
Nivel: \_\_\_\_\_  
\_\_\_\_\_  
Grados: \_\_\_\_\_  
\_\_\_\_\_  
Nombre del director del centro o  
personal de la ORE: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_  
\_\_\_\_\_  
Teléfono: \_\_\_\_\_  
\_\_\_\_\_

### Certificación

Yo, \_\_\_\_\_, certifico que el centro \_\_\_\_\_ cumple o cumple parcialmente con todos los criterios establecidos por el Programa de Experiencias Clínicas Educativas (PECE) del Departamento de Educación de Puerto Rico (DEPR) para ser un Centro de Experiencias Clínicas Educativas.

\_\_\_\_\_  
Firma del director del PECE o representante autorizado

**POLÍTICA PÚBLICA SOBRE LA ORGANIZACIÓN Y EL FUNCIONAMIENTO DEL PROGRAMA DE EXPERIENCIAS CLÍNICAS EDUCATIVAS DEL DEPARTAMENTO DE EDUCACIÓN DE PUERTO RICO**

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Puesto

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Fecha