

Self-Study Report

**UNIVERSIDAD DE PUERTO
RICO DE MAYAGUEZ**

PPM-DECEP

PO Box 9000

Mayaguez, PR 00681

June 17, 2024 12:00 a.m.

Type of Visit:

Continuing visit - Initial Teacher Preparation

CAEP Self-Study Report

I. Standard 6: Fiscal and Administrative Capacity

EPP Overview

a. Context and Unique Characteristics

The University of Puerto Rico at Mayagüez (UPRM) stands as a prominent institution with a steadfast dedication to Science, Technology, Engineering, and Mathematics (STEM) education. It holds the distinguished designations of being a Land Grant, Sea Grant, and Space Grant institution, as well as a Hispanic Serving Institution, further cementing its status in the academic landscape. As an integral part of the broader UPR system, UPRM commands its place as the second-largest institution within the network, annually catering to approximately 12,000 students.

Reflecting upon the 2022 fall semester, UPRM experienced a robust student enrollment of 11,062. Among its four esteemed colleges, the College of Engineering led the way with the highest enrollment, boasting 4,673 students, closely followed by the College of Sciences with 2,152 students. With its roots tracing back to its inception in 1911, UPRM has undertaken a transformative journey, evolving into a comprehensive academic establishment offering a diverse array of over 50 undergraduate and 36 graduate programs spanning across Engineering, Agricultural Sciences, Arts and Sciences, and Business Administration.

Notably, UPRM does not host a College of Education. However, UPRM teacher preparation program is the most unique on the island because the institution does not have a School of Education but a teacher preparation program that is content-based, meaning that to be certified by the program, the student needs to complete a Bachelor's degree in a knowledge area related to the specialization of the certification, guaranteeing the teachers have deep knowledge in the area they will be teaching. The Program, housed in the Deanship of Academic Affairs, is highly recognized since over 95% of the students pass the exams, are certified, and are recruited on the Island and the Mainland.

In its pursuit of excellence, UPRM has emerged as a prominent contributor to the landscape of Latino representation in STEM fields within the United States. This distinction has been aptly recognized, with UPRM attaining the pinnacle of achievement by securing the top position in awarding bachelor's degrees to Latinos in 2023, as acknowledged by Excelencia in Educación.

UPRM's academic excellence has been certified and ratified consistently by several accreditation agencies (MSCHE accreditation, Accreditation for Engineering and Technology (ABET), Accreditation Council for Business Schools and Programs (ACBSP), the Chemistry Programs are also accredited by the American Chemical Society, and the National League of Nursing (NLN) accredits our Nursing program. Moreover, UPRM is diverse, serving students with various needs. For instance, it served 655 students with disabilities last year, including those from public schools, with 299 students having emotional needs. Over 90% of students in the Teacher Preparation program are Hispanic.

b. Description of Organizational Structure

There is no College of Education at UPRM. Established in 1966 and headed by the

Dean of Academic Affairs, the Teacher Preparation Program (TPP or PPM in Spanish) offers the full range of initial teacher preparation education courses to candidates who have completed a bachelor's degree or are pursuing a bachelor's degree at UPRM as well as to those enrolled in the Math Education or Teaching in Physical Education programs. Altogether, the TPP prepares teacher candidates in 12 areas: art, biology, business education, chemistry, English, history, mathematics, physical education, physical science, social studies, Spanish, and theater. The TPP offers fundamental education courses in alternate route including methodology and teaching practice needed by teacher candidates who are:

- 1) pursuing a bachelor's degree at UPRM in a non-educational program,
- 2) holding a bachelor's degree in a non-educational field from any accredited institution, or
- 3) pursuing a BA in K-12 Teaching in Physical Education or a BS in Mathematics Education.

The Math Education BS in Mathematics and the Teaching in Physical Education BA in Physical Education are offered by the Departments of Mathematical Sciences and Physical Education (Kinesiology) respectively. These departments respond to the Dean of Arts and Sciences. Established in 1932, the College of Agriculture's Department of Agricultural Education offers all education courses to agriculture teacher candidates. UPRM is the only institution in Puerto Rico that prepares agriculture teachers.

President of the UPR- Luis A. Ferrao Delgado, PhD.

Chancellor of the UPR-M- Agustín Rullán Toro

Dean of Academic Affairs- Nancy Vanessa Vicente

Assistant Dean for Academic Affairs- Silvestre Colón

Teacher Preparation Program Director- Santiago Méndez Hernández

Administrative Secretary IV - Brunilda Silva Gracia

Student Affairs Officer I- Ismael Acosta Caraballo, M.Ed.

CAEP Coordinator- Carmen Bellido Rodríguez

Teaching Methodology and Practices Coordinator- Grisel Rivera Villafañe

c. Vision, Mission, and Goals

Vision, Mission, Goals

UPRM Vision

To be a leading institution in higher education and research, transforming society through the pursuit of knowledge in an environment of ethics, justice, and peace.

UPRM Mission

To provide excellent service to Puerto Rico and to the world by: . Forming educated, cultured, capable, critical thinking citizens professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they may contribute to the educational, cultural, social, technological and economic development. Performing creative work, research and service to meet society's needs and to make available the results of these activities.

We provide our students with the skills and sensibility needed to effectively address and solve current challenges and to exemplify the values and attitudes that should prevail in a democratic society that treasures and respects diversity (see 1.1.9 UPRM Strategic Plan 2012-2022 page 5).

UPRM Teacher Preparation Vision

In the context of the vision and mission of the institution, the Teacher Preparation Programs aspire to develop subject matter specialists who are active teachers and lifelong learners who are highly capable, effective, dedicated educators in their fields.

UPRM Teacher Preparation Mission

The mission of the Teacher Preparation Programs reflects the UPRM mission. The unit's mission is to serve society by preparing professional educators who are subject matter specialists with dispositions of social, cultural, humanistic sensibilities and ethical values, who also possess competence, skills and general knowledge, all of which will allow them to be highly effective teachers. The unit prepares subject matter specialists as professional educators, committed to vanguard educational paradigms, with an inquisitive attitude, capable of creative and critical thinking, and with mastery of pedagogical and conceptual knowledge in their discipline.

Diversity and Inclusion Statement

In order to establish a secure, inviting, and all-encompassing atmosphere for learning and professional engagement, the TPP places its emphasis on cultivating enhanced diversity, equity, inclusion, and accountability. We wholeheartedly adopt an inclusive

culture that ensures every individual is valued and treated equitably, offered a harmonious work-life and school-life equilibrium, and empowered to achieve excellence within their respective domains.

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

1. Content knowledge

Understand the central concepts, fundamental structure, and principal inquiry tools of their discipline in a way that enables them to design and present learning experiences that make these aspects of the subject matter evident and meaningful to diverse students. Encourage them to pursue deeper disciplinary knowledge, technology or other areas.

2. Pedagogical content knowledge

Develop a solid pedagogical content knowledge and an understanding of a broad variety of active methodologies in order to design, modify, and deliver instruction that leads learners to meet curricular goals that lead students to learn.

3. Human development and learning

Understand how children learn and develop so they can provide opportunities to support their intellectual, social, and personal development promoting the integration of knowledge in all its manifestations. Savvy consumers of evidence-based research to identify and adopt effective strategies for developing academic proficiency.

4. Reflexive, creative, critical thinking

Practice reflexive, creative, critical thinking and are able to make these processes visible to students and thereby contribute to the formation of reflexive, creative, critical thinking individuals who value, practice, and develop these processes throughout their lives.

5. Exhibit comprehensive formation

communication leadership skills - Contribute to the comprehensive formation of individuals by developing their intellectual, emotional, and psychological abilities and their communication and leadership skills, as well as esthetical and ethical values. To use effective verbal - nonverbal communication and technology to foster active inquiry, collaboration, and supportive interaction among students.

6. Demonstrate community building skills

Foster effective professional relationships with colleagues, parents, and educational stakeholders in the surrounding community in order to support learning and well-being in a manner that encourages students to develop ethical, civic, moral and esthetic values in harmony with their individual and collective needs contributing to a culture of peace.

7. Assessment

Monitor student learning progress through formal and informal assessment strategies in order to design, modify, and deliver learning experiences that contribute to the continuous growth of each learner. To evaluate assessment results to improve their own teaching effectiveness.

8. Caring dispositions

Confront new challenges, social as well as educational, in a way that (Confidential) Page 2 contributes to improving the quality of life in PR and the world. Who can establish and sustain a positive, safe learning environment in which interpersonal relationships furnish the stability, trust, and caring that support learners' sense of belonging, self-respect and self-acceptance as well as the security to make mistakes and learn from them.

9. Sensitivity to diversity

Recognize, understand, and value a diversity of learning styles, intelligences, and talents as well as the diversity of social, economic, and cultural experiences. Enable them to create a learning environment in which all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic or geographical origin feel secure. That recognizes and responds to the diversity of learners with varied learning opportunities that promote the development of critical thinking, problem solving, and performance skills of each learner.

10. Demonstrate reflective practice

Reflect on the effectiveness of their classroom practices in order to identify areas for improvement. Develop commitment to shared professional lifelong learning that improves classroom practice in order to provide students with the skills to meet the technological, educational, scientific, social, and cultural demands of the working world.

EPP Accreditation Status

Standard 6: Fiscal and Administrative Capacity

e. Is the EPP nationally or regionally accredited (e.g., SACSCOC, HLC, MSCHE) at the institutional level?

☒ Yes

☐ No

National/Regional Accreditation Documentation

Standard 6: Fiscal and Administrative Capacity

a. If your institution/EPP is nationally or regionally accredited, please upload a PDF copy of the award of accreditation here.

See **Attachment** panel below.

Table 2. Program Characteristics

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

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

Name of Program/specialty area	Enrollment in current fall cycle	Enrollment in last fall cycle	Degree level	Certificate or licensure level	Method of Delivery	State(s) in which program is approved	Date of state approval(s)	Selected Program Review Option
Agricultural Education	3	5	Baccalaureate	Initial	Alternate Route	Puerto Rico	Unavailable	Unavailable
Teacher Preparation Program of Secondary Schools	210	91	Baccalaureate	Initial	Alternate Route	Puerto Rico	Unavailable	Unavailable
Mathematics in Education Program	1	2	Baccalaureate	Initial	Alternate Route	Puerto Rico	Unavailable	Unavailable
Physical Education Program	9	13	Baccalaureate	Initial	Alternate Route	Puerto Rico	Unavailable	Unavailable

NOTE FOR IMPORTING SPECIALTY AREA PROGRAM INFORMATION

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

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

Table 3. EPP Characteristics

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

Control of Institution	Public
Student Body	Coed
Carnegie Class	Master's Colleges and Universities (larger programs)
Location	Urban
Teacher Preparation Levels	Currently offering initial teacher preparation programs Not currently offering advanced educator preparation programs
EPP Type	Hispanic Serving Institution Land Grant Institution Institution of Higher Education: State/Regional Alternate Route
Religious Affiliations	Udenominational
Language of Instruction	English Spanish
Institutional Accreditation (Affiliations)	Middle States Commission on Higher Education

Table 4. Qualification Table for EPP-based Clinical Educators

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

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment(s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles, last five years
Grisel Rivera- Villafañe	Doctoral	Educational	Practicum and	Philosophical Foundations	Postsecondary Director	School Superintendent

		Administration /Special Education (ABD)	Methodology Coordinator	of Education Teaching Practicum	General Supervisor Health Related Professions Teacher	Certification Program by the PR Department of Education
Carmen Bellido-Rodríguez	Doctoral	Academic Research Psychology Specialization in Human Development and School Psychology	Accreditation Coordinator	Human Development Psychological Foundations of Education Methodology Practicum	Psychology	Principal Investigator for the Puerto Rico Department of Education and US Department of Education
Santiago Méndez-Hernández	Doctoral	Educational Management	EPP Director	Sociological Foundations of Education Methodology Practicum	Elementary 4-6 Teacher Mathematics Teacher Mathematics Facilitator (Supervisor) School Director k-12 School Superintendent Postsecondary Director	Mathematics Teacher School Director School Superintendent PR DOE Secretary Advisor (Ad Hon)

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

Table 5. Capacity Table

a. The capacity table of curricular, fiscal, facility, and administrative and support capacity for quality is used to satisfy requirements of the U.S. Department of Education and is completed by providing data relevant for the EPP. This chart is an example of a chart that the EPP can complete.

Capacity Dimension	EPP description of metric(s)	EPP data	Title and description of supplemental evidence/documentation of quality for each dimension
Facilities			
Fiscal Support			
Administrative support			

Upload your self-developed capacity table below

Table 5 UPRM EPP Capacity Table 2023-2024.docx

See **Attachment** panel below.

Table 6. Off Campus, Satellite, Branch

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

Geographic Site(s) administered by the EPP	Program offered at each site	Is the program to be included in accreditation review? (Y or N)	Is the program approved by state in which program is offered? (Y or N or approval not required)	Notes/Comments
University of Puerto Rico at Mayaguez, Puerto Rico	Agricultural Education, Physical Education, Mathematics Education, other teacher certification pursuing concentrations	Y	Y	All the programs are at the main campus. There are no satellites or sites outside.

Standard 7: Record of Compliance with Title IV of the Higher Education Act

Are you using CAEP accreditation to access Title IV funds?

- ☐ Yes
- ☒ No

II. CAEP Standards and Evidence

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Standard R.1: Content and Pedagogical Knowledge (Initial Programs)

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

- 1  2023.1.1.1 Rubric Classroom Observation Instrument for Teaching Practice UPRM REV 2020 - English.docx

R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R1.4 Professional Responsibility

- 2  2023.1.1.2 TCWS Manual with Standards Alignment.docx

R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R1.4 Professional Responsibility

- 3  2023.1.1.3 Education Specialization Courses and Graduation GPA by Gender and Discipline.docx

R1.1 The Learner and Learning

- 4  2023.1.1.4 Teacher Candidate Work Sample Data Analysis 2020-2023.docx

R1.1 The Learner and Learning

- 5  2023.1.1.5 Teaching Practice Observation Instrument Data Analysis 2020-2023.docx

R1.1 The Learner and Learning

- 6  2023.1.1.6 Service Learning Field Experience Exceptional Child Rubric.docx

R1.1 The Learner and Learning
R1.4 Professional Responsibility

- 7  2023.1.1.7 Diversity of Towns of origin of teacher candidates.docx

R1.1 The Learner and Learning

- 8  2023.1.2.1 Program Progression by Transition Point InTASC.docx

R1.2 Content

- 9  2023.1.3.1 EDPE 3129 Instructions for Lesson integrating Technology.docx

R1.3 Instructional Practice

- 10  20203.1.3.2 List of examples of Teacher Candidate E Portfolios.docx

R1.3 Instructional Practice

- 11  2023.1.3.3 General PCMAS Data Analysis 2020-2023.docx

R1.2 Content
R1.3 Instructional Practice

- 12  2023.1.3.4 CIRCULAR LETTER PCMAS NUM. 04-2022-2023.docx

R1.3 Instructional Practice

- 1  2023.2.2.5 UPRM EPP empowered completers and clinical educators on AI.docx

3

R1.1 The Learner and Learning

1

4  2023.4.3.2 Focal Interview .docx

R1.1 The Learner and Learning

1

5  2023.5.1.1 UPRM Teacher Preparation Assessment System Procedures (1).pdf

R1.1 The Learner and Learning

R1.2 Content

R1.3 Instructional Practice

R1.4 Professional Responsibility

1

6  2023.5.1.2 UPRM EPP Conceptual Framework.pdf

R1.1 The Learner and Learning

R1.2 Content

R1.3 Instructional Practice

R1.4 Professional Responsibility

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

The UPRM TPP ensures that all course syllabi, rubrics, and evaluations for teacher candidates are aligned with the ten proficiencies they need to develop to become successful teachers. These candidate proficiencies established in the UPRM EPP Conceptual Framework (2023.5.1.2) align with the InTASC 2013 Standards, the Revised 2022 CAEP Standards, the Puerto Rico Professional Standards for Teachers (PR-PST), the ISTE Standards, and the UPRM Student Learning Outcomes (SLO). Please note that UPRM offers three BS programs (Agriculture Education, Teaching Physical Education, and Math Education), post-bachelor alternate routes (professional development) to become a teacher in one of fourteen areas, and parallel-to-bachelor routes to become teachers in one of thirteen areas. The fourteen areas are Agriculture, Art, Biology, Business, Chemistry, English, History, Math, Physical Education, Physics, Social Studies, History, Spanish, and Theater.

Two of the most important EPP evaluations that show whether teacher candidates are meeting or exceeding these standards are the Classroom Observation Instrument for Teaching Practice (2023.1.1.1) and the Teacher Candidate Work Sample (2023.1.1.2). These evaluations are conducted during the Teaching Practice course, which most teacher candidates take during the spring semester. The third evaluation used is the PCMAS results, the state licensure requirement exam.

UPRM EPP teacher candidates progressively acquire initial knowledge about learner development, learning differences, and the learning environment in fundamental education courses at the first transition point as established in the Assessment System Procedures Guide (2023.5.1.1.) For these courses (see the complete list of education courses in 2023.5.1.1 pages 16-17), teacher candidates from 2020 to 2023 approve them with a 3.75 average on a 4.00 scale, showing no significant differences by gender or discipline (2023.1.1.3). UPRM Agricultural Education (AgED) teacher candidates follow a unique series of learner and learning courses to become licensed agronomists and teachers serving the community. These three courses are

Methods in Teaching Vocational Agriculture, Curriculum Development, and Organization and Administration in Vocational Agriculture. Agricultural Education teacher candidates completing their teaching practice over three academic years earned an average 3.52 GPA in the fundamentals of education courses.

Other UPRM teacher candidates develop their initial knowledge of the learner and learning in Human Growth and Development I & the learning environment in the Human Development II: Educational Psychology course. They acquire and apply knowledge of learning differences in the Seminar on the Nature and Needs of Exceptional Children. With an average 3.75 GPA in education courses, UPRM teacher candidates completing their teaching practice over the past three academic years met program expectations (2023.1.1.3).

UPRM teacher candidates practice their skills and disposition by working with diverse learners in their observation experiences in methodology and teaching practice courses. They also develop their ability to work with diverse learners using the technology of MS Teams Classroom during the practicum to ensure they share the education materials with their students, cooperative teachers, special education teachers, and parents.

An analysis of the available data on the Contextual Factors portion of the TCWS over the past three years shows that with 95.58% to 98.25% scored Met on each of the five criteria in Learner and Learning, UPRM candidates are meeting expectations. See 2023.1.1.4 page 4 for more details, and 2023.1.1.2 page 5 for instructions regarding Contextual Factors (Implications for instructional planning and assessment; Knowledge of the skills and prior learning of students; Knowledge of the various approaches to student learning; Knowledge of the student characteristics; Knowledge of community factors, school, and classroom that affects learning) and 2023.1.1.2 page 12 for the corresponding evaluation rubric. An analysis of UPRM candidate performance on the five Learner and Learning items on the Classroom Observation Instrument over the past three years shows 91% to 96% reached or surpassed the target proficient level (3=Competent; 4=Exemplary). See 2023.1.1.5 pages 8 and 9 for more details on the data and 2023.1.1.1 pages 1-3 for the corresponding evaluation rubric.

Concerning commitment and diversity, UPRM teacher candidates carry out their practice teaching in more than 50 elementary, intermediate, and high schools across Western and Central Puerto Rico. After carrying out their teaching practice, mostly in challenging public schools, candidates share their experiences with peers and UPRM EPP faculty in a small closing activity. The consistent passion for teaching demonstrated at these activities is remarkable. Most of these candidates subsequently teach Puerto Rico's public school system for a monthly salary lower than in the 50 states, with its nearly bankrupt pension fund and no participation in social security. We should note that, in general, private schools in Puerto Rico pay

even less than public schools, and numerous states are actively recruiting teachers at UPRM.

Part of the motivation to teach in one of the largest and poorest school districts in the United States likely comes from candidates' backgrounds. See 2023.1.1.7 to see that most UPRM teacher candidates come from diverse schools and families, which gives them particular insight into the importance of rigorous college and career-ready standards.

UPRM has a long tradition of community service and educational outreach that affords its teacher candidates opportunities to assist their content professors working with pre-college students. See <https://www.uprm.edu/ppm/outreach-education-programs/> for a brief description of a dozen of UPRM's ongoing programs and their impact. In summary, UPRM teacher candidates use the Puerto Rico Academic Standards in their methodology, teaching practice, and preparatory education courses. The Standards were explicitly designed to prepare students for college and career readiness. Candidate work is evaluated against the standards and measures up. Candidates demonstrate commitment to preparing all students to be college and career-ready in an inclusive classroom environment.

There are two parts in the TCWS where candidates show and can self-reflect their personal biases. The first is in the Contextual Factors criteria of Knowledge, Community School, and Classroom factors, in the Knowledge of characteristics of students where candidates have to display a general and specific understanding of student's differences, for example, in development, culture, abilities, and disabilities) and use that knowledge to adapt their lessons. The second instance is in the reflection and self-evaluation part of the TCWS, in the Professional Responsibilities task of the TCWS. The candidates identify successful and unsuccessful activities and assessments and provide plausible reasons (based only on theory or research) for their success or lack thereof. The analysis of the TCWS performance showed that candidates can examine and reflect on their biases and what they should improve (2023.1.1.4).

In addition, see the EDES 4006 Service Learning Guide (2023.1.1.6) for the instructions on the 15-hour field guide experience, where candidates observe and plan the accommodations, adaptations, and special strategies to prepare exceptional children in the Nature and Needs of Exceptional Learners course. The students must self-reflect on their use of language and attitudes that demonstrate an appropriate knowledge of exceptionalities.

Each item in the Teacher Candidate Work Sample and the Observation Rubric is aligned to InTASC standards. The TCWS is worked through the teacher practicum semester, and the Observation rubric is used 3 times by the University Supervisor and 3 times by the Cooperating teacher during practice. Each month, the Observation

rubric discusses giving feedback to the candidate, allowing them to demonstrate increasing complexity in applying the learner and learning criteria.

The EPP Conceptual Framework includes as part of the teacher candidate competencies a goal specifically to demonstrate sensitivity to diversity (2022.5.1.2 page 17-18). The EPP prepare teachers to recognize, understand, and value a diversity of abilities, neurodiversity, intelligences, and talents as well as diversity related to social, economic, and cultural experiences. Furthermore, prepare teachers to value all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin or geographical area and to respond to this diversity of learners with the variety of instructional opportunities that promote the development of critical thinking, problem-solving, and performance skills of each individual. Cross cultural contact is increasing in the present day world challenging the teacher to create a climate of celebration of differences, and respect for these multiple social and cultural differences, ideally in a way that all learn to celebrate diversity in the classroom and in the community. Teachers must be sensible to the diversity of needs of the students. The number of students with identifiable exceptional learning needs is growing, so it has become essential that teachers know about areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties and special physical or mental challenges and or abilities as well as talents. Teachers need to understand how learning is influenced not only by students' individual experiences, talents, and prior learning, but by their native language, culture, family, community values as well, in order to facilitate learning. Teachers must create a safe learning environment in which all students regardless of their race, color, religion, gender or sexual orientation, linguistic ability, ethnic origin or geographical area are valued and respected. The principle that all children can attain high levels of understanding is vital to teacher persistence in helping all children succeed and making them feel valued for their potential as people of diverse skills, talents, and interests.

Compelling evidence provided is the triangulation of results corroborated by the Classroom Observation Instrument scores and the TCWS on planning and implementing sequential instruction that supports learners in meeting curriculum goals, standards, and grade level expectations have all reached the competent (acceptable) or exemplary level for the past three years. TCWS scores for aligning plans, instruction, and assessment with Puerto Rico's Academic Standards corroborate that UPRM candidates can effectively apply knowledge about the learners to support learning at the appropriate grade level as defined by the standards (2023.1.1.4 & 2023.1.1.6)

Specialty Licensure Area Data

Program Review Option (per state partnership agreement)

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

Upload State Program Reports below

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

Standard R.2: Clinical Partnership and Practice (Initial Programs)

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

1  2023.2.1.1 Circular Letter 2020-2021.pdf

R2.1 Partnerships for Clinical Preparation

2  2023.2.1.2 Law 129 of 2016 -Law to Regulate the Educational Clinical Experiences Program of the Department of Education of Puerto Rico.docx

R2.1 Partnerships for Clinical Preparation

3  2023.2.1.3 Cooperative-Teacher-Syllabus UPRM.doc.docx

R2.1 Partnerships for Clinical Preparation

4  2023.2.1.4 MOU CROEM 2023-000189 Departamento de Educación de Puerto Rico.docx

R2.1 Partnerships for Clinical Preparation

5  2023.2.1.5 Advisor to the Secretary of Education .docx

R2.1 Partnerships for Clinical Preparation

6  2023.2.1.6 DEPR-UPRM EPP Educational Partnership.docx

R2.1 Partnerships for Clinical Preparation

7  2023.2.1.7 Focal Group Educational Administrators.docx

R2.1 Partnerships for Clinical Preparation

8  2023.2.1.8 EPP Impact on PCMAS Results

R2.1 Partnerships for Clinical Preparation

9  2023.2.1.9 PCMAS 2021-2023 Focal Group Data Analysis.docx

R2.1 Partnerships for Clinical Preparation

1
0  2023.2.1.10 2023 Focal Group Meeting .docx

R2.1 Partnerships for Clinical Preparation

1
1  2023.2.1.11 UPRM EPP Agriculture Division.docx

R2.1 Partnerships for Clinical Preparation

1
2  2023.2.1.12 Accreditation Advisory Committee Meeting.docx

R2.1 Partnerships for Clinical Preparation

1
3  2023.2.1.13 Letter to EPP by Sheykirisable Cucuta.docx

R2.1 Partnerships for Clinical Preparation

1  2023.2.1.14 Teacher Certification Regulations (9375 of 2022).docx

4
R2.1 Partnerships for Clinical Preparation

R2.3 Clinical Experiences

1
5  2023.2.1.15 Changes to the EPP's Brochure.docx

R2.1 Partnerships for Clinical Preparation

1
6  20223.2.2.2 Teach Like a Champion.docx

R2.2 Clinical Educators

1
7  2023.2.2.1 Authorization to Place Methodology Students in Schools.docx

R2.2 Clinical Educators

1
8  2023.2.2.3 Activities where EDAG Teacher Candidates Participated.docx

R2.2 Clinical Educators

1
9  2023.2.2.4 UPRM EPP Clinical Educators Assessment by Teacher
Candidates.docx

R2.2 Clinical Educators

2
0  2023.2.2.5 UPRM EPP empowered completers and clinical educators on AI.docx

R2.2 Clinical Educators

2
1  2023.2.2.6 EPP Visits the Practicum Center.docx

R2.2 Clinical Educators

2
2  2023.2.2.7 Teaching Practice and other course syllabi evidencing inclusion
preparedness.docx

R2.2 Clinical Educators

2
3  2023.2.3.1 Comparative Analysis of Similar Teacher Preparation Programs .docx

R2.3 Clinical Experiences

2
4  2023.2.3.2 Satisfaction of completers with the UPRM EPP Evidence.docx

R2.3 Clinical Experiences

2
5  2023.2.3.3 UPRM EPP Teacher Candidates and Completer Success Stories.docx

R2.3 Clinical Experiences

2
6  2023.2.3.4 Field Placement Requirements in Alignment with Courses on
template.docx

R2.3 Clinical Experiences

2
7  2023.2.3.5 Syllabus of EDES 4006 Nature and needs of the exceptional
child.docx

R2.3 Clinical Experiences

2 2023.2.3.7 Syllabus EDPE 4088 and EDFU 3012.docx
8

R2.3 Clinical Experiences

2 2023.2.3.8 Syllabus of EDPE 3077 - Integration of technology in education with
9 distance and virtual teaching strategies.docx

R2.3 Clinical Experiences

3 2023.2.3.6 Syllabus of EDPE 4055.pdf
0

R2.3 Clinical Experiences

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

Clinical Experiences are the cornerstone of the University of Puerto Rico Teacher Preparation Program (UPRM EPP) allowing candidates multiple and extended opportunities to put theory into practice in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. The EPP and its partners co-construct mutually beneficial collaborations for clinical preparation and share responsibility for continuous improvement of candidate performance.

Evidence for collaboration and shared responsibility between the EPP and its partners is provided by 1: Partnership agreements/MOU's, 2: Collaboration in clinical settings between EPP and P-12 partners, 3: Collaboration through advisory committee and 4: Collaboration/co-construction in developing and determining the validity of program assessments. In addition, employer surveys strengthen collaboration with P-12 partners and provide feedback to the EPP for the improvement of programs and candidate performance.

1. Partnerships.: The EPP and its most important partner, the Puerto Rico Department of Education (PR DOE), have established a co-construction partnership. This collaborative relationship is mutually beneficial in several ways. Firstly, the UPRM EPP considers the specific needs and requirements of the PR DOE, as communicated by their teachers, school directors, District Superintendents, and agency headquarters, when making decisions for program improvement. This ensures that the teacher preparation program is responsive to the real-world demands of the educational field. As evidence, look at evidence 2023.2.1.7.

Furthermore, the EPP consistently delivers highly qualified educators who are well-prepared to join the PR DOE team. These teachers are equipped with the knowledge and skills needed to address the challenges and opportunities within Puerto Rico's educational landscape. This not only benefits the PR DOE by providing them with capable professionals but also contributes to the overall quality of education in Puerto Rico. This is evidenced by the consistent results on the Teachers Certification Examination and by the number of completers hired by the PR DOE during the last three years. (2023.2.1.8). The 2023 focal groups PCMAS 2021-2023 scores analysis is useful for supporting this topic. (2023.2.1.9).

In addition, the EPP maintains an ongoing and open line of communication with the

PR DOE. This regular exchange of ideas and information allows for continuous adjustments and improvements in the offerings and services provided by the EPP. It ensures that the program remains aligned with the evolving needs of the educational sector and is well-positioned to meet those needs effectively. Evidence is the summary of decisions taken at the 2023 Focal Group Meeting. (2023.2.1.10)

The EPP develops research for determining the professional development needs of the completers placed as teachers at the PRDOE. This collaboration can lead to the development of innovative teaching methods, strategies, and curricular enhancements. The research outcomes benefit both organizations and, ultimately, improve the quality of education in Puerto Rico. As an example, the PR DOE authorized the UPRM EPP Agriculture Division to deliver research with their teachers proposing professional development needs. See the authorization letter on evidence 2023.2.1.11.

The EPP documents partnerships by Attendance forms, Memorandum of Understanding and other methods. During academic year 2022-2023 an MOU was signed between the PR DOE and the University of Puerto Rico at Mayaguez stating that the Mayaguez Residential Opportunities Center (CROEM) will be receiving and supporting EPP practicum candidates during upcoming years while the UPRM will provide spaces for professional development for CROEM active teachers. A copy of the MOU is included in this report (evidence 2023.2.1.4).

Another example of the partnership involves the EPP Director as a direct collaborator to the PRDO being selected as consultant to the DOE Secretary on matters related to a charter school model named in Puerto Rico as Escuelas Alianza. 2023.2.1.5 Also, there is a consistent relationship between the Puerto Rico Department of Education Teacher Certification Office; where they send candidates to take EPP courses and the EPP prepares and opens courses and offerings according to needs and demands. Evidence regarding those relations could be found in 2023.2.1.6.

The EPP Director is in constant communication with the PR DOE Office of Teacher Certification. Both have at least every two months conversations about the teacher certification needs they have. (2023.2.1.6) One example is that the EPP developed courses to correspond to the new PR State Teacher Certification Regulation (9375 of 2022); that is evidence 2023.2.1.14. Among the courses that were developed in academic year 2022-2023 are the courses EDES 4055 Inclusion of Special Education Student on Regular Classroom and EDPE 3077 Technology Integration with the inclusion of strategies for distance and virtual learning. Following the implementation, the EPP changed student advising, brochures and other promotions. A copy of a change brochure can be found in the evidence section (2023.2.1.15).

2: Collaboration in clinical settings. The EPP and its P-12 partners engage in an ongoing collaborative process. Together collaborate to ensure candidates are assigned to diverse placements that enable them to gain the skills, knowledge, and dispositions necessary to become effective educators.

The clinical practice in Puerto Rico is regulated by PRDOE's laws about clinical experiences. The 2023.2.1.1 evidence is the Circular Letter 04-2020-2021: Public Policy on the Organization and Operation of the Educational Clinical Experiences Program of the Department of Education of Puerto Rico) and through dispositions in Law 129 of 2016 about Clinical Experiences (2023. 2.1.2 Law 129). The public policies provide the requisites for the selection of clinical centers, cooperative teacher and principal, and the roles of each one. Cooperative Teachers (CT) must have a clinical practice certification that is reviewed every three years. Collaborating with its P-12 partners, the EPP offers both the certification course (45 hours) and the recertification course (15 hours) to teachers from partner schools and teachers from other universities. Certification Course for new highly qualified CT as well as recertification for teachers is offered by EPP Director and Clinical Practice Supervisors (2023.2.1.3 Coop Teacher Course Syllabus). This collaboration is beneficial to the schools which benefit from prepared CTs, beneficial to the EPP, beneficial to the PR DOE, and beneficial to other EPPs on the island.

3. Collaboration through advisory committee. The EPP has an advisory committee composed of internal and external stakeholders, including a representative from the Puerto Rico Secretary of Education, the main co-construction partner. Also, a Special Education teacher was included in order to ensure that the EPP prepares teachers for being inclusive and have respect and value diverse students. They meet at least once per academic year. 2023.2.1.12 evidences the participation of the committee.

In addition, the advisory committee, that also meet at least once per academic year, integrates active teachers, counselors, school principals, and school district representatives. They contribute to continuous improvement of the EPP by presenting their specific needs and inputs regarding topics to be delivered by the EPP and provide feedback on assessment instruments and program outcomes. Also, the PR DOE partners help the EPP by giving their feedback about how to improve the internship and practicum relationship. For example, the representative from the Puerto Rico Secretary of Education, met on September 2023 with the EPP Director and discussed new programs the PR DOE would encourage the EPP to develop (2023.2.1.13).

4 Collaboration/co-construction in developing and determining the validity of program assessments.

Mutually beneficial--As stated above, the partners are in an on-going collaboration process as there is constant communication for making decisions that immediately affect the outcomes of the EPP and the quality and degree of preparation of teachers who serve the PR DOE and local private schools. The EPP contributes to the PR DOE by providing direct advice for evaluating charter schools.

The partnership between the EPP) and the PR DOE is mutually beneficial in several ways:

Responsive Program Improvement: The EPP takes into consideration the specific needs and requirements of the PR DOE, including feedback from teachers, school directors, District Superintendents, and agency headquarters. This collaboration

ensures that the teacher preparation program is tailored to meet the real-world demands of the educational field, making it responsive to the PR DOE's evolving needs.

Supply of Highly Qualified Educators: The EPP consistently produces highly qualified educators who are well prepared to join the PR DOE team. These educators have the knowledge and skills necessary to address the challenges and opportunities within Puerto Rico's educational landscape, benefiting both the PR DOE and the overall quality of education in the region.

Ongoing Communication and Collaboration: The EPP maintains an open line of communication with the PR DOE, allowing for continuous adjustments and improvements in program offerings and services. This ensures that the program remains aligned with the evolving needs of the educational sector, as demonstrated by the decisions taken at the 2023 Focal Group Meeting.

Research and Professional Development: The partnership involves collaborative research to determine the professional development needs of teachers placed within the PR DOE. This research can lead to the development of innovative teaching methods, strategies, and curricular enhancements that benefit both organizations and contribute to the quality of education in The

The EPP ensures that partnerships are co-constructed by the following methods:

Executive and Advisory Committees: The EPP has an executive committee that includes representatives from the PR Secretary of Education and other relevant stakeholders. This committee helps to shape the direction and continuous improvement of the program and ensures that it is aligned with the needs of the PR DOE. An advisory committee, consisting of active teachers, counselors, school directors, and school district representatives, contributes to the program by providing input for continuous improvement.

Regular Meetings and Feedback: There is constant communication and collaboration between the EPP and the PR DOE Office of Teacher Certification. This ongoing dialogue allows for the adjustment of program offerings to meet certification requirements, such as the development of courses aligned with new PR State Teacher Certification Regulations (e.g., Regulation 9375 of 2022).

Open and Willing Partnership: The willingness of both the UPRM EPP and the PR DOE to continue working together is evidence of a consistent and enduring partnership. This open and cooperative relationship is characterized by a shared commitment to education in Puerto Rico.

In conclusion, the partnership between the EPP, the PR DOE, and P-12 is characterized by mutual benefits, ongoing collaboration, and a co-constructed approach.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a

positive impact on candidates' development and diverse P-12 student learning and development.

Co-selection =The EPP engages in collaborative efforts with the PRDOE regarding the selection of clinical teachers. The EPP identifies the need for clinical teachers for each academic year, aligning them with the specific content areas pursued by student teacher candidates seeking teacher certification.

The PR DOE administrative representatives and teacher candidates may recommend potential clinical teachers who possess certification from the PR DOE and possess substantial teaching experience within the relevant content area. The EPP's Director and/or Coordinator subsequently evaluates these recommendations. If the suggested clinical teacher fulfills the required criteria, their name is included in a list of requests submitted to the District Superintendent of the PR DOE for final approval before assigning the student intern to a school.

Ultimately, it is the discretion of the Superintendent to determine whether the proposed clinical educator is the most suitable choice for the EPP student intern. An illustrative example of the approval process is provided in evidence 2023.2.2.1.

Co-preparation- The EPP Clinical Experiences Coordinator meets at least once per academic year to prepare clinical educators on new PRDOE regulations for teacher certification and curriculum changes. The coordinator is in constant consultation with the PRDOE administration to learn about the changes and communicates these to the EPP's clinical educators.

To become certified as a Cooperative Teacher, teachers must take a forty-five (45) hour course which expires every five (5) years. To be recertified, CTs take a fifteen (15) hour course. All courses are offered by the EPP with an ongoing agenda prepared by the PR DOE in collaboration with EPP Directors of all higher education institutions. The course is offered by both institutional attendance and on-line mode (2023.2.1.6).

Evaluation - The EPP selects and prepares experienced university supervisors for mentoring the teacher candidates during the practicum. Each academic term, they meet with the methodology and practicum coordinator for updating information and support. At the conclusion of each academic year, following the completion of their student teaching, candidates assess the performance of their clinical educators (clinical teachers and university supervisors). Based on these evaluations, the EPP assesses the suitability of these clinical educators to continue their roles as mentors for next year's candidates. Additionally, the information gathered from these evaluations is utilized to identify any professional development requirements for clinical educators. A sample of the survey results is included in this report (2023.2.2.4). The report provides evidence that in general, according to the student teachers, their clinical educators demonstrate having knowledge about the clinical experiences, their responsibilities as clinical educators, and their effectiveness as mentors.

These evaluations form the basis for the EPP to determine whether these clinical

educators are well-suited to continue mentoring. Moreover, the data gleaned from these evaluations aids in recognizing any professional development needs for the clinical educators. This report also provides a glimpse into sample survey results, shedding light on the program's ongoing efforts to enhance the quality of clinical education. For example (2023.2.2.5), during 2023, clinical educators and completers requested to learn about how artificial intelligence would affect their classes at K-12 schools. A conference about this topic was held, and they communicated their satisfaction and willingness to continue attending more mentoring activities in the next years.

The EPP university supervisors visit the practicum center and engage in at least four interactions with the clinical educators for each practicum student (2023.2.2.6). These visits serve as opportunities for the practicum supervisor and clinical educators to collaboratively identify the support requirements of both the student interns and them. Subsequently, professional development plans are devised and put into action, guided by the discussions held during these visits.

Professional responsibility is shared among clinical educators, teacher candidates, EPP faculty, and other professionals involved in the educational process. It involves fostering an environment of mutual respect, collaboration, and support. Clinical educators play a crucial role in mentoring and guiding candidates, providing them with practical insights, and offering constructive feedback to promote their professional growth. Teacher candidates are responsible for actively engaging in the learning process, demonstrating a commitment to their development, and respecting the guidance provided by clinical educators and faculty. EPP faculty are responsible for designing a curriculum that promotes diversity, equity, and inclusion, and for continuously evaluating and improving the program's effectiveness. All professionals involved actively work together to create a community that values diversity, promotes equal opportunities, and holds itself accountable for achieving the highest standards of excellence in education. A syllabus from the practicum course evidences this (2023.2.2.7).

It is clear that the EPP recognizes the importance of maintaining a collaborative partnership with the PR DOE to ascertain the professional development requirements of clinical educators. In response to these needs, the EPP is dedicated to the ongoing evaluation of workshops and mentoring sessions aimed at enhancing the capabilities of clinical educators. To illustrate, when the EPP identified a specific need for professional development in online teaching among PR DOE clinical educators during the pandemic, they were extended invitations to participate in relevant UPRM courses.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

The UPRM EPP works in several ways with the PR DOE and P-12 schools to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to

ensure the candidates demonstrate their developing effectiveness and positive impact on all students learning and development. 2023.2.3.4 demonstrates:

1. Depth and Breadth: UPRM EPP's clinical experiences encompass a comprehensive range of field placements across grades K-12, catering to diverse educational settings.

Courses such as EDES 4006 and EDPE 4XXX integrate theory with practical application, ensuring candidates gain in-depth knowledge and hands-on experience in their respective concentrations (e.g., mathematics, science).

2. Diversity: Field placements cover a wide spectrum of educational environments, including special education classrooms, ensuring exposure to diverse student populations and learning needs.

Candidates experience different teaching styles and student diversity approaches, essential for developing inclusive teaching strategies.

3. Coherence: The program aligns field experiences with coursework, facilitating a coherent educational journey. This alignment ensures that theoretical learning is directly applicable to real-world teaching scenarios.

Observation journals, reports, and pre-practicum visits are integrated into the coursework, enhancing the coherence between academic learning and field experience.

4. Duration: Field experiences are structured throughout the educational journey, with specified hours (e.g., 15 hours of observation) in various settings.

The duration and scheduling of these experiences are designed to progressively build candidates' competencies from sophomore to senior years.

5. Modalities of Preparation: Candidates are prepared through a mix of modalities, including traditional on-seat, hybrid, and online classes.

Supervisors guide and assess candidates during observation visits, providing feedback and insights into effective teaching practices.

6. Preparation for Various Teaching Contexts: The program equips candidates to teach in diverse settings, including mainstream and special education classrooms.

Emphasis on planning and delivering content, along with observation and hands-on experience, prepares candidates for real-world teaching challenges.

The EPP considers the following approaches when addressing features of clinical experiences to improve candidates' outcomes:

Comparative Analyses: The EPP conducts comparative analyses where it compares its clinical experiences to other similar programs. Evidence 2023.2.3.1 shows a

comparative analysis of similar teacher preparation programs in Puerto Rico; where it was demonstrated that the EPP fulfills all the requirements for teacher certification under the new regulation of the PRDOE while other programs are still offering courses that comply with the requirements of the previous teacher certification regulation (2012). So, the EPP is updated and serving under recent regulations, while other are still behind.

Feedback Mechanisms: The EPP conducts yearly surveys and focal groups to determine the satisfaction with the offerings and the needs for future years. The results are consistent as shown in evidence 2023.2.3.2

Student Success Stories: In this report, the EPP shared success stories of graduates who have benefited from the clinical experiences. These anecdotal examples can provide evidence of the program's effectiveness. 2023.2.3.3

Through funding provided by proposals, EPP has provided continuous improvement and professional development courses to alumni teachers and CTs. An example is the Helping English Learners and Partners Excel with Research-based Practices and Support (HELPERS) project. HELPERS is done through online workshops coordinated with Ohio State University and UPRM to support in-service teachers in high needs school districts with professional learning to improve instruction for English learners since 2021 (<https://cete.osu.edu/helping-english-learners-and-partners-excel-with-research-based-practices-and-support-helpers/>).

Diversity: EPP completers gain insights from their clinical experiences, deepening their understanding of diversity, equity, and inclusion issues. They are placed in public schools with students from low socioeconomic backgrounds, different language needs, a significant number receiving Special Education Services, including rural and urban schools, offering exposure to a diverse student population. These experiences are complemented by two mandatory courses focusing on diversity, equity, and inclusion: "Nature and needs of the exceptional child" (EDES 4006) 2023.2.3.5 and "Strategies for the Inclusion of Special Education Students in the Regular Classroom" (EDES 4055) 2023.2.3.6.

In the EDES 4006 course, students engage with the legal, historical, and educational aspects of exceptionalities, focusing on inclusive education, multicultural education, and social justice. The course covers the Individuals with Disabilities Education Act (IDEA), offering strategies and accommodations to support exceptional learners, complemented by 15 hours of laboratory and field experience for practical insights. Additionally, the EDES 4055 course, a recent requirement for completers, delves into student diversity, learning environment creation, and teaching adaptations. It emphasizes general and content-specific strategies, incorporating modern educational trends like assistive technology and Response to Intervention.

Every course affords candidates the opportunity to apply and refine these learning experiences, fostering enhanced student outcomes in their respective content clinical experiences, ensuring they are well-equipped to cater to a diverse learning environment (see the syllabus for other courses, Foundations of Educational Psychology and a practicum course, on evidence 2023.2.3.7).

Various modalities: Teacher candidates consistently use Microsoft Office and other educational applications for their teaching and all their classes. Completers possess technological knowledge and skill set that enhance efficiency, not only simplifying classroom administrative tasks such as record maintenance and drafting letters, but also facilitating the development of educational materials, including presentations, and tools for clinical observation like checklists and rubrics. Furthermore, every completer has experience with video conferencing platforms, specifically Microsoft Teams. Amidst the pandemic, this was the platform chosen by the PR DOE. In their technology courses, candidates learn how to use software for video editing and apply these skills in the P-12 classrooms. These skills encompass their creative abilities in transitioning knowledge by managing the camera, audio, and visuals for educational production. Recently, the topic of Artificial Intelligence in education was introduced in technology courses, with a special focus on ChatGPT. Not only are students taught how to use it effectively for educational production, but they are also educated on its ethical integration as a vital skill that their future students must acquire. Lastly, completers learned to utilize various learning management systems (LMS). Within these platforms, completers did not only undergo their courses but also learned to upload original educational content, recommended readings, assignments, and tests for their prospective students. The EDPE 3077 syllabus evidences these learning experiences 2023.2.3.8.

Clinical experiences are highly effective in preparing candidates for initial employment in education within their field of specialization. Here's how they contribute to this preparation, according to interviews held by EPP on the focal groups (2023.2.3.9):

Real-World Application: EPP clinical experiences provide candidates with opportunities to apply theoretical knowledge gained in coursework to real classroom settings. This practical application is crucial for candidates to develop pedagogical skills and strategies that are essential for effective teaching.

Hands-On Learning: EPP Candidates actively engage in teaching, classroom management, and instructional planning during clinical experiences. This hands-on learning allows them to gain valuable teaching skills and classroom experience under the guidance of experienced educators.

Mentorship and Supervision: Clinical experiences involve mentorship and supervision by experienced teachers or certified educators. This mentorship helps candidates refine their teaching techniques, receive feedback, and learn from the expertise of seasoned professionals.

Exposure to Diverse Student Populations: EPP candidates are typically placed in various educational settings, which include schools with diverse student populations. This exposure helps them develop cultural competence, adaptability, and the ability to address the unique needs of different students.

Classroom Management Skills: Clinical experiences allow candidates to practice classroom management techniques, which are critical for maintaining a productive

and positive learning environment. They learn how to handle various classroom situations and student behaviors.

Assessment and Differentiation: Candidates have the opportunity to assess student learning and differentiate instruction to meet individual student needs. They gain experience in designing assessments, interpreting results, and adjusting instruction accordingly.

Professional Networking: Through clinical experiences, candidates build professional relationships with educators, administrators, and other school staff. These connections can be valuable when seeking employment opportunities after graduation.

Observation and Reflection: Candidates spend time observing experienced teachers, which provides insights into effective teaching practices. They also engage in reflective practices, analyzing their own teaching experiences and identifying areas for improvement.

Portfolio Development: Candidates create portfolios during their clinical experiences, showcasing their teaching abilities, teaching modalities, lesson plans, assessments, and reflections. These portfolios are valuable tools when applying for teaching positions.

Teacher Certification Requirements from the PRDOE: EPP clinical experiences are required for teacher certification or licensure. Completing these experiences is essential for candidates to meet the qualifications necessary for employment as certified educators under Regulation 9375 of 2022 (2023.2.1.14).

Clinical experiences are essential in the University of Puerto Rico's teacher preparation program, bridging theory and practice and equipping candidates for diverse educational environments. These experiences enhance candidates' skills and impact on diverse student learning.

The program's effectiveness is evident from research studies, feedback, comparative analyses, and student success stories, indicating positive impacts on candidate outcomes and identifying areas for improvement. Diversity and inclusion are emphasized through exposure to varied student populations and courses, preparing candidates for equity challenges in teaching.

Technological skills, including software use, video conferencing, and AI integration, are integral to the program, essential for modern teaching roles. Clinical experiences provide real-world application, mentorship, and exposure to diverse students, crucial for transitioning from theory to practice and meeting certification requirements.

Overall, the program's focus on diversity, technology, and practical experience ensures candidates are well-prepared for successful teaching careers, capable of addressing contemporary educational challenges.

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

- 1  2023.1.1.1 Rubric Clarsroom Observation Instrument for Teaching Practice UPRM REV 2020 - English.docx

R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion

- 2  2023.1.1.2 TCWS Manual with Standards Alignment.docx

R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion

- 3  2023.1.1.4 Teacher Candidate Work Sample Data Analysis 2020-2023.docx

R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion

- 4  2023.1.1.5 Teaching Practice Observation Instrument Data Analysis 2020-2023.docx

R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion

- 5  2023.1.3.3 General PCMAS Data Analysis 2020-2023.docx

R3.3 Competency at Completion

- 6  2023.1.3.4 CIRCULAR LETTER PCMAS NUM. 04-2022-2023.docx

R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion

- 7  2023.3.1.1 EDAG_EDFI_EDUMATE and Others EPP_ADMISSIONS 2020 to 2023.docx

R3.1 Recruitment

- 8  2023.3.1.2 Minimum Admission Index.docx

R3.1 Recruitment

- 9  2023.3.1.4 Town of Origin of Teacher Candidates 2020 to 2023.docx

R3.1 Recruitment

- 10  2023.3.1.8 Recruitment plan 2022 2024 on template.docx

R3.1 Recruitment

- 11  2023.3.2.1 EPP Requirements (1).docx

R3.2 Monitoring and Supporting Candidate Progression

- 12  2023.3.2.2 Admission Program Progression by Transition InTASC.docx

R3.2 Monitoring and Supporting Candidate Progression

- 13  2023.3.2.4 Enrolled students at the Methodology Courses.docx

R3.2 Monitoring and Supporting Candidate Progression

1 2023.3.3.1 UPRM EPP Admissions Letter.docx
4

R3.3 Competency at Completion

1 2023.5.1.1 UPRM Teacher Preparation Assessment System Procedures (1).pdf
5

R3.2 Monitoring and Supporting Candidate Progression

R3.3 Competency at Completion

1 PCMAS Survey Results 2021 to 2023.docx
6

R3.3 Competency at Completion

1 2023.3.2.1 EPP Monitoring in Transition Points.docx
7

R3.2 Monitoring and Supporting Candidate Progression

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

The Teacher Preparation Program in the University of Puerto Rico at Mayaguez (UPRM EPP) recruits diverse candidates through five major activities where it gives orientation to students from diverse school backgrounds (public and private) and UPRM's schools (Arts & Sciences, Business Administration, Agriculture, and Engineering) to enter the curricular sequences or alternative routes. Candidates possess diverse academic interests and come from diverse socio-economic environments. The departments of Agricultural Education (EDAG), Mathematics Education, and Physical Education (see their enrollment data in 2023.3.1.1) traditionally recruit through the University of Puerto Rico Mayaguez (UPRM) Admission Office; hence, candidates must comply with the minimum admission index (IMA in Spanish) established for each department (2023.3.1.2). UPRM Academic Senate approves the Admissions Minimum Index subject to annual revision.

Recruitment Activities:

The Annual UPRM Open House on campus: UPR hosts its annual UPR EXPO, where eleven campuses expose their diverse academic offers for all public and private high schools island-wide to recruit the best students (http://uprm.edu/p/eppcaep/open_house__other_activities). UPRM EPP participates in both activities and provides information to potential candidates to entice admissions; UPRM EPP brochures are handed out for the various TPP areas of specialization. Occasionally, candidates in the Future Teacher Association (FTA) collaborate by speaking with the future students.

Through first-year student orientations, UPRM EPP admission information is offered in writing and orally in English and Spanish (http://uprm.edu/p/eppcaep/brochures_ppm). Through the Foundations of Education, which UPRM students can take as a free or recommended elective towards their Socio-Humanistic electives. Potential candidates are given the brochure and invited to visit the department for a more personalized orientation. Academic counselors at the content departments offer updated information on the UPRM EPP. Once students have declared their intention to take additional education courses,

they are interviewed and advised to formally apply through the Registrar's Office for admission to UPRM EPP.

Students, since 2022, participated in Summer Academic Camp for The College of Arts and Sciences of the Mayagüez University Campus (RUM), held a three-day summer camp open to 100 students from 11th and 12th-grade students from schools throughout Puerto Rico, who received information about the 14 departments of that Faculty, the diversity of disciplines and study programs it offers including the TPP, as well as the possible professional careers to which they can aspire.
<https://www.uprm.edu/portada/2022/07/01/celebran-primer-campamento-de-artes-y-ciencias/>

Noyce Teacher Scholars (NoTeS) Program (NSF # 1950139). This project aims to serve the local and national needs of more STEM teachers fluent in Spanish and English and qualified to teach in high-needs schools. To help in this recruitment, this project provides undergraduate STEM majors with up to two years of scholarship support as they complete their baccalaureate STEM degrees and obtain teacher certification. Scholars participate in STEM teaching experiences and classroom action research to study the effectiveness of curricular materials developed for K-12 STEM outreach efforts. Project goals include preparing approximately 39 STEM teachers over the five-year period of the award (2020 to 2025) and placing these new teachers in high-need schools or school districts.
<https://www.uprm.edu/cruise/notes-page/>. The EPP has coordinated with the Puerto Rico Department of Education Office of Teacher Certification to help with the notification of the UPRM EPP offering to provide an alternative for courses to get their certifications according to the most recent regulation.

The application and student academic record are evaluated to verify the Grade Point Average (GPA) entry requirement; UPRM EPP proceeds to accept their application and schedules a teaching disposition interview. Our candidates come from departments such as Plastic Arts, Biology, Microbiology, Physics, Chemistry, Mathematics, Psychology, Sociology, Political Sciences, Humanities, History, Spanish, English, Agriculture, Chemical Engineering, Electrical Engineering, and Industrial Engineering, all of which account for diverse forms of thinking and interests parting from their initial career selection. Students admitted to UPRM EPP who completed their practicum during the 2020-2021 to 202-2023 academic years were from 43 out of 78 towns in Puerto Rico. Thirty-nine percent (39%) were from the western region, 19% from the south, 16 % from the northern region, 12% from the metropolitan area, 9% from the central mountainous region, which is the poorest in economic terms and 5% from the eastern part, the most distant from Mayaguez. (2023.3.1.4) EPP candidates reflect diverse demographic and socioeconomic origins, like those of PK-12 students in Puerto Rico.

PRDE establishes in their Regulations for Teacher Certification (2022) the requirements for the regular teaching license: It specifies that candidates have to approve the fundamental courses and are required to pass the Teacher Certification Examination (PCMAS) (2023.2.1.14). The PRDE eliminated the minimum GPA requirement in 2022. UPRM establishes an entry IGS (General Admission Index in English), which responds to the demand and supply of each academic year. The IGS

is obtained based on the high school average (60% and the scores obtained on the PAA or SAT Academic aptitude tests (20% reading /20% mathematics). The entry IGS for our teacher candidates 2020-2023 was 262 to 350 when the Minimum Admission Index for those years was 260 to 325, showing no significant differences by gender and differences by teaching discipline as expected.

The UPRM EPP (Educator Preparation Program) recruits' students from various undergraduate majors at the University of Puerto Rico in Mayaguez. These students have the opportunity to complete a bachelor's degree in their field of study while simultaneously fulfilling the requirements for certification in areas such as mathematics, agriculture, physical education, sciences, social studies, art, business administration, and others. The Puerto Rico Department of Education (PR DE) benefits from this as UPRM EPP graduates meet the certification requirements and can serve as teachers in areas where the agency has needs. Recruitment is conducted through various means. For instance, orientations are held for prospective students, and participation in orientations for new students occurs, promoting the EPP in education courses that many students take as electives or as socio-humanistic courses. Additionally, active teachers without certification are recruited through various channels, including social media, radio, and press (Prensa RUM).

During the academic years 2022-2023 and 2023-2024, enrollment increased significantly due to these recruitment efforts. According to a report from the UPRM Office of the Registrar, in the 2021-2022 academic year, enrollment under the EPP leading to PR DOE certification was 85 students, in 2022-2023 it was 118 students, and in 2023-2024 it reached 210. This represents an increase of 125 students over two years, equivalent to around 60%. This data reaffirms that the recruitment strategies of the past two years have been successful.

The UPRM EPP recruitment efforts are supported through studies on the most valued competencies in the field of teaching, as well as best practices in teacher education. Feedback and collaboration with employers in the Educational Schools and Regions allow the program to adjust its recruitment and training strategies to meet the current needs of the labor market. This also ensures that the skills and knowledge taught are relevant and in demand. Also, continuous evaluation of the program and its strategies allows for adjustments and improvements based on student performance and outcomes. This practice ensures that the program remains relevant and effective. (Cooperative teachers 2023.4.1.2) Since the program focuses on teacher preparation in Puerto Rico, recruitment strategies are sensitive to local needs and contexts. However, they also focus on educational aspects that occur at the national level. This includes understanding the educational culture, specific challenges, and regional opportunities. Another aspect that supports recruitment efforts is the professional development opportunities that the UPRM EPP has identified to help keep teachers up to date with the latest trends and practices in education. For eg, AI workshop was delivered (2023.2.2.5). Not only does this improve teachers' skills, but it also strengthens opportunities for employability. By focusing on these key areas, the UPRM EPP can ensure that its recruitment efforts are not only evidence-based and meaningful but also feasible and appropriate to their specific context.

The UPRM EPP is committed to meeting employers' needs through various recruitment strategies and actions aimed at preparing highly qualified teacher candidates. These strategies and actions include:

Focus on Relevant Competencies: The program emphasizes the development of pedagogical and disciplinary competencies that are in high demand by employers, such as skills in educational technologies, innovative teaching techniques, and strong knowledge of the subjects to be taught.

Professional Practicums: Students in the program often engage in professional practicums in schools and real educational contexts, allowing them to apply their theoretical knowledge in practical environments and providing valuable experience before their labor market integration.

Collaborations with Schools and Educational Regions: The program has established collaborations with local schools and educational regions to better understand their specific needs and prepare candidates in accordance with these demands.

Continuous Curricular Update: Keeping the curriculum updated with the latest trends and demands in education ensures that candidates are prepared for contemporary challenges in the educational field.

Ongoing Professional Development: We offer opportunities for continuous professional development, even after graduation, which helps candidates stay up to date with best practices and changes in the educational sector.

Networking and Recruitment Events: The program organizes networking events and job fairs where future teachers can directly connect with potential employers.

The alignment of recruitment strategies and actions is consonant with the UPRM EPP's mission, reflecting the program's fundamental objectives and values. (2023.5.1.2). The program aims to train educators who are specialists in their fields of study. Recruitment strategies focus on attracting candidates with a solid academic background in their respective disciplines and a strong motivation to deepen their specialization. Educators are expected to possess a comprehensive set of skills and knowledge. Recruitment actions emphasize the importance of these competencies and seek candidates who demonstrate profound pedagogical and conceptual knowledge. The mission emphasizes the training of effective and dedicated educators. Therefore, recruitment strategies highlight dedication and commitment as essential qualities, seeking candidates who demonstrate a passion for teaching and a genuine interest in positively impacting education. Additionally, the program values sensitivity to social, cultural, humanistic, and ethical aspects. Recruitment strategies focus on diversity and inclusion, seeking candidates who value and can contribute to a rich and diverse educational environment. By focusing on these aspects, the UPRM EPP can ensure that its recruitment strategies and actions align with its fundamental mission, attracting and selecting the most suitable candidates to contribute to its short and long-term educational objectives.

The Puerto Rico Department of Education needs of mathematics and science

teachers. The UPRM EPP launched a commendable initiative by securing the Noyce Teacher Scholars grant (NoTeS) to address the growing demand for science and mathematics bilingual teachers as identified by the Puerto Rico Department of Education. This grant was actively promoted across twelve Arts and Science and Engineering programs to broaden the candidate pool and offer alternative pathways into teaching (<https://www.uprm.edu/cruise/notes-page/>). From 2020 to 2023, the NoTeS project helped recruit 24 future science teachers and 11 future math teachers, increasing the enrollment of students in those concentrations (2023.3.1.7)

The Program Director effectively collaborated with the Puerto Rico Department of Education to address the needs of non-licensed teachers. Through persuasive efforts with the UPRM Deanship and Administration, a strategy was devised to offer online courses for teacher certification. This approach significantly enhanced the diversity of the teaching workforce, attracting individuals from varied academic backgrounds and regions across Puerto Rico and enriching the educational landscape with a range of perspectives and expertise.

A key lesson from recent data is the effectiveness of collaborative co-construction with the Puerto Rico Department of Education. Our direct engagement with the Office of Teacher Certifications exemplified this, facilitating referrals of uncertified teachers needing our courses. Additionally, the administration of the University of Puerto Rico Mayagüez (UPRM), per direct request and justification from the UPRM EPP Director, demonstrated flexibility in adjusting course schedules and modalities to accommodate the specific needs of these uncertified teachers, as identified by the Department of Education. This approach significantly increased UPRM Education Preparation Program (EPP) enrollment.

When candidates apply to any concentration at the teacher preparation program at UPRM, they undergo a screening process that enables the program to monitor their performance, including non-academic factors such as critical dispositions and professional responsibilities. The UPRM EPP screening process follows four transition points (see 2023.5.1.1, pages 14-38), providing the unit with multiple assessments to evaluate, inform, and modify candidate progress. The monitoring occurs at every transition point. To start the process to enter in each of the Transition Points 1- Entrance to the EPP, Transition Point 2 - Enrollment in the Methodology Course and Transition Point 3- Entrance to Student Teaching, candidates are encouraged to make an appointment with the Students Affairs Official at the EPP office to discuss and verify all the requirements to enter that stage of the process(2023.3.2.2). The Students Official evaluates the candidate's records and provides timely advice in writing to correct any roadblock encountered (2023.3.2. 1).

Data from assessments, such as classroom observation and the Teaching Work Sample rubric, are collected to monitor candidate progress in developing content and pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology. The current Classroom Observation Instrument includes six items related to Professional Responsibility (2023.1.1.1). During the teaching practice, teacher candidates are evaluated on these dispositions, and their university supervisors and cooperating teachers discuss the dispositions when needed, evaluating student progress to develop an understanding of the teaching profession and reflect professionalism in their

teaching. Candidates are deemed to meet acceptable performance levels. Faculty and staff are informed of candidate and unit performance through various formats, including narratives, tables, and charts in meetings.

The EPP ensures effective communication with candidates regarding progress monitoring points and requirements at each transition point. Initially, at Transition Point 1, candidates entering AgEd or PEP (Physical Education Program) are briefed on the minimum admission requirements, including course information and the necessary GPA for program completion. This information is delivered through personalized guidance sessions conducted by the EPP Students Official or the program academic advisor using an evaluation document (2023.3.2.1) discussed with the candidate, who receives a copy at the entrance of Transition Points 1, 2, and 3.

As candidates progress to Transition Point 2, enrolling in the Theory and Methodology Course, they are advised to maintain an overall GPA of 3.0 or higher, complete 18 or more credits in major coursework, and achieve a minimum 3.0 in all Foundations of Education courses (15 credits).

Upon reaching Transition Point 3 and gaining admission to Teaching Practice, the academic advisor verifies an overall GPA of 3.0 or higher, with 21 credits or more in the major, maintaining a 3.0 GPA in that major, and successfully completing the corresponding Methodology course with a grade of B or better. At this stage, candidates submit their intentions through an online application, and the academic advisor ensures it aligns with the minimum requirements, signifying readiness to proceed to the final step_Transition Point 4 and program completion.

Communication of candidate progress at these transition points primarily occurs through personalized meetings with the student official. Key stakeholders, including the EPP Director, AgEd Director, PEP Director, and academic advisor, convene during course enrollment periods or when candidates require guidance.

The UPRM EPP employs various assessments and evaluations to request feedback and suggestions to enhance operations, programs, courses, and services. Candidates can communicate directly with program directors via email to express concerns, and all directors and academic advisors are available to address candidate needs. Complaints or appeals from candidates are collected by the EPP, AgEd, and Physical Education Program (PEP) Directors, academic advisors, and EPP faculty. The process for handling candidate appeals and complaints begins with the course professor in cases related to course matters or with the academic advisor for administrative matters. Efforts are made to resolve issues at this stage. If a resolution is not achieved, the candidate is directed to contact the program director or EPP director. This matter is then discussed with the Teacher Education Assessment Board to explore solutions or accept recommendations. The final recourse involves reaching out to the office of the Academic Dean for further assistance, though fortunately, most cases are resolved at the lower levels. Additionally, candidates can present their complaints about faculty on the campus-wide Student Opinion Survey (Cuestionario de Opinión Estudiantil-COE). Data from it provides feedback on instructor performance each semester on candidate's opinion. Candidates have this opportunity in any course they register for, including methodologies and practicum. COE results

at UPRM are considered for teaching assignments, tenure, and promotion. Departments utilize aggregated COE data to plan faculty professional development. Directors of the TPP, AgEd, and PEP review COE results regularly, discussing each faculty member's outcomes in personal goal-setting conferences. If results indicate significant areas for improvement, the director arranges targeted professional development activities with the UPRM Professional Development Center (CEP). Furthermore, teacher candidates complete an end-of-program evaluation after finishing the teaching practice course. The evaluation form seeks feedback on the program's quality, advising, field experiences, and alignment with the conceptual framework. Open-ended questions prompt candidates to provide suggestions for improvements. Results from these evaluations are aggregated by program and discussed in faculty meetings to identify necessary enhancements in courses, faculty performances, administrative processes, and/or physical facilities. In the orientations for the Methodology and Teaching Practices courses, candidates are informed of their rights and professional responsibilities in the field. They are advised to bring any preoccupation related to their field experiences first to the cooperating teacher and then to the university supervisor. If it needs further attention, they are advised to bring the matter to the attention of the Practice Coordinator and/or the EPP Directors (either for TPP or EDAG).

The evidence for monitoring progression from admission through completion, as presented in Standard R1 and explained in Standard R5, is closely connected to the identified transition points within the UPRM EPP. The program systematically tracks candidate progress at key transition points, ensuring alignment with set standards. See 2023.5.1.1 for a detailed description of the requirements and monitoring activities for the transition points. Furthermore, the active involvement of key stakeholders, including the EPP Director, AgEd Director, PEP Director, and academic advisor, throughout the process enhances the robustness of the evidence, ensuring comprehensive and continuous monitoring of candidate progression from admission to program completion in alignment with Standard R1 and R5. The UPRM EPP demonstrates the fidelity of the transition point process by implementing robust mechanisms for supervision and control. The program employs regular assessments and evaluations at each transition point to ensure that candidates meet the specified requirements. Additionally, the EPP has established thorough monitoring procedures and internal audits to detect any irregularities or potential loopholes.

Key stakeholders, including the EPP Director, the AgEd Director, the PEP Director, the Practicum Coordinator, the academic advisor, and the Students Affairs Official, play a crucial role in maintaining the integrity of the transition point process. These stakeholders convene regularly during course enrollment periods or whenever candidates require guidance. This collaborative approach ensures that all aspects of the transition points are consistently communicated, understood, and adhered to by both candidates and program personnel. To further strengthen the fidelity of the process, the EPP actively engages in ongoing reviews and updates in response to regulatory changes. Recent modifications, such as the removal of the IGS requirement and adjustments to the Foundations of Education courses, showcase the program's adaptability while maintaining compliance with educational policies. Moreover, the EPP takes preventive measures to address any potential loopholes. This includes regular training for faculty and staff involved in the transition points, ensuring a clear understanding of the requirements, and a commitment to

maintaining the integrity of the process. Overall, the EPP's commitment to transparency, continuous improvement, and proactive measures in response to regulatory changes, coupled with the active involvement of key stakeholders, reinforces the fidelity of the transition point process. This collaborative and vigilant approach minimizes the possibility of loopholes or attempts to work around the system. The EPP and the AgEd directors, student officials, and their academic advisors monitor candidate enrollment and pre-requisites each semester. EPP courses have prerequisites for GPA, EPP admission, and course progression. Candidates are informed of limited progression within the checkpoints to include these prerequisites. When a candidate's GPA falls below 2.7 after EPP admission, they fail to successfully complete an EPP course, or they do not meet the course prerequisites, they are contacted via email to correct their registration and connect with resources across the university. The EPP and the AgEd directors, student affairs Officials, and their academic advisors assist with counseling students with major pathways and GPA calculations. Candidates are also advised to use the UPRM support services that provide tutoring in certain courses and with writing skills. UPRM EPP promotes Students Organization to network with students and receive more personal interaction to identify any concern affecting candidates' progression on the TPP. It is the intent of the UPRM EPP that every teacher candidate is given the opportunity to remediate behaviors or dispositions that do not align with those of effective educators and appropriate teaching standards.

The UPRM EPP ensures candidates are thoroughly prepared for their professional careers through a multi-stage assessment system. This system encompasses entry to the program methodology, practicum course, and assessments that align with licensing and certification requirements, detailed in the "Teacher Report Card" on UPRM's website (<https://www.uprm.edu/ppm/reportes-ppm-2/>).

Candidates' readiness for the DEPR Teaching Certification is monitored through Transition Points as mentioned above where academic performance and teaching effectiveness are evaluated as established in the Assessment System Guide (2023.5.1.1). The Students Affairs Official aid candidates in tracking their academic progress, advising those with unsatisfactory performance to take or retake necessary courses. Candidates must obtain EPP approval to take the State Teacher Examination (PCMAS), administered by the College Board in March. Their eligibility is reassessed every January, and no one can take the PCMAS without EPP Director approval. Feedback from PCMAS Surveys indicates high satisfaction rates among completers regarding their preparation, practicum experiences, and competence in their teaching subjects, with an average of 89% satisfaction from 2020 to 2023 (2023.3.3.2).

The UPRM EPP keeps alumni informed about over 15 annual recruitment invitations, primarily from U.S. school districts, through email and their website (<https://www.uprm.edu/ppm/ofertas-de-empleo/>) .

UPRM's EPP ensures preparedness for certification by triangulating evidence from various sources, as explained in the UPRM Teacher Preparation Assessment System Procedures Guide (2023.5.1.1). The UPRM EPP aligns its assessment criteria with the InTASC standards, particularly evident in the Teacher Candidate Work Sample (TCWS) (2023.1.1.2) and the Practicum Observation Instrument (2023.1.1.1). These

instruments are critical in ascertaining that the candidates demonstrate proficiency in effective teaching practices and positively impact the learning and development of P-12 students across diverse settings.

The UPRM EPP ensures candidates develop critical dispositions that reflect a positive belief in the learning potential of all students, along with a commitment to enhancing cultural awareness, addressing biases, and practicing equitable teaching. This commitment is integrated into the program's conceptual framework (2023.5.1.2) and teaching methodologies, fostering an environment that encourages inclusive education.

Group orientations at the beginning of each semester for Methodology and Student Teaching courses emphasize the profession's expectations, including ethical codes, professional standards of practice, and relevant laws and policies. Compliance with these standards, including laws related to conduct and Law 300, is mandatory for each teacher candidate.

The UPRM EPP conducts a detailed analysis and disaggregation of completion data across various demographic groups, such as gender and geographical areas (urban or rural). This process is integral to understanding and addressing the diverse needs and outcomes of its candidates. From this disaggregated data analysis, it has been observed that there are no significant differences in completion rates or academic performance among different demographic groups within the UPRM EPP grouped by gender, teaching discipline, socioeconomic status or race (2023.1.1.4, 2023.1.1.5). This indicates a level of uniformity in the success rates of candidates across these varied demographics, suggesting that the program is effectively serving a diverse range of students without disparity in outcomes. This analysis is crucial for the program to ensure equitable education and identify areas for improvement in addressing the needs of all demographic groups.

The most compelling evidence demonstrating the UPRM EPP's effectiveness would be its accreditation status, success in licensure exams by program completers, and the continuous improvement measures based on self-study and accountability metrics. This information, combined with the program's structured curriculum and comprehensive assessment methods, showcases the UPRM EPP's commitment to preparing competent educators. For further detailed information, you may refer to the UPRM Teacher Preparation Program's website, where additional resources and specific program details are available (<https://www.uprm.edu/ppm/reportes-ppm-2/>).

Standard R.4: Program Impact (Initial Programs)

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

- 1  2023.3.1.7 Noyce Teacher Program Enrollment of Math and Science Teacher Candidates.docx

R4.1 Completer Effectiveness

-  2023.4.1.1 Interview Protocol to Evaluate Teacher Performance and Satisfaction

2 of the School Director.docx

R4.1 Completer Effectiveness

3 2023.4.1.2 PCMAS RESULTS.docx

R4.1 Completer Effectiveness

4 2023.4.1.3 Pre and Post Statistics.docx

R4.1 Completer Effectiveness

5 2023.4.1.4 CARTA CIRCULAR 06-2019-2020-EVALUACION DOCENTE.docx

R4.1 Completer Effectiveness

6 2023.4.1.5 Supervisor evaluations of completers.docx

R4.1 Completer Effectiveness

7 2023.4.1.6 Evaluation Statistics.docx

R4.1 Completer Effectiveness

8 2023.4.2.1 Attendance of Focus Group Directors.docx

R4.2 Satisfaction of Employers

9 2023.4.2.2 Legal Framework and Guidelines.docx

R4.2 Satisfaction of Employers

10 2023.4.2.3 Focal Interview with Directors of the University of Puerto Rico.docx

R4.2 Satisfaction of Employers

11 2023.4.3.1 Focal Group Teachers Attendance.docx

R4.3 Satisfaction of Completers

12 2023.4.3.2 Focal Interview .docx

R4.3 Satisfaction of Completers

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

The unit of the Teacher Preparation Program (EPP, in English) at the University of Puerto Rico, Mayagüez Campus (UPRM) provides a high-quality foundation for teacher candidates who, as they become professional educators, effectively contribute to the growth of K-12 student learning. Those who complete the program are equipped with professional knowledge, skills, and dispositions to successfully prepare students for the demands of the 21st century. In pursuit of ongoing enhancement, the UPRM's EPP has established and put into practice a procedure for gathering, evaluating, and employing extensive program information to gain a deeper insight into the prospective requirements of aspiring educators.

The investigation centered on the Educational Region situated in the Western district of Puerto Rico, incorporating a multitude of educational institutions that employ

alumni from the programs proffered by the Educator Preparation Program at the University of Puerto Rico at Mayaguez (EPP UPRM). This meticulous inquiry is scheduled to be executed on an annual basis, employing focus group methodologies, to consistently and precisely gather pertinent data from each respective program.

Research Design

The Teacher Preparation Program at the University of Puerto Rico at Mayagüez (UPRM EPP) adopted the focus group technique to assess the efficacy of its teaching graduates. The research incorporated input from program completers and educational administrators, all of whom were integral to the focus group discussions. The participants, comprising 14 teacher completers and 10 administrative personnel from public schools within the Western region and adjacent localities, were selected via a convenience sampling approach over the span of three academic years.

To ensure a multi-faceted collection of data, the research employed a variety of instruments, including structured queries for the focus groups, structured questionnaires disseminated through Microsoft Forms, comparative pre-and post-training assessments of program completers, and appraisals of completers conducted by school directors. This methodological pluralism was intended to bolster the dependability of each individual technique.

The development of these research tools was subject to rigorous scrutiny for external validity by a panel of subject matter experts, and their reliability was further corroborated through pilot testing with a comparable cohort from other educational programs. The criteria for these instruments were meticulously aligned with established benchmarks, including the Interstate Teacher Assessment and Support Consortium (InTASC) Standards of 2013, the Professional Standards for Teachers as stipulated by the Puerto Rico Department of Education (PRDE-TPS), and the specific competencies expected of teacher candidates by UPRM.

Participants collaborated with researchers to share data related to the professional competencies developed, teaching and learning strategies used with their students, as well as the use of technologies, involvement of family and community, and employers' satisfaction with their performance as teachers in the classroom according to their evaluations.

For the focal interview protocol process, Flower & Hancock's (2003) protocol development (Interview Protocol 2023.4.1.1) was used as a reference. This provided us with a framework for developing questions and collecting data. Focus groups were convened both in-person and online. In addition to sharing the quantitative and qualitative results of the focus group, reports were included, and each participant agreed to/ complete an interview/survey to allow the researcher(s) to explore the perceptions of teachers regarding effective teaching and professional preparation in more depth. The interview/survey questions included the following:

Completers guiding questions:

I. Evaluation of Completers' Satisfaction by the University of Puerto Rico Educators Preparation Program (UPRM EPP):

A. Reflected on your experiences, elaborate on the prominent advantages and limitations of the pedagogical training provided by the UPRM EPP.

B. Describe the way in which the UPRM EPP equipped you with strategies to tailor instruction to accommodate the heterogeneity of student needs.

C. Discuss the UPRM EPP approach to special education populations and its effectiveness in fostering inclusive practices within educational environments.

II. Efficacy of the UPRM EPP in Utilizing Assessment Tools to Elicit Targeted Feedback within the RI Framework (encompassing student learning, disciplinary knowledge, instructional methodologies, professional duties, and technological competencies):

A. How did the UPRM EPP facilitate the cultivation of a robust and adaptable comprehension of your subject matter, and how were you encouraged to apply this knowledge in practical contexts?

B. Assess the extent to which the UPRM EPP prepared you to adeptly incorporate technological resources in your instructional interactions with learners.

C. Identify any technological elements for which you feel the UPRM EPP did not sufficiently prepare you for professional implementation.

D. Highlight the components of the teacher education provided by the UPRM EPP that were instrumental in your successful transition to the teaching profession.

1. A. Which instructional strategies disseminated through the UPRM EPP have demonstrated efficacy in influencing student academic achievement, and which strategies appear to have been overlooked or absent?

2. Which assessment strategies introduced by the UPRM EPP have been effective in

gauging student learning, and which strategies could have been beneficial but were not included?

3. Identify the classroom management strategies imparted by the UPRM EPP that have aided in your development as an effective educator and propose any additional strategies that were not provided yet could potentially enhance teaching practice.
4. Provide an analysis of the academic performance of your students as evidenced by the results from pre-tests and post-tests administered by you.
5. Describe how the teaching and learning process within your context has incorporated elements of family and community engagement.

Employer (School Directors) Guiding Questions:

What skills do graduates display that are indicative of their comprehensive pedagogical training?

In what manner do graduates actively incorporate family and community within the educational framework? Detail specific initiatives undertaken by UPRM EPP to foster this integration.

What range of technological competencies are employed by educators in the classroom environment, encompassing both physical and virtual learning spaces?

How do graduating educators demonstrate the application of diversity and inclusion principles within their classroom settings?

What strategies do educators employ to align their teaching methods with the social realities, gender considerations, and ethnic backgrounds of their students?

What pursuits or activities do educators partake in to further their professional development? Offer examples, such as engagement in professional workshops, participation in teaching careers, advancement towards additional academic qualifications, and adherence to professional standards.

How would you rate your satisfaction with the instructional practices utilized by teachers to enhance the student learning experience, such as employing diverse teaching strategies, customizing instruction to student needs, utilizing multifaceted assessment methods, and implementing accommodations for students with special needs?

From your perspective, what are three essential competencies and experiences that would render graduating teachers successful in their profession?

What are three predominant strengths that completers from UPRM EPP possess, in your assessment?

What do you perceive as the essential areas for professional development that educators should pursue?

Upon what criteria do you base the evaluation of teaching professionals? Are you able to provide substantiating evidence for these evaluative measures?

Data Analysis Methodology

The analysis of the gathered data was executed with scrupulous attention to detail, encompassing meticulous coding and systematic classification, employing statistical tests as t-test and descriptive statistics. This methodology facilitated the discernment and extraction of recurrent themes and categories within the data.

Additionally, to corroborate and fortify the validity of our results, the research team integrated student feedback acquired from diagnostic evaluations administered pre- and post-intervention. By applying data triangulation, we assured the verification of repeated patterns and consistency in the identified categories. This process of triangulation not only reinforced the dependability of our outcomes but also lent credibility to them.

Completer Effectiveness

The Teacher Preparation Program at the University of Puerto Rico at Mayagüez (UPRM EPP) is steadfast in its mission to cultivate educators who profoundly influence the academic progression of K-12 students. The UPRM EPP engages in an annual analysis, comparing data derived from the Teaching Certification Tests (PCMAS), a requisite examination from the Puerto Rico Department of Education obtained via the College Board Report, with archival data. Such comparative analysis affords a comprehensive perspective on the caliber of training our graduates receive within the UPRM EPP, a mandatory criterion for their certification as educators by the Puerto Rico Department of Education (Refer to Evidence 2023.4.1.2). The data consistently evidences that the UPRM EPP completers outperform the average benchmarks significantly.

The inclusion of diverse academic backgrounds in our focus group samples, ranging from mathematics to agriculture, epitomizes the essence of promoting student learning. These completers exemplify the effective application of the professional competencies, aptitudes, and attitudes acquired during their tenure in the program. Data harvested from these focus groups unequivocally corroborates the affirmative influence our graduates impart on the educational trajectory of their students.

The efficacy of UPRM EPP completers is corroborated by their self-reported data analyses. Given the absence of specific performance indicators linked to individual graduates by Puerto Rico's Department of Education, the EPP has embraced alternative methodologies to appraise the impact of its completers.

A pertinent indicator of this impact is the analysis of pre- and post-test results administered by the completers to their students. The UPRM EPP has meticulously organized this data within an MS Excel spreadsheet, and employing the Intellectus Statistics statistical online software, has computed the aggregate means of all pretests and posttests of the 14 graduates participating in the 2023 focus group. Utilizing a paired t-test at a 95% confidence interval, the analysis revealed a shift from a pretest mean of 54 to a posttest mean of 79.57. The t-test yielded a value of $t = -21.02$, signifying a statistically profound difference between the pre- and post-test means, with an extremely significant two-tailed P-value less of .001. Consequently, this statistical evidence substantiates the high efficacy of our graduates in their instructional endeavors, as indicated by the consistent elevation in posttest means relative to the pretest scores (See Evidence 2023.4.1.3).

Moreover, the 2023 focus group participants were requested to furnish results from evaluative academic activities, such as examinations, pertinent to their subject matter. Several completers submitted average scores from assessments conducted before and after specific lessons or instructional units, with the aim to gauge their teaching effectiveness. This submission provided tangible proof of activities that highlight the impactful nature of their instructional methodologies.

Further Academic Analysis of Completers Competencies

Moreover, completers have submitted evaluative documentation received from their respective employers or supervisory personnel, which details their pedagogical performance within educational settings. The Puerto Rico Department of Education delineates specific regulatory criteria that structure the evaluation of educators and their respective categories (Refer to Evidence 2023.4.1.4). The data accrued reveals a notable level of proficiency among our graduates, reflecting their adeptness in both teaching and facilitating learning. Completers employed within the private educational sector have also contributed evaluative feedback received from their supervisory evaluations (Refer to Evidence 2023.4.1.5).

The secondary evidentiary material encompasses assessments performed by employers, including principals and supervisory figures. These assessments, governed by the standards set by the Puerto Rico Department of Education, articulate diverse criteria that capture and quantify a teacher's effectiveness within the classroom, thus providing a lucid appraisal of their instructional competence. The information collected from the graduates participating in the 2023 focus group who availed their supervisors' evaluations disclosed the following: The evaluations employed a general rating scale designated by the Puerto Rico Department of Education for assessing teacher performance, with 4 equating to 'Exemplary,' 3 to 'Competent,' 2 to 'Minimum,' and 1 to 'Inadequate.' Analyzing the graduate data

along binary categories of gender (male or female) and school locale (rural or urban), the gender-based results indicated a statistically significant divergence (with a two tailed Mann-Whitney test of 23.5 and a two-tailed P-value of 0.298) between male graduates (average score = 4.00) and female graduates (average score = 3.00) at an alpha level of .05. This variance suggests that the UPRM EPP should conduct further investigations with an expanded completers sample to ascertain if this denotes a consistent pattern. Should this trend be verified, the UPRM EPP will consider the development of strategies to address and ameliorate any gender disparities in teaching performance. Conversely, an analysis based on the school setting revealed no significant statistical difference in the performance evaluations of educators working in either urban or rural schools, as with a two tailed Mann-Whitney test 23.5 and a two-tailed P-value of .877. This finding suggests that our graduates are equally equipped to excel in diverse educational environments (Refer to Evidence 2023.4.1.6).

Satisfaction of Employer

The assessment of employer satisfaction with the output of teacher education programs is essential for appraising the caliber of the educational experience and the degree of student readiness for professional practice. To gauge this satisfaction, surveys incorporating precise, close-ended queries pertaining to the competencies, knowledge base, and professional dispositions anticipated of educators were utilized. Furthermore, to acquire a deeper understanding of employer perceptions and experiences concerning the adequacy of our graduates within their educational institutions, a focus group dialogue was facilitated, comprising open-ended questions. The demographic breakdown of the participating school principals indicated that they were unanimously of Latino heritage, with a 60:40 female to male ratio. All respondents are employed in the public education sector, distributed with 25% serving in rural schools and the remaining 75% in urban settings. Their tenure in school leadership roles spanned from a minimum of 5 years to a maximum of 23 years of experience. (Refer to Evidence 2023.4.2.1 for further details).

The profile provided by employers regarding the completers generally indicates the following:

Within the context of the focus group comprising ten directors, it was disclosed that a cohort of 118 teachers are completers of the UPRM EPP, without considering the year of completion.

Of this cohort, a substantial 86% hold certification in their respective teaching disciplines.

Based on reports from the administrators of the focus group, the educators in question (referred to as completers) offer their specialized knowledge across a diverse range of subject domains within their respective educational organizations. This expertise is not exclusively limited to, but encompasses areas such as the arts, biology, general science, agricultural education, physical education, commercial

studies, the Spanish language, social studies, physics, history, the English language, mathematics, chemistry, as well as the management and application of computer technology resources.

Regarding the satisfaction of the directors with the instructional methodologies employed by these teachers, as well as their effectiveness in augmenting the educational process, the subsequent feedback was furnished:

- 1.The completers have earned commendations for their proficiency; they adeptly employ a diverse array of instructional techniques, provide accommodations for learners with unique needs, and exhibit mastery in their respective subject areas.
- 2.Employers have conveyed, through structured queries, that a notable 98% of teachers demonstrate comprehensive insight into the pedagogy, processes, and proficiencies inherent in their subject matter.
3. In relation to pedagogical expertise, employers observed that three-quarters of educators proficiently convert their understanding of the subject matter into compelling and suitable educational experiences, whereas one-quarter consistently attain this goal.
4. The instructional strategies are aligned with the expectations and indicators necessary to execute challenging lessons that motivate students to engage with the subject matter and, above all, to foster in students a passion and enjoyment for learning (always or almost always 98%).
- 5.The educational environment upholds a consistent and equitable application of established standards within both the school and classroom settings. Teachers foster an affirmative learning climate that encourages self-driven learning, positive social interactions, and active educational engagement for all pupils (75% responded consistently, 25% responded nearly always).
6. In addressing the multiplicity of learning needs, teachers deliver an assortment of activities tailored to the diverse socio-economic, gender, ethnic, and linguistic backgrounds of their students. They are well informed and make suitable accommodation for those with special needs (75% responded always; 25 % responded nearly always).
- 7 Completers gather and scrutinize data derived from a variety of evaluative instruments, employ formative assessments to gauge learning outcomes, devise tests with content validity based on specification sheets, and implement data-informed decisions, as demonstrated in their grade recording ledgers (50% responded consistently and 50% responded nearly always).
- 8.Furthermore, 75% of the completers integrate technological tools into their lesson

planning to foster higher-order thinking skills among students, applying these technologies ethically and professionally.

Within the context of the focus groups convened, school directors have articulated a high regard for the competencies exhibited by teachers, particularly within the domains of science, mathematics, and technology education. These completers are perceived as having a robust grasp of the curriculum, coupled with an adept use of technological resources to promote critical thinking among students. Additionally, their commitment to responsibility and the superior execution of their educational responsibilities have been noted. In terms of professional advancement, a significant number of these educators have pursued master's degrees and are continually engaged in professional development opportunities, with many participating in the "Carrera Magisterial" program offered by the Puerto Rico Department of Education. These accomplishments have culminated in an impressive satisfaction index of 96% for the UPRM EPP Program, as assessed by the employers.

Employers have highlighted that in addressing diversity and inclusivity, completers provide an array of activities tailored for students with disabilities or other challenges that may impede their academic success. The completers' dedication to lifelong learning is seen as a key contributor to their classroom effectiveness.

Completers adhere to curriculum standards that account for social, gender, and ethnic diversity, in compliance with the guidelines of the Department of Education. These standards correspond with the Individuals with Disabilities Education Act (IDEA) of 2004 and Puerto Rico Law 238, which affirms the rights of individuals with disabilities and strives to uphold the caliber of the education provided. Furthermore, Law 85 details the student's right to non-discrimination on the grounds of race, color, gender, origin, or social status, as enshrined in Article II, Section 1 of the Puerto Rican Constitution (Refer to 2023.4.2.2).

Moreover, according to the employers, schools and teachers actively foster family and community involvement by establishing and supporting student clubs and organizations. These groups extend beyond student engagement, incorporating family participation in various social and academic endeavors orchestrated by each school. Educational fairs covering critical themes like technology, family dynamics, and prevention strategies on topics ranging from sexuality to accidents and immunizations are routinely organized.

The assessment of completers by employers is guided by normative and official benchmarks delineated by the Department of Education. This evaluation process incorporates a spectrum of considerations, including student performance on standardized assessments such as the College Board and META-PR tests, ensuring a holistic appraisal of the educational experience and the integrity of the instructional process.

Finally, employers have identified certain areas for further professional development for completers, including classroom management, student discipline, methodologies

for evaluating academic progress, and approaches to differentiated instruction. (Evidence 2023.4.2.3)

Completers in Service Satisfaction

The assessment of completers' satisfaction within the University of Puerto Rico at Mayagüez's Educator Preparation Provider (UPRM EPP) is imperative for the ongoing enhancement of our educational excellence. Feedback garnered from the UPRM EPP completers provides crucial insights into their academic journey, enabling the identification and rectification of pedagogical areas requiring development. Such insights not only manifest the influence of our program on their vocational progress but also facilitate the implementation of targeted improvements, thereby assuring that UPRM EPP completers are adeptly equipped to navigate the complexities of contemporary pedagogy and make substantial contributions to future generational education.

This section of the standard integrates a mixed-method approach, employing a variety of documents to establish a comprehensive methodology for tracing the causal relationships between educational inputs and professional outcomes, thus facilitating a robust data triangulation. Through qualitative measures, a focus group of 14 completers_split evenly between face-to-face and virtual formats_provided in-depth perspectives on the preparation they received from the UPRM EPP and its influence on their professional pathways (Evidence 2023.4.3.1). This feedback allows the UPRM EPP to gauge the program's effectiveness in meeting established educational benchmarks, ensuring the fulfillment of quality training standards for prospective educators. Furthermore, it enables an evaluation of our program's congruence with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Professional Standards for Teachers of the Puerto Rico Department of Education (PRDE-TPS), and the Competencies of the EPP at UPRM.

To augment this qualitative data, we administered surveys, crafted by the UPRM EPP for completers and employers, through an online MS FORMS platform, thereby enriching our database with detailed insights into their professional profiles and classroom performance. The survey's design drew upon previous iterations but was refined to better align with InTASC, PRDE, and the Council for the Accreditation of Educator Preparation (CAEP) standards. These surveys underwent review by the UPRM CAEP Steering Committee and subject matter experts to validate content and ensure alignment with professional and CAEP standards. Following recommendations on format and content precision, pilot testing with UPRM EPP current students assured the clarity of the items and the reliability of the instrument. For the qualitative component, the Alumni Interview Protocol by Flowers and Hancock (2004) was adapted and employed for focus group discussions with completers and employers, ensuring uniformity in the interrogation pertinent to the triangulation process.

The completers survey disseminated by the Educator Preparation Provider) at the University of Puerto Rico at Mayagüez (UPRM EPP was electronically distributed to

those individuals who had completed the program within the preceding three years (2021-2023). Within the Puerto Rican context, completers who successfully pass the certification examinations in early March are credentialed by the Puerto Rico Department of Education, subsequently becoming eligible to apply for and secure teaching appointments.

Data retrieved from this survey indicate a demographic composition of 64% female completers and 36% male, with a predominant identification of 91.7% as Latino/Hispanic, 16% as White/Caucasian, and a minority of 8.3% opting not to disclose their ethnicity. Completion years for the UPRM EPP ranged from 2020 to 2023, with 83.3% of respondents certified to teach by the Department of Education. Among these, 17% have yet to acquire certification, with ongoing education or specific circumstances cited as reasons. Eighty percent possess permanent teaching contracts, with their certification spanning various disciplines such as art, biology, general science, agriculture, physics, Spanish, history, English, mathematics, physical education, among others. Geographically, the majority are positioned in and around the Mayagüez Educational Region, operating within urban (67%) and rural (33%) school settings. Fifty-five percent serve in public schools, while 44.4% are in private institutions. When it comes to educational levels, 75% engage at the secondary and specialized strata, with 25% situated at the elementary level. Notably, a significant portion of graduates, 63.6%, continue their educational pursuits in tandem with their teaching roles, demonstrating a commitment to ongoing professional growth.

Completers satisfaction with their academic preparation through the UPRM EPP was generally positive, with specific commendation for the impartation of high-caliber pedagogical tools. These tools encompass a spectrum of teaching and learning strategies, assessment methodologies, approaches for diverse student populations, including those with special education needs and gifted, lesson planning, objective formulation, technological integration, creativity in instruction, and guidance from proficient faculty across various educational disciplines. Nonetheless, respondents identified potential areas for program enhancement, particularly advocating for a broader exposition of the Puerto Rico Department of Education policies, especially in the realm of special education, alongside heightened focus on student discipline and practical case management for students with special needs.

Completers recognize the practical value derived from the Teacher Preparation Program (UPRM EPP) in fortifying their expertise, particularly through methodological and student teaching experiences. Although technological instruction was deemed fundamental, it provided a foundational basis for classroom application, bolstering the teaching-learning nexus. Identified areas for growth included a call for more expansive access to advanced educational technologies, such as artificial intelligence, 3D artistic creation, online assessments, and utilization of the Puerto Rico Department of Education's Educational Information System (SIE), reflecting a necessity to keep pace with the ever-changing technological landscape.

Furthermore, completers have effectively employed "Teach Like a Champion" methodologies by Douglas Lemov, complemented by a myriad of pedagogic approaches fostered by the UPRM EPP, which have facilitated a structured, reflective, collaborative, and active student engagement in the learning process. The application

of diverse instructional strategies _ questioning, concept mapping, flipped classrooms, debates, workshops, project-based inquiries, cooperative learning, summaries, and analogies _ has enabled a holistic assessment of the diverse student body, meeting the myriad challenges inherent in their pedagogical endeavors.

This strategic pedagogical array has not only promoted a dynamic and interactive learning environment but has also cultivated cooperative and experiential education, proving essential in inculcating values and fostering an enriching educational experience. (2023.4.3.2)

Standards R.5: Provider Quality, Continuous Improvement and Capacity (Initial Programs)

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

1  2023.2.1.1 Circular Letter 2020-2021.pdf

R5.3 Stakeholder Involvement

2  2023.2.1.2 Law 129 of 2016 -Law to Regulate the Educational Clinical Experiences Program of the Department of Education of Puerto Rico.docx

R5.3 Stakeholder Involvement

3  2023.2.1.3 Cooperative-Teacher-Syllabus UPRM.doc.docx

R5.3 Stakeholder Involvement

4  2023.2.1.7 Focal Group Educational Administrators.docx

R5.3 Stakeholder Involvement

5  2023.2.2.1 Authorization to Place Methodology Students in Schools.docx

R5.3 Stakeholder Involvement

6  2023.2.2.3 Activities where EDAG Teacher Candidates Participated.docx

R5.3 Stakeholder Involvement

7  2023.5.1.1 UPRM Teacher Preparation Assessment System Procedures (1).pdf

R5.1 Quality Assurance System

R5.2 Data Quality

R5.3 Stakeholder Involvement

R5.4 Continuous Improvement

8  2023.5.1.2 UPRM EPP Conceptual Framework.pdf

R5.1 Quality Assurance System

R5.3 Stakeholder Involvement

9  2023.5.2.1 E-Portfolio adopted from the by the Renaissance TWS Group.pdf

R5.2 Data Quality

1
0  2023.5.3.1 EPP Faculty Meeting - Data Day.pdf

R5.3 Stakeholder Involvement

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

The UPRM EPP Assessment System Procedures Revised 2023 (2023.5.1.1) serves as the guide in which the EPP describes unit endeavors to assess its operational processes. This guide was created in 2009 and revised periodically, ensures that the UPRM EPP engages in a systematic quality engagement in a continuous improvement process that is sustainable and evidence-based with the primary goal of increasing teacher candidate and completer effectiveness in the classroom as reflected in Standards R1 through R4. The guide describes in detail how the EPP collects data (2023.5.1.1 page 8) and uses inquiry to establish program priorities, enhance program components, and test innovations to improve learning and development among P-12 students impacted by UPRM EPP prepared teachers.

UPRM institutional policy requires every department, program, and organization to develop a strategic plan for improvement which includes professional accreditation when applicable. The UPRM EPP began unit and program assessment system in 2006 in preparation for NCATE precondition submission. Data were collected and analyzed prior to that point, just not as part of a systematic assessment process. Since its inception, the assessment system has undergone modifications, refinements, and customizations. The unit and program assessment systems were envisioned as and treated as a dynamic, formative process (2023.5.1.1 pages 5-7). Annually the Teacher Education Assessment Board (2023.5.1.1 page 44) reviews the instruments, analyzes collected data, and the system itself to improve the program, the data collection and analysis, and the assessment process using available technology to increase efficiency. The assessment system is based on the UPRM EPP Conceptual Framework (2023.5.1.2).

The Conceptual Framework is consistent with UPRM Student Learning Outcomes, Puerto Rico Professional Standards for Teachers, CAEP standards, and Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers (InTASC, 2013) (2023.5.1.1 pages 49-61). It sets forth ten core teacher proficiencies that represent expectations for all UPRM candidates. These proficiencies are based on current teaching/learning theory, neuroscience learning research, and accepted wisdom of practice to assure that candidates develop the knowledge, skills, and dispositions required to be effective teachers in Puerto Rico and mainland school systems (2023.5.1.2 pages 10-20).

The collection, analysis, monitoring, and reporting of data related to the EPP's effectiveness, as defined in standards R1-R4, are conducted through an integrated, systematic approach that ensures comprehensive evaluation and transparency. Candidate Assessment data is collected at four key transition points within the EPPs. These four transition points are 1) Admission and interview to the Teacher Preparation Program; 2) Enrollment in the Theory and Methodology course and progression interview; 3) Admission to Practicum; and 4) Program Completion.

When candidates apply to any teacher preparation program at UPRM, they must go through a screening process that allows the program to follow their performance. Candidates that successfully meet screening criteria and are admitted subsequently pass through a series of transition points (2023.5.1.1 pages 14-34) that provides the UPRM EPPs with multiple assessments to evaluate, inform, and modify operational effectiveness:

1. Transition Point #1: Entrance to the Teacher Preparation Program - UPRM sets a minimum admission IGS* for each program according to its capacity (faculty and facilities). Students who enter the Agricultural Education, Physical Education Teaching, or Mathematical Education programs must meet the minimum admission IGS. Students admitted to other UPRM programs must approve 6 credits of Foundations of Education courses with a minimum 2.50 GPA and complete an individual or group dispositions interview satisfactorily to be admitted to a curricular sequence for teachers. Note: a curricular sequence for teachers is in effect a second major (30 credits) and each of the 13 available sequences is specialty specific.
2. Transition Point #2: Enrollment in Theory and Methodology Course - overall grade point average of 3.0 or better and 18 credits or more in major with 3.0 GPA in that major; all the Foundations of Education courses (15 credits) approved with a minimum 3.0 GPA; and a score of 80% or higher on Educational Philosophy Project Progression Interview rubric. (The Department of Education (DE) has recently instituted regulatory changes, which include the removal of the 3.00 IGS (Individual Grade Score) requirement. Furthermore, it has discontinued some Foundations of Education courses. As a result, prospective teachers are now obligated to complete 9 credits in Foundations, as opposed to the previous requirement of 15 credits.)
3. Transition Point #3: Admission to Teaching Practice - overall grade point average of 3.0 or better and 21 credits or more in major with 3.0 GPA in that major and the corresponding Methodology course approved with a B or better. In the case of Agricultural Education, participate of an interview before entering Teaching Practice II.
4. Transition Point #4: Program Completion- Approve the Teaching Practice course with a B or better; score 80% or higher on the final Classroom Observation Instrument for Teaching Practice evaluation; score 80% or higher on the Electronic Portfolio with Teacher Candidate Work Sample rubric; and EPP Evaluation Exit Survey.

The assessment system for the initial Agricultural Education Program also collects and utilizes data at these same transition points, except for transition point #1, which is admission to the Agricultural Education Program. The data collected falls into three categories, mirroring the initial EPP: Candidate performance data, Unit operations data, and Program quality data. Teacher certification exams, interviews, and follow-up surveys are conducted annually, while operational data, candidate performance data, and program quality data are collected and analyzed each semester.

Data is presented in various formats, including narratives, tables, and charts. UPR leverages in-house programs such as the Information Technology Center and the Office of Institutional Research and Planning (OPIMI) to aggregate demographic data and transcribed information. Additionally, we previously used Qualtrics and the Chalk & Wire System for data analysis, but currently, we store candidate and unit data using Microsoft Office 365 and Google Applications and analyze it using Intellectus Statistics. Microsoft Word and PowerPoint are used for the preparation, dissemination, and storage of data reports. MS Teams is used to conduct and distribute information online and hybrid or blended (some participants are present and others online) meetings. Data that is suitable for public distribution is made accessible through the UPRM website.: <http://uprm.edu/ppm>

Examples of questions that our system is adept at addressing, includes the following:

What is the impact of UPRM EPP preparation on alumni's P-12 students learning and development?

How does UPRM EPP alumni classroom instruction align with professional standards such as InTASC and PRDE Teacher Professional Standards?

How satisfied are UPRM EPP alumni with the relevance and effectiveness of their preparation?

How satisfied are the employers with the relevance and effectiveness of UPRM EPP alumni and their preparation?

How satisfied are K-12 students with the classroom instruction they receive from UPRM alumni teachers?

What impact are UPRM alumni teachers having on the academic development of their P-12 students?

Do P-12 students perceive their UPRM alumni teachers as fair, ethical, challenging,

and helpful?

The EPP's system is crucial in providing comprehensive and up-to-date information that supports the processes of review and decision-making, ensuring data-driven and effective management. The AgEd and EPP Directors collect operational data to plan course offerings, assign teaching duties, and coordinate clinical practice. The directors and their academic advisors use candidate performance data to guide candidates through their teacher preparation program or sequence. The directors also handle faculty evaluations and follow-up surveys. The Teacher Education Assessment Board reviews all available data relevant to the teacher preparation program's quality. The Dean of Academic Affairs coordinates the discussion of the Teacher Education Assessment Board's findings with the pertinent faculties, departments, and personnel including the Arts & Sciences faculty, the EPP Permanent Committee, and the Teacher Education Executive Committee.

Every year, diverse faculty committees and boards review the assessment artifacts and instruments to adapt them to address emerging needs based on data, feedback from the field, and ongoing research. The guiding principle behind collecting, aggregating, and analyzing data is to make decisions that lead to better-prepared candidates, more effective programs, and improved unit performance.

The EPPs regularly and systematically uses data to evaluate program efficacy and to initiate changes (2023.5.1.1 pages 8-11) that includes, among others: identify needed course offerings, plan course offerings, counsel students during enrollment, and encourage students to take initial education courses as free or recommended electives. The students' course grades and specific course assessments are analyzed to monitor and improve their learning.

UPRM EPPs use various assessments and evaluations to gather feedback and suggestions to improve operations, programs, courses, and services (2023.5.1 pages 38-41). Teacher candidates offer feedback each semester on instructor performance through the campus-wide Student Opinion Survey (Cuestionario de Opinión Estudiantil-COE). The COE covers general academia, teaching, service, research, and creative work that facilitates student learning. At UPRM, COE results are considered for teaching assignments, tenure, and promotion. The departments use aggregated COE data to plan faculty professional development.

Both the EPP and the AgEd directors receive, and review COE results each semester. The directors review and discuss each faculty member's results in a personal goal setting conference with that member. This conference receives special attention if the results denote a significant need for improvement. When a director spots areas for

improvement repeated over time, he or she arranges targeted professional development activities with the UPRM Professional Development Center (CEP).

Each teacher candidate fills out an end-of-program evaluation survey after completing the teaching practice course. The form asks candidates about the quality of the program, the advising, the field experiences, and the connection with the conceptual framework. The form includes open-ended questions about the teacher preparation program and requests suggestions for improvements. End-of-program evaluation survey results are aggregated by program and discussed in faculty meetings to identify improvements needed in courses, in faculty performances, in administrative processes and/or in physical facilities. Candidate evaluations of cooperating teachers are a major factor in subsequent school placements. Alumni surveys, admission and retention data, the Teacher Certification Test scores (PCMAS) and PCMAS survey results are used across the UPRM EPPs to assess program effectiveness and evaluate operations to improve both (2023.5.1 pages 42-43). In the case of Agricultural Education, the PCMAS test was used until 2022. However, the Department of Education changed its certification procedures, and it is no longer requiring that new AgEd teachers take the PCMAS test.

R5.1 Quality Assurance System

The EPP monitors candidate quality and progress through four transition points with cumulative GPAs, GPAs in education courses, GPAs in major, Educational Philosophy Project Progression Interview rubric, Classroom Observation Instrument for Teaching Practice evaluations, and e-Portfolios with TCWS. The Teaching Dispositions survey, the End of Program survey, the annual PCMAS Survey, and the Puerto Rico Teacher Certification Tests provide qualitative and quantitative data that the EPPs analyze to measure the quality of their completers and their programs. The EPPs conducted a Mixed Method Program Impact study beginning in the fall of 2016 and in 2023 to acquire more information about the completer impact on P-12 students.

The EPP quality assurance system embraces national, professional and state standards and expectations, and the legal requirements of the teaching profession reflecting its own vision and conceptual framework. The EPP works as a team to make its programs better and continue to prepare the most effective teachers on the island.

The faculty, staff, candidates, and stakeholders are engaged in the assurance of quality as established in the diverse committees explained in the UPRM Teacher Preparation Assessment System Procedures Guide can articulate their roles and engagement (2023.5.1 pages 43-45).

R5.2 Data Quality

Faculty members have identified several strengths and weaknesses in our Quality Assurance System when they use data and analyzes from the system. One significant strength is that faculty and administration can make informed decisions based on the

data, letting us adjust our teaching methods or curriculum according to the trends and candidates' needs. This process allows us to focus on continuous improvement, which is the second significant strength in our Quality Assurance System. Faculty members look forward to knowing pinpoint areas that we need to improve. On the other hand, our Quality Assurance System has some weaknesses. One concern is the resource-intensive nature of the system in personnel and technology. For instance, during our last accreditation visit, we relied on Qualtrics, but we had to switch to an alternative due to a significant price increase. Additionally, the EPP has a limited number of professors, which places constraints on the investment needed to maintain and operate the system. Another weakness is that we depend on a manual data entry process that is lengthy (for example, with the E-Portfolio, TCWS, and the Practicum Observation rubrics). To enhance the consistency of our data collection, we are considering the implementation of a centralized platform where faculty members input rubric scores and annotations, allowing the EPP to access readily analyzable data.

The data utilized in our processes are meticulously curated to ensure they are relevant, verifiable, representative, cumulative, and actionable, thereby providing a robust foundation for informed decision-making and strategic planning. The data we incorporate into our Quality Assurance System are carefully curated to ensure their relevance to our program improvement efforts. We prioritize data that can be verified, is representative of our entire EPP, and collected on an ongoing basis to ensure cumulativeness. Most importantly, our data collection is driven by the primary objective of enhancing our decision-making processes.

Quality Assessment Measures

Relevant, Verifiable, Representative, Cumulative and Actionable Cumulative GPAs are the university norm for measuring student progress. The education course and major GPAs are relevant, cumulative, and as requisites for methodology and teaching practice, clearly actionable. The Classroom Observation Instrument for Teaching Practice evaluation and the e-Portfolio with TCWS were designed and are used to assure that candidates develop and demonstrate all the skills and knowledge needed to teach effectively. The construction and reliability of the Classroom Observation Instrument for Teaching Practice is explained in 2023.5.1.1, pages 11 to 13. The e-Portfolio with Teacher Candidate Work Sample was adopted from the instrument developed by the Renaissance TWS Group (2023.5.2.1). The College Board® develops the PCMAS survey and the Puerto Teacher Certification Exams in response to Puerto Rico Department of Education requirements and uses the standard statistical measures to assure their validity and reliability.

In summary, the UPRM TPPs monitor candidate quality and progress through four transition points with cumulative GPAs, GPAs in education courses, GPAs in major, Educational Philosophy Project Progression Interview rubric, Classroom Observation

Instrument for Teaching Practice evaluations, and e-Portfolios with TCWS. The End of Program survey, the annual PCMAS Survey, and the Puerto Rico Teacher Certification Tests provide qualitative and quantitative data that the TPPs analyze to measure the quality of their completers and their programs. The TPPs will conduct a Mixed Method Program Impact study annually beginning in the fall of 2016 to acquire more information about the completer impact on P-12 students.

The UPRM TPPs' quality assurance system embraces national, professional and state standards and expectations, and the legal requirements of the teaching profession reflect its own vision and conceptual framework. UPRM TPPs work as a team to make their programs better and continue to prepare the most effective teachers on the island.

Validity and Reliability- This section on validity and reliability is weak_Please see sample below-

The TCWS was translated and aligned with state standards from the artifact created and validated by the Renaissance Group (Denner, Norman, Salzman, Pankratz, & Evans, 2004). The conceptual framework was aligned with institutional standards, state standards, professional standards, and InTASC (2013) performance standards. All candidate assessments are aligned with the conceptual framework. The same criteria established under the broader categories of knowledge, skills and dispositions expressed in the Conceptual Framework appear in the unit wide key assessments such as the educational philosophy project, the e-portfolio, the TCWS and the teaching practice observation instrument. This ensures that the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

To ensure consistency and accuracy, the EPP Director conducts workshops and orientations for teacher candidates, cooperating teachers and school directors, university supervisors and methodology professors each semester. The Director informs all stakeholders about any changes or updates to the expectations, the forms, or the assessments so all parties can work together effectively to achieve the objectives. Content professors from each teaching licensure area were asked to revise the alignment of the program assessment system with the CAEP, state education, and professional organization standards. Each assessment instrument, revised or newly created, is subjected to continuous improvement review to verify consistency, fairness, accuracy and freedom from bias by all the stakeholders involved. School and university faculty members discuss the instrument changes among themselves and with the candidates. All rubrics currently used to assess knowledge, skills, and dispositions were constructed using feedback, paying careful

attention to fairness, accuracy and freedom from bias.

Moreover, we have established a clear definition of the constructs or concepts we aim to measure in our recent self-study. We utilize a validated measurement instrument, which has undergone rigorous prior validity testing. The validity is further reinforced through an expert review of the questions used in the focus groups. We recognize the continuous nature of this process and are committed to the consistent assessment and scrutiny of our measurement's validity. By employing triangulation, which involves using multiple data sources and methods, we validate our findings and achieve a more comprehensive understanding of our results.

To ensure reliability, we created a protocol for questioning participants so procedures and methods we used are consistent across all data collection points and participants. In addition, we train the people involved in data collection to ensure they follow the same protocols and procedures consistently. Also, we use peer review to seek input from experts in the field to evaluate the reliability of your methods and procedures.

In our current self-study, actively engage in the triangulation of data by incorporating diverse perspectives from teachers, stakeholders, and teacher candidates regarding the effectiveness of the EPP. This approach enables us to cross-verify findings from multiple data sources, thereby enhancing the reliability and validity of our conclusions. By comparing these varied viewpoints, we can confirm consistent patterns or identify conflicting insights, leading to a more nuanced understanding of the EPP's impact and areas for improvement. This comprehensive analysis ensures that our findings are not only robust but also reflective of the multifaceted nature of our educational environment.

Our program is aligned with national standards, CAEP standards and PR Professional Standards. We assess validity and reliability. Data collection and assessment results are analyzed and used to enhance your educator preparation program's effectiveness. We are committed to the continuous improvement of our program through the analysis of data and feedback from candidates, faculty, and stakeholders.

EPP creates assessment rubrics and surveys using the CAEP criteria for EPP Created Surveys to ensure their adequacy. All assessments are reviewed to evaluate potential bias towards any subgroup of candidates (e.g., race, gender, ethnicity, disability, etc.) and contextual distractions (e.g., testing conditions, poor instructions, etc.).

R5.3 Stakeholder Involvement

School partners, Teaching Practice Centers and the PRDE, are involved by the law and policy letter regulating Educational Practice Experience Centers (2023.2.1.1, 2023.2.1.2), monthly meetings to discuss matters related to clinical experience (2.1.3). Candidate placements and cooperating teacher selection is by agreement every semester (2023.2.2.1, 2.2.3). The EPP offers the Cooperating Teacher Certification course, the syllabus of which was jointly prepared (2023.2.1.1). Superintendents, practice center directors, and TPP and school clinical experience supervisors met to evaluate the revised Classroom Observation Rubric and the TPP Conceptual Framework.

The Director informs all stakeholders about any changes or updates to the expectations, the forms, or the assessments so all parties can work together effectively to achieve the objectives. Content professors from each teaching licensure area were asked to revise the alignment of the program assessment system with the CAEP, state education, and professional organization standards. Each assessment instrument, revised or newly created, is subjected to continuous improvement review to verify consistency, fairness, accuracy and freedom from bias by all the stakeholders involved. School and university faculty members discuss the instrument changes among themselves and with the candidates. All rubrics currently used to assess knowledge, skills, and dispositions were constructed using feedback, paying careful attention to fairness, accuracy and freedom from bias.

Clinical partners, as crucial external stakeholders, are integrally involved in our ongoing improvement process through a series of collaborative initiatives and feedback mechanisms. The UPRM EPP shares and discusses the collected information with faculty and stakeholders in committee meetings, such as those of the Advisory Committee, where not only data is shared, but also feedback and brainstorming of potential solutions. Annual faculty data days (2023.5.3.1) and Assessor Committee meetings have been held to present the data with an initial analysis to make data driven decisions to optimize the program. Suggestions and comments from research participants are given deliberate attention in the data analysis and in planning improvements.

Stakeholders play an important role in our program's design through various collaborative and participatory processes. The EPP involves stakeholders by sharing and discussing collected information with faculty and other key participants. This collaborative process is facilitated through Annual Faculty Data Days and Assessor Committee meetings, where data, along with initial analyses, are presented. These meetings are crucial for making data-driven decisions that aim to enhance the program.

Furthermore, stakeholder involvement is not limited to discussions; their suggestions and comments, particularly those from research participants, are given significant attention during data analysis and in the planning of program enhancements

(2023.2.1.7) . This approach ensures that stakeholder feedback is not only heard, but also incorporated into the entire program design and enhancement. The program remains responsive to the needs and perspectives of those it serves and works with, leading to more effective and relevant educational outcomes.

R5.4 Continuous Improvement

The principal settings where the unit operation data is collected and used are the Agricultural Education Program Department (Ag Ed Program), the Teacher Preparation Program (TPP) office, the Office of Institutional Research and Planning (OPIMI) and the Information Technologies Center (ITC). The Agricultural Education Department and the Teacher Preparation Program directors collect operational data to plan course offerings, assign teaching duties, and coordinate clinical practice. The directors and their academic advisors use candidate performance data to guide candidates through their teacher preparation program or sequence. The directors also manage faculty evaluations and follow up surveys. The Assessment Board reviews all available data relevant to the EPP's quality. The Dean of Academic Affairs coordinates the discussion of the Assessment Board's findings with the pertinent departments and personnel (as in the Arts & Sciences and EPP Permanent Committee and in the Teacher Education Executive Committee). The unit regularly and systematically uses data to evaluate program efficacy and to initiate changes, as follows:

The EPP personnel and departments use transcript data, including grades and GPAs, for course planning and student counseling. This data helps identify necessary courses and influences teaching resource allocation. The identification of candidates for Methodology and Student Teaching courses is crucial for adjunct faculty recruitment.

Faculty evaluations by candidates are regularly used for monitoring and improving teaching performance. These evaluations impact teaching assignments, tenure, and promotions, and inform faculty development planning each semester. Candidate evaluations of cooperating teachers significantly influence school placements.

Annual Teacher Certification Test results (PCMAS) are used by the EPP and Agricultural Education Department to assess program effectiveness in meeting educational requirements. These results contribute to Puerto Rico's Title II reports and guide UPRM in curriculum and program adjustments. Data analysis has led to specific course requirements, particularly after identifying gaps in candidates' content knowledge.

The Teacher Certification Survey (PCMAS Survey) assesses candidates' perceptions of their preparation, including program quality and faculty effectiveness. The annual institutional report incorporates these survey results, reflecting overall satisfaction, especially in content and pedagogical knowledge.

Various surveys, including the End of Program Survey, are conducted to improve UPRM EPP and unit operations. Feedback has led to facility upgrades, like enhanced technology resources and the creation of the Resource Center for Investigation and

Educational Services (CRUISE), which facilitates educational research and professional development.

Supervisory data from field and clinical experiences, like attendance at Teaching Practice Centers and seminars, are used to monitor candidate and faculty responsibilities. Attendance affects student teaching grades.

Candidate statistics and demographics are utilized for annual institutional reports, influencing funding allocation.

This summary encapsulates the use of data across various departments within the EPP, highlighting their roles in program assessment, resource allocation, and continuous improvement, as detailed by Denner et al. in their 2004 work on the Renaissance Partnership teacher work sample.

Denner, P. R., Norman, A. D., Salzman, S. A., Pankratz, R. S., & Evans, C. S. (2004). The Renaissance Partnership teacher work sample: Evidence supporting score generalizability, validity, and quality of student learning assessment. In E. M. Guyton & J. R. Dangel (Eds.), *Teacher education yearbook XII: Research linking teacher preparation and student performance* (pp. 23-56). Dubuque, IA: Kendall/ Hunt

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

Previous AFI(s)

(1) [CAEP 5]While multiple measures are part of the data review, the preponderance of evidence indicates EPP's quality assurance system lacks continuity across all programs and consists of measures that are not applied consistently across programs. [ITP]

(2) [CAEP 5]The EPP does not regularly and systematically review the quality assurance system, investigate differences among programs, use data or evidence to make continuous improvement, and test innovations across all programs. [ITP]

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

1) To evidence continuity across all programs, the Teacher Preparation Programs carry out semester meetings with Agricultural Education and Physical Education Program representatives. We collect data with aligned evaluation forms and the same questionnaires across all programs. For example, we contacted all completers from 2021 and 2023 to complete the Satisfaction Survey (follow-up) and request information about their employers. We continue in the process of collecting the employer's data. A sample of completers from all the programs answered this survey (see RS4). All the programs use TPP's principal assessment instruments, and the corresponding data is incorporated into the assessment system. We are using the assessments that we validated before the CAEP visit. These assessments were aligned with the sufficient-level criteria on the CAEP Framework for EPP- Created Assessments. The UPRM Teacher Preparation Assessment System Procedure 2016 guides how EPP describes unit endeavors to assess its operational processes. The guide, created in 2009 and revised periodically, is how the UPRM TPP assures a systematic quality engagement in a continuous improvement process that is sustainable and evidence-based with the primary goal of increasing teacher candidates' and completers' effectiveness in the classroom. We revised the

Assessment System again, considering the CAEP Revised Standards for 2022 (see RS5 2023.5.1.1)

2) Representatives of EPP, the Agricultural Education Program, and the Physical Education program share, analyze, and review the collected assessment data to pursue continuous improvement in their respective programs. EPP sent surveys to every completer to ensure the programs' quality and to investigate any differences between programs (See RS 4). Agricultural Education and Physical Education program representatives participated in TPP's system assessment meetings each semester. We convened the Teacher Education Advisory Board meeting just before the COVID-19 lockdown to share data and coordinate work and again in 2023. Together, we analyzed data to make changes in all programs to ensure continuous improvement. For example, some changes include adding a new faculty member, making cooperating teacher courses more accessible to teachers as free online modules, scouting highly qualified cooperating teachers, visiting more schools, adjusting our practices using a more practical approach, and increasing elective courses. We will continue to collect data that will allow us to triangulate program effectiveness and improve areas of weakness. Sometimes, contacting completers and employers is difficult, so we have developed a more cohesive plan to keep in touch with the completers to know what they are doing and what challenges they have encountered after completion, as explained in RS 4. We coordinated with all the programs, and they collaborated with data collection and analysis. We have been working cohesively for the last five years, leading to more cohesive improvements across the programs.

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

No Evidence found.

State Standard(s) Evidence

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

No Evidence found.

Please click "Next"

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