

UNIVERSITY OF PUERTO RICO AT MAYAGÜEZ

Educator Preparation Program (EPP)

QUALITY ASSURANCE SYSTEM HANDBOOK

Prepared for CAEP Accreditation | CAEP Standard 5

Academic Year 2025–2026

Mayagüez, Puerto Rico

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Section 1: Introduction and Purpose of the QAS

1.1 Overview

The University of Puerto Rico at Mayagüez (UPRM) Quality Assurance System (QAS) Handbook serves as the foundational document describing how the Educator Preparation Program (EPP) at UPRM systematically collects, analyzes, and uses data to continuously improve candidate performance, program quality, and organizational effectiveness. This handbook has been developed in direct alignment with CAEP Standard 5 (Provider Quality: Assurance and Continuous Improvement) and the 2022 CAEP Accreditation Standards.

UPRM has a longstanding commitment to the preparation of highly effective educators for Puerto Rico's schools. The assessment system described in this handbook reflects more than fifteen years of continuous refinement, informed by data-driven decision-making, stakeholder feedback, and evolving national professional standards. The system was initially developed in 2006 in preparation for NCATE Precondition submission and has been continuously updated to align with current CAEP standards.

1.2 Purpose of the QAS

The Quality Assurance System serves the following primary purposes:

- Ensure the completeness, accuracy, and consistency of data used for decision-making across all EPP programs.
- Enable systematic monitoring of candidate progress from admission through program completion and into the profession.
- Provide evidence of candidate and completer impact on K–12 student learning and development.
- Facilitate continuous improvement of programs, courses, clinical experiences, and support structures.
- Demonstrate compliance and alignment with CAEP 2022 Accreditation Standards, InTASC standards, and Puerto Rico Department of Education (PRDE) Professional Standards.
- Support transparent reporting to internal and external stakeholders, including the public, PRDE, and the federal Title II reporting system.

1.3 Alignment with CAEP Standard 5

CAEP Standard 5 requires that the EPP maintain a Quality Assurance System that demonstrates: (a) completeness and accuracy of data submitted in the SSR; (b) data collection instruments and procedures that produce valid, reliable, and fair information; (c) regular and systematic program reviews using data from multiple measures; and (d) evidence of acting on data to close the loop on continuous improvement. This handbook directly addresses each element of Standard 5 through its twelve integrated sections.

CAEP Standard 5 Alignment Note

All sections of this QAS Handbook are designed to provide direct evidence for CAEP Standard 5 (Provider Quality: Assurance and Continuous Improvement). Cross-references to specific CAEP criteria are noted throughout each section. Data sources and evidence cited herein are available in the UPRM EPP Data QASOP and Annual Reports on file at the EPP office and at <https://www.uprm.edu/ppm/>.

1.4 Scope of the QAS

This QAS Handbook applies to all initial educator preparation programs at UPRM, including:

- Secondary Education Teacher Preparation Program (EPP / DECEP) — Business Education, Career and Technical Education, Biology, Chemistry, English (K–12), Fine Arts (K–12: General Music, Instrumental Music, Vocal Music, Visual Arts, Dance, Theater, Ballet, Cinematography), History, Mathematics, Physical Education (K–12), Social Studies, Spanish, and General Science.
- Agricultural Education Program (Department of Agricultural Education, College of Agricultural Sciences) — initial preparation of agricultural education teachers.
- Mathematics Education Program (Department of Mathematical Sciences, College of Arts and Sciences).
- Physical Education Teaching Program (Kinesiology Department, College of Arts and Sciences).
- Special Education (K–12).
- Adapted Physical Education.
- Instructional Technology Resource Teacher.

All teacher preparation units and departments at UPRM ultimately report to the Dean of Academic Affairs, providing unified oversight of the entire educator preparation enterprise.

Section 2: Educator Preparation Unit (EPP)

2.1 Institutional Context

The University of Puerto Rico at Mayagüez (UPRM) is the leading research university in Puerto Rico and the Caribbean. UPRM is a land-grant institution, founded in 1911, and part of the University of Puerto Rico System. With approximately 12,000 students and over 350 full-time faculty, UPRM offers bachelor's, master's, and doctoral programs across the sciences, engineering, agriculture, business, and the arts and humanities.

2.2 Mission of the EPP

The mission of the UPRM Educator Preparation Program is to prepare highly competent, reflective, and caring teachers who are grounded in deep disciplinary content knowledge, culturally responsive pedagogy, and evidence-based instructional practices. UPRM teacher preparation graduates are equipped to contribute to the educational, social, and cultural development of Puerto Rico and to serve effectively in diverse K–12 school settings.

2.3 EPP Programs

Program	Department / Unit	Certification Level
Secondary Education — Art (K–12)	EPP	K–12
Secondary Education — Biology	EPP + Biology Dept.	Secondary
Secondary Education — Business Education	EPP	Secondary
Secondary Education — Chemistry	EPP + Chemistry Dept.	Secondary
Secondary Education — English	EPP + English Dept.	K–12
Secondary Education — History	EPP + Humanities Dept.	Secondary
Secondary Education — Mathematics	Math Sciences / EPP	Secondary
Secondary Education — Physical Education (K–12)	Kinesiology / EPP	K–12
Secondary Education — Social Studies	EPP / Social Sciences Dept.	Secondary
Secondary Education — Spanish	EPP / DECEP + Spanish Dept.	Secondary
Secondary Education — Theater (K–12)	EPP / DECEP	K–12
Secondary Education — General Science	EPP / DECEP + Science Depts.	Secondary
Agricultural Education	Dept. of Agricultural Education	Secondary

Program	Department / Unit	Certification Level
Special Education	EPP	K–12

Program Name	Licensure Level	Degree
English	Alternative Certification	—
Mathematics Education	ITP	Baccalaureate
Physical Education	ITP	Baccalaureate
Science Programs	Alternative Certification	—
Social Studies and History	Alternative Certification	—
Teacher Preparation Program of Secondary Schools	Alternative Certification	—
Agricultural Education	ITP	Baccalaureate
Biology	Alternative Certification	—
English as Second Language	Alternative Certification	—
Chemistry	Alternative Certification	—
Social Sciences	Alternative Certification	—
Business Administration (all pathways)	Alternative Certification	—
History	Alternative Certification	—
General Sciences	Alternative Certification	—
Earth Sciences	Alternative Certification	—
Theater	Alternative Certification	—
Physics	Alternative Certification	—
Arts	Alternative Certification	—
Spanish	Alternative Certification	—
Agricultural Education	Alternative Certification	—

2.4 Conceptual Framework

The UPRM EPP Conceptual Framework, titled “Comprehensive Formation for Effective Teaching,” is grounded in the belief that effective teachers must possess and integrate three essential dimensions: (1) deep disciplinary content knowledge; (2) evidence-based pedagogical skills; and (3) reflective, caring professional dispositions. This framework is aligned with UPRM Institutional Student Learning Outcomes,

InTASC 2013 Performance Standards, CAEP 2022 Standards, PRDE Professional Standards for Teachers, and ISTE Standards.

Ten Core Candidate Proficiencies

The conceptual framework identifies ten core proficiencies that all UPRM teacher candidates are expected to develop:

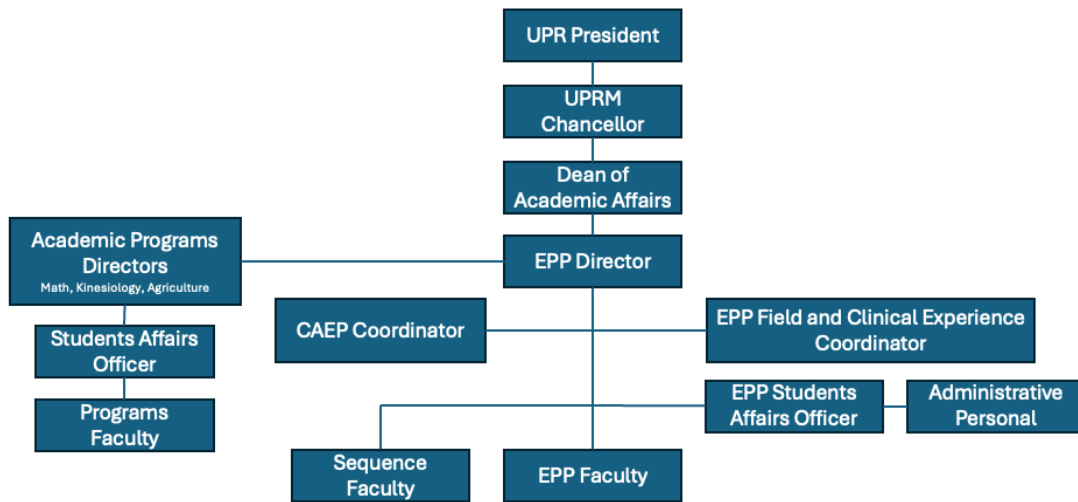
1. Content Knowledge — deep understanding of disciplinary structure, concepts, and inquiry tools.
2. Pedagogical Content Knowledge — evidence-based teaching methodologies aligned with content standards.
3. Human Development and Learning — understanding of how children learn and develop across cognitive, social, and emotional domains.
4. Reflective, Creative, and Critical Thinking — habits of mind that candidates model and foster in their students.
5. Comprehensive Formation and Communication Leadership — intellectual, emotional, and ethical development with effective communication skills.
6. Community-Building Skills — professional relationships with colleagues, families, and educational communities.
7. Assessment Literacy — formal and informal assessment strategies to monitor and promote student learning.
8. Caring Dispositions — commitment to student well-being, positive learning environments, and professional ethics.
9. Sensitivity to Diversity — recognition of and response to diverse learners, backgrounds, and perspectives.
10. Reflective Practice — ongoing professional self-evaluation and commitment to improvement.

2.5 Organizational Structure

The UPRM Educator Preparation Program (EPP) operates within an institutional structure led by the UPR President, followed by the UPRM Chancellor and the Dean of Academic Affairs, who serves as the head of the teacher preparation unit.

The EPP Director oversees the day-to-day operations and coordination of the program. The Director works collaboratively with key personnel, including the CAEP Coordinator, the EPP Field and Clinical Experience Coordinator, and the Academic Program Directors from participating departments (e.g., Mathematics, Kinesiology, and Agriculture).

The program is further supported by EPP Faculty and Sequence Faculty, as well as the EPP Student Affairs Officer, departmental Student Affairs Officers, and administrative personnel. This structure ensures coordination across academic, clinical, and administrative functions, maintaining a collaborative and integrated approach to educator preparation at UPRM.



Section 3: Quality Assurance System (QAS)

3.1 Description of the QAS

The UPRM Quality Assurance System is a comprehensive, integrated, and dynamic framework for collecting, organizing, analyzing, interpreting, and using multiple forms of data to ensure continuous improvement of educator preparation across all programs. The QAS operates at three levels: (1) the Unit level, monitoring overall EPP effectiveness and organizational health; (2) the Program level, examining the quality and outcomes of individual teacher preparation programs; and (3) the Candidate level, tracking individual candidate progress from admission to program completion and into the profession.

3.2 QAS Model

The UPRM QAS can be conceptualized as a continuous improvement cycle with four interconnected phases:



3.3 QAS Components

The QAS is composed of five interrelated components that together provide a complete picture of EPP quality and effectiveness:

- **Assessment System** — instruments, processes, and technologies for collecting valid, reliable, and fair data on candidate performance, program outcomes, and unit operations.

- Data Management Infrastructure — Google Drive, Google Forms / Sheets, Microsoft Office 365 / SharePoint, Intellectus Statistics, and OPIMI institutional databases for data storage, analysis, and reporting.
- Governance and Review Structure — faculty committees, advisory boards, and administrative oversight structures that ensure data are reviewed regularly and inform decisions at all levels.
- Continuous Improvement Cycle — structured annual calendar of data review meetings, planning sessions, and implementation checkpoints that close the feedback loop.
- Stakeholder Engagement — systematic involvement of K–12 schools, employers, completers, candidates, and community partners in program review and improvement.

3.4 Alignment with CAEP Standards

CAEP Standard	QAS Component(s) Addressed
Standard 1: Content and Pedagogical Knowledge	Candidate Assessments (Sec. 4, 7); alignment with professional standards (Sec. 6.3)
Standard 2: Clinical Partnerships and Practice	Transition Points (Sec. 7); Cooperating Teacher Surveys (Sec. 4)
Standard 3: Candidate Quality, Recruitment, Diversity	Admission Data (Sec. 7); Recruitment Plan (Sec. 12)
Standard 4: Program Impact	Completer/Alumni Surveys; K–12 Impact Data (Sec. 8)
Standard 5: Provider Quality Assurance	All sections — QAS Handbook

Section 4: EPP Assessment System

4.1 Overview of the Assessment System

The UPRM EPP Assessment System is the operational core of the QAS. It encompasses all instruments, data sources, collection processes, and analytical tools used to gather evidence about candidate learning, program quality, and unit effectiveness. The system has been in continuous development since 2006 and has undergone systematic refinements to incorporate current professional standards and improved data management technologies.

4.2 Key Assessment Matrix

The following matrix summarizes the key assessments across the three levels of the QAS, their purpose, frequency, and alignment with CAEP and InTASC standards:

Key Assessment	Level	Transition Point	Standards Alignment
Branched Teacher Candidate Dispositions Toolkit	Candidate	TP #1, #2, #3	CAEP 3; InTASC 9
GPA & Academic Follow-up Assessment	Candidate	TP #1, #2, #3	CAEP 1; InTASC 4
Classroom Observation Instrument (6+ observations)	Candidate	TP #3	CAEP 1, 2, 4; InTASC 1–10
e-Portfolio with Teacher Candidate Work Sample (TCWS) Rubric	Candidate	TP #3	CAEP 1, 2, 4; InTASC 1–10
PCMAS / Teacher Certification Exam	Candidate & Program	TP #4 / Post-completion	CAEP 1, 3
Exit Survey (End of Program)	Candidate	TP #4	CAEP 3, 4, 5
Alumni Survey	Program & Unit	Post-completion	CAEP 4, 5
Employer Survey	Program & Unit	Post-completion	CAEP 4, 5
Faculty Evaluation (COE)	Unit	N/A	CAEP 5
Student Opinion Survey (COE)	Unit	N/A	CAEP 5
PCMAS Survey (College Board)	Program	Post-exam	CAEP 3, 4
META Test	Program (Completers)	Post-completion	CAEP 4

4.3 Data Sources

The UPRM EPP draws data from three primary source categories:

Candidate Performance Data

- Transcript data (GPA, course completion, content-area credits) from UPRM Registrar and OPIMI.
- Key assessment scores from Transition Points (Disposition Survey, Classroom Observation, e-Portfolio with TCWS Rubric).
- Teacher certification exam results (PCMAS scores) from Puerto Rico College Board.

Program Quality Data

- End-of-program exit surveys.
- School director / employer surveys.
- Alumni surveys.
- PCMAS survey data from College Board institutional reports.

Unit Operations Data

- Candidate orientation, enrollment, and retention statistics.
- Clinical practice placement data (school sites, hours, supervisor assignments).
- Faculty performance evaluations (Student Opinion Survey / COE).
- Program review outcomes and accreditation reports.

4.4 Technology Infrastructure

UPRM employs an integrated suite of technologies to support the assessment system:

Technology Platform	Primary Use in QAS
EPP Quality Assurance System Online Platform (EPP QASOP)	Data collection and analysis; instrument and report management.
Google Sites	Electronic portfolios (e-Portfolio) for teacher candidates.
Google Drive	Document storage, sharing, and version control for QAS artifacts.
Microsoft Office 365 / OneDrive / SharePoint	Working documents, committee collaboration, data QASOP, faculty reports.
Microsoft Teams	Virtual meetings, threaded discussions, and group collaboration for Assessment Board and committees.
Intellectus Statistics	Statistical analysis of survey data, demographic data, and candidate performance metrics.
OPIMI Institutional Database	Enrollment, retention, transcript, and demographic data.

Technology Platform	Primary Use in QAS
UPRM Website (uprm.edu/ppm)	Public reporting of assessment results and program information.
Title II Reporting System	Federal annual reporting on teacher preparation program outcomes.

4.5 EPP QASOP Data Dashboard

The EPP maintains Data QASOP — organized collections of evidence compiled each academic year — at the unit, program, and candidate levels. Data QASOP are stored on SharePoint and serve as the primary evidentiary archive for annual review processes and CAEP accreditation documentation. Each Data QASOP record includes: (1) assessment results by program and cohort; (2) trend analyses comparing multiple academic years; (3) disaggregated data by demographic group; (4) interpretive narratives by program faculty; and (5) documentation of changes made in response to data (“closing the loop” documentation).

Section 5: Unit Assessment and Accountability Reporting

5.1 Annual Reporting Structure

The UPRM EPP prepares and disseminates several annual reports that document unit performance, program outcomes, and continuous improvement actions. These reports are developed through a collaborative process involving EPP faculty, program directors, the Assessment Board, and administrative leadership.

5.2 Internal Annual Reports

- EPP Annual Assessment Report — summarizes candidate performance data across all transition points, program completions, and key assessments for all EPP curricular sequences. Prepared by the EPP Director and presented to the Permanent Committee and the Dean of Academic Affairs.
- Agricultural Education Annual Assessment Report — parallel report for the Agricultural Education program, prepared by the Department Director and presented to the Dean of Agricultural Sciences and the Dean of Academic Affairs.
- Assessment Board Annual Summary — cross-program synthesis prepared by the Teacher Education Assessment Board (TEAB), identifying systemic trends, areas of strength, and priority areas for improvement.
- Data QASOP Update — annual compilation of updated evidence files in SharePoint for each program.

5.3 External Accountability Reporting

Title II Reporting

UPRM prepares and submits the annual Title II report (Higher Education Act, Title II) as required by federal law. This report includes data on: (a) the number of candidates enrolled in and completing teacher preparation programs; (b) student selectivity criteria; (c) pass rates on state certification exams (PCMAS); and (d) program characteristics. Title II data are publicly available through the UPRM website and the federal Title II data platform.

CAEP Accountability Reporting

As part of its CAEP accreditation, UPRM submits an Annual Report to CAEP each fall that includes data on enrollment, completers, certification exam pass rates, and candidate impact on K–12 learning. This report draws directly from the Data QASOP maintained under the QAS.

PRDE Reporting

UPRM coordinates with the Puerto Rico Department of Education to report on teacher preparation program outcomes and to receive feedback on the performance of UPRM-prepared teachers in PRDE

schools. This relationship also supports the identification of practice school sites, cooperating teachers, and employer feedback mechanisms.

5.4 Accountability Governance

Accountability reporting at UPRM is governed by a multi-level structure:

Level	Responsible Party
Institutional Level	UPRM President; Dean of Academic Affairs; OPIMI.
Unit Level	EPP Director; Agricultural Education Director; Teacher Education Assessment Board (TEAB).
Program Level	Program Coordinators; Curriculum Committees per discipline.
Candidate Level	Faculty Advisors; Methodology Professors; Clinical Supervisors.

Section 6: Program Assessment and Accountability

6.1 Program Review Cycle

UPRM programs undergo both continuous (annual) and periodic (five-to-seven-year) program review cycles. The annual cycle is driven by the QAS Data QASOP and Assessment Board reports. The periodic cycle aligns with CAEP accreditation review and UPRM institutional accreditation (MSCHE) cycles and involves a comprehensive program self-study.

6.2 Annual Program Review Process

11. Data Compilation — each fall semester, program coordinators compile assessment data from the previous academic year, including candidate performance on key assessments, certification exam results, and survey data.
12. Faculty Review Session — the curriculum committee meets to review compiled data, identify patterns, and propose interpretations.
13. Benchmark Comparison — performance data are compared against established benchmarks (e.g., 80% proficiency on classroom observation, state certification pass rates).
14. Gap Analysis — areas where performance falls below benchmarks, or where trends indicate emerging concerns, are identified for action.
15. Action Planning — concrete improvement actions are proposed, prioritized, and assigned to responsible parties with timelines.
16. Implementation — approved actions are implemented during the subsequent academic year.
17. Documentation — actions taken and their outcomes are documented in the Data QASOP as “closing the loop” evidence.

6.3 Alignment with Professional Standards

All UPRM programs maintain aligned syllabi showing how program courses and field experiences connect to CAEP Standards, InTASC Standards, and PRDE Professional Standards for Teachers. These syllabi are reviewed annually by the respective Curriculum Committees and updated as needed to reflect program modifications, standards revisions, or new research evidence.

Section 7: Candidate Assessment and Progress Monitoring

7.1 Transition Points / Checkpoints

The UPRM EPP uses a system of four Transition Points (TPs) that serve as structured checkpoints to monitor candidate readiness and progress throughout the teacher preparation program. Each transition point includes specific requirements and key assessments that candidates must successfully complete before advancing to the next phase.

Transition Point #1 — Admission to the Teacher Preparation Program

Requirements for EPP (Secondary Education sequences):

- Overall GPA of 3.0 and GPA of 3.0 in major coursework. (Although GPA requirements are no longer mandated by PRDE policy, the EPP continues to monitor candidate academic performance through internal benchmarks and multiple measures within the QAS.)
- Completion of 6 credits in foundations of education with a GPA of 3.0 or better (Human Growth & Development I & II, Social Foundations of Education, Philosophical Foundations of Education). Previously required as an admission/progression benchmark; requirement eliminated by PRDE policy changes. The EPP maintains internal review of candidate academic performance.
- Satisfactory completion of the Teaching Dispositions Survey (reviewed by the EPP Director or Student Affairs Officer).
- Candidates with unsatisfactory Disposition Survey ratings are directed to career counseling.

Requirements for Agricultural Education Program:

- Admission based on the current General Admission Index (IGS) for the Agricultural Education degree program.
- Transfer students from other Agricultural Science programs: GPA of 2.50 or higher overall and in major.
- Completion of one of: EDAG 4005, 4016, or 4015; passing scores on Writing Skills and Dispositions Test.
- Favorable recommendation from the Agricultural Education Department Director and coordinator.

Transition Point #2 — Progression to Theory and Methodology

Requirements for EPP candidates:

- Completion of all four foundations of education courses with a GPA of 3.0 or better. (Previously required as an admission/progression benchmark; requirement eliminated by PRDE policy changes. The EPP maintains internal review of candidate academic performance.)
- Score of 80% or higher on Philosophical Foundations of Education course rubrics.
- At least 18 credits in the teaching content area.

- Completion of an individual or group progression interview with the EPP Director or Student Affairs Officer.

Agricultural Education (TP #2): satisfactory completion of EDAG 4007 portfolio with all required components (reflective essay, curricular guide, microteaching, agricultural exam development) and a post-diagnostic score above 70%.

Transition Point #3 — Admission to Student Teaching / Practicum

- Grade of B or better in the Theory and Methodology course.
- Score of 80% or higher on the e-Portfolio portion of the Teacher Candidate Work Sample (TCWS).
- At least 21 credits in the teaching content area.
- Successful completion of the progression interview with the EPP Director or Student Affairs Officer.

Transition Point #4 — Program Completion

Candidates complete the following during student teaching / practicum:

- Classroom Observation Instrument: minimum 6 observations (3 formative, 3 summative) by both the supervising professor and the cooperating teacher. Benchmark: overall score above 80%; rated “excellent” on at least 40% of items across three summative evaluations.
- Teacher Candidate Work Sample (TCWS) / e-Portfolio: complete e-Portfolio demonstrating content knowledge, pedagogical content knowledge, sensitivity to diversity, and reflective habits. Must include lesson/unit plans, assessments with analyses, and classroom management artifacts.
- End-of-Program Survey: completion of exit evaluation of program quality and preparation.

7.2 Benchmarks and Performance Standards

Assessment / Requirement	Benchmark / Standard
Overall GPA (Admission TP #1)	3.0 minimum recommended
Content Area GPA (TPs #1, #2, #3)	3.0 minimum recommended
e-Portfolio / TCWS initial sections (TP #3)	80% or higher
Theory & Methodology course grade (TP #3)	Grade B or better
Content credits completed (TP #3)	Minimum 21 credits
Classroom Observation — Overall score (TP #4)	80% or higher
Classroom Observation — Excellent ratings (TP #4)	40% of items across 3 summative evaluations
PCMAS Teacher Certification Exam (Post-TP #4)	PRDE passing score (per content area)
Agricultural Education EDAG 4007 Post-diagnostic (TP #2 AgEd)	70% or higher

7.3 Data Disaggregation

The UPRM EPP disaggregates candidate performance data to monitor equity and identify differential outcomes. Data are reported and analyzed by:

- Program / licensure area.
- Cohort year.
- Gender.
- First-generation college student status.
- Transfer vs. native UPRM student.
- Academic preparation level at entry.

OPIMI provides disaggregated demographic and academic data to the EPP each semester. The Assessment Board reviews disaggregated data to identify any groups of candidates facing systemic barriers and to recommend targeted support interventions.

7.4 Candidate Support Mechanisms

- Career counseling referral for candidates with unsatisfactory Disposition Survey scores.
- Tutoring referral for Agricultural Education candidates scoring below 70% on the post-diagnostic test (Centro Bilingüe de Redacción for writing support).
- Individual and group progression interviews at each transition point to identify candidates needing additional support.
- Mentoring by cooperating teachers during field and clinical experiences.
- EPP Orientation sessions at each transition point to ensure candidates understand expectations, assessment criteria, and support resources.
- CRUISE (Resource Center for Investigation and Educational Services) — provides resources, technology access, and professional development support.

Section 8: Completer Assessment, Monitoring, and Feedback

8.1 Overview

The UPRM EPP systematically collects data on program completers after they enter the teaching profession to assess their effectiveness, measure their impact on K–12 student learning, and obtain feedback to improve preparation programs. This section describes the mechanisms used to track and evaluate completer outcomes in alignment with CAEP Standard 4.

8.2 Alumni Survey

The EPP Alumni Survey is administered annually via the Intellectus Statistics online survey system. The survey is sent to all EPP-UPRM completers from the previous four years. The survey collects data on: (a) satisfaction with their preparation at UPRM; (b) perceived relevance and effectiveness of content courses, education courses, and clinical experiences; (c) self-reported teaching effectiveness aligned with InTASC and PRDE standards; (d) current employment status and teaching assignment; and (e) suggestions for program improvement.

The Alumni Survey was redesigned and re-validated to align with InTASC 2013 and PRDE Professional Standards, incorporating recommendations from CAEP’s survey guidance webinars. Pilot testing was conducted to verify clarity and alignment before full deployment.

8.3 Employer Survey

The EPP Employer Survey is sent annually to school directors and academic supervisors at schools employing UPRM EPP completers. A first round targets cooperating school directors at UPRM practice sites; subsequent rounds target schools identified through alumni survey responses. The employer survey collects data on: (a) employer satisfaction with the professional preparation of UPRM-trained teachers; (b) observation of completer pedagogical effectiveness aligned with professional standards; and (c) recommendations for improving UPRM preparation programs.

In addition to the annual Employer Survey, the EPP conducts employer focus groups and/or group interviews with school directors, academic supervisors, and other P–12 employers who supervise or employ UPRM completers. These sessions provide qualitative feedback on employer satisfaction, completer readiness, observed teaching effectiveness, areas of strength, and recommendations for program improvement. Employer feedback is reviewed together with Employer Survey results, Alumni Survey data, completer feedback, and candidate performance evidence to inform program-level decision-making and continuous improvement.

8.4 Impact on K–12 Student Learning

The UPRM EPP collects evidence of completer impact on P–12 student learning through a focused qualitative approach using **focus groups and/or individual semi-structured interviews** with program

completers. The EPP seeks participation from completers representing multiple programs and teaching contexts to ensure diversity and representativeness of perspectives.

Each academic year, the EPP conducts one or more qualitative data collection sessions with a representative sample of completers from different programs and teaching contexts. This flexible approach enhances participation rates and supports the collection of rich, in-depth qualitative evidence of completer effectiveness.

These sessions are designed to gather in-depth information on:

1. How completers apply the professional knowledge, skills, and dispositions developed during the program.
2. Instructional strategies used in their classrooms.
3. Evidence of impact on student learning and engagement.
4. Challenges faced in real classroom contexts.

A structured protocol is used across both formats to ensure consistency in data collection and alignment with program evaluation goals.

Qualitative data are analyzed to identify common themes and patterns related to teaching effectiveness and student learning outcomes. These findings are reviewed by EPP faculty and the Teacher Education Assessment Board (TEAB) as part of the annual data review cycle.

Findings from focus groups and/or interviews are triangulated with survey data (Completer, Alumni, and Employer Surveys) to provide a comprehensive and multi-source understanding of program impact, consistent with CAEP Standard 4.

8.5 Certification Pass Rates

PCMAS (Puerto Rico teacher certification exam) pass rates by program and content area are monitored annually as an indicator of candidate readiness. Results are submitted in the Title II institutional report and reviewed by the Assessment Board. Pass rates are disaggregated by program and content area to identify areas requiring curriculum strengthening.

8.6 Benchmarking

UPRM benchmarks its completer outcomes against: (a) Puerto Rico statewide PCMAS pass rates reported in the College Board Title II institutional report; (b) CAEP-reported national benchmarks for completer survey satisfaction; and (c) outcomes from comparable EPPs in the University of Puerto Rico System.

8.7 Employment Data and CAEP Annual Reporting

Employment data are formally integrated into the EPP's Quality Assurance System (QAS) as part of ongoing monitoring of completer outcomes. As a core element of the data collection submitted in the CAEP Annual Report, the EPP systematically compiles, verifies, and tracks employment information for program completers—including placement in PRDE public schools, private schools, and alternative

educational settings—drawing from the Alumni Survey (Sec. 8.2), employer confirmations (Sec. 8.3), and PRDE placement records. Employment indicators are disaggregated by program, cohort, and geographic region, and are reviewed by the Teacher Education Assessment Board (TEAB) to inform recruitment strategies, curriculum alignment with workforce demand, and continuous improvement decisions. These data also support Title II federal reporting and the CAEP Annual Reporting Measures related to completions, employment and program impact.

Section 9: Data Quality

9.1 Validity

UPRM ensures the content validity of all key assessments through systematic alignment processes. Each assessment instrument is aligned with the conceptual framework, CAEP Standards, InTASC Standards, and PRDE Professional Standards. Alignment is verified by faculty review, peer review by content specialists, and review by the Teacher Education Assessment Board (TEAB). The EPP is currently engaged in a structured process to establish the validity and reliability of key assessments, including the Classroom Observation Instrument and the Teacher Candidate Work Sample. In collaboration with BranchED, the EPP is implementing systematic validation procedures to ensure these instruments meet CAEP expectations. This work is ongoing and represents a high-priority component of the EPP's continuous improvement efforts.

9.2 Reliability

Inter-rater reliability is addressed through systematic training and calibration processes:

- Instrument calibration exercises are conducted at faculty meetings, where assessors compare scoring, discuss variability, and establish common scoring parameters.
- University supervisors meet at the beginning of each semester to align understanding and application of the Classroom Observation Instrument.
- Written instructions and scoring guides for all key assessments are reviewed regularly to ensure clarity and shared understanding.
- Faculty members are systematically trained in the use of rubrics and instruments each semester.

9.3 Fairness

The UPRM EPP takes extensive measures to ensure fairness in assessment:

- Candidates are informed about program requirements, performance expectations, and evaluation criteria through orientation sessions, program handbooks, and the EPP website.
- The same criteria and standards are applied consistently across all candidates and programs.
- All assessment instruments are reviewed by the TEAB and by an external expert (school psychologist) to identify and eliminate potential sources of bias related to gender, race, ethnicity, cultural background, or labeling.
- Candidates receive multiple formative assessment opportunities before summative evaluations to practice skills and receive feedback.
- Candidates are provided with manuals for Teaching Practice, Theory and Methodology, and the e-Portfolio that clearly explain expectations and evaluation criteria.

9.4 Technical Quality and Validation of EPP-Created Assessments

Aligned to CAEP Standard 5.2

The Teacher Preparation Program (TPP) at UPRM ensures that all EPP-created assessments used within the Quality Assurance System (QAS) demonstrate appropriate levels of validity, reliability, fairness, and intended use. Consistent with CAEP Standard 5.2, the EPP documents the technical quality of instruments and ensures they are relevant, representative, and appropriately used to inform program-level continuous improvement.

Content Validity of EPP-Created Perception-Based Instruments

The EPP conducted formal content validity studies using Lawshe's (1975) Content Validity Ratio (CVR) methodology for the following EPP-created instruments: Exit Survey, Alumni Survey, and Employer Survey. Each instrument underwent expert panel review. Five expert judges rated each item as (1) Essential, (2) Useful but not essential, or (3) Not necessary. For $N = 5$ reviewers, the minimum acceptable CVR threshold of 0.99 was applied in accordance with Ayre & Scally (2014).

For each item, the following indices were calculated:

- Content Validity Index (CVI): proportion of experts rating the item as essential.
- Content Validity Ratio (CVR): Lawshe's coefficient of expert agreement.

Items that did not meet the minimum consensus threshold were reviewed for wording refinement or alignment adjustments. No item was classified as "not necessary"; however, a small number of items showed lower agreement and were reviewed for potential refinement.

Content Validity Findings

Instrument	Expert Panel Findings
Employer Survey	Panel of 5 experts using Lawshe's method; average CVR = 0.95 with CVI values close to 1.00. No items rated as "non-essential"; Items 10 and 18 showed lower agreement (CVR = 0.6 and 0.2) and were flagged for wording review. All 23 items retained. Aligned with CAEP Standards 1–5 and InTASC.
Alumni Survey	Panel of 5 experts using Lawshe's method; the vast majority of items were rated as essential, with consistently high CVI values and average CVR exceeding recommended cutoffs. No items classified as "not necessary"; a few showed slightly lower agreement and were flagged for future wording refinement. Aligned with CAEP, InTASC, and PRDE standards; IRB-approved. Approved for continued use within the QAS as a perception-based instrument complementing the Employer and Exit Surveys.
Exit Survey	Panel of 5 experts using Lawshe's method; overall CVI = 0.995. 89 of 90 items reached CVR = 1.00 (perfect agreement); only Item 2.5 received CVR = 0.6 and was flagged for review. A complementary face-validity study with 3 candidates showed 100% clarity and 99.6% relevance. Aligned with CAEP Standards 1–10 and ISTE Standards for Educators.

These findings support the conclusion that EPP-created perception instruments adequately represent the constructs they are intended to measure and meet CAEP expectations for content validity of program-level surveys.

Use and Appropriate Application of Perception-Based Instruments

Consistent with CAEP guidance, the Exit, Alumni, and Employer Surveys:

- Are used exclusively for aggregate-level program improvement purposes.
- Are NOT used for high-stakes individual candidate decisions.
- Serve as complementary stakeholder evidence within the QAS.
- Inform curriculum review, faculty professional development, and program modifications.

Validated External Instrument: BranchED Teacher Candidate Dispositions Toolkit

The EPP adopted the BranchED Teacher Candidate Dispositions Toolkit (2023) as its official dispositions assessment framework. The BranchED instrument underwent a comprehensive validation process, including:

- Face validity review by subject matter experts.
- Content validity review using Lawshe methodology.
- Pilot study with 48 teacher candidates across Minority Serving Institutions.
- Reliability analysis yielding Cronbach's alpha (α) = .88, indicating strong internal consistency.

The EPP administers the instrument in its validated format without modifications, to preserve its established validity and reliability properties.

Triangulation of Dispositions Data

These data are reviewed alongside other key measures (e.g., completer, alumni, and employer surveys) to identify trends, inform program decisions, and support continuous improvement efforts. Findings are discussed in faculty and QAS meetings to guide program modifications and strengthen candidate support during the transition to employment. To strengthen reliability and reduce bias associated with self-report measures, the EPP uses a triangulated, multi-measure approach for dispositions assessment:

Data Source	Instrument / Method	Transition Point(s)
Candidate Self-Assessment	BranchED Dispositions Toolkit (self-report)	Entry, Midpoint, Exit
Faculty / Clinical Observation	Faculty / Clinical Observation Tool	Midpoint, Exit
Reflection Artifacts	e-Portfolio and TCWS	Midpoint, Exit

This multi-measure approach enhances consistency of findings and supports developmental tracking of professional dispositions across all transition points.

Ongoing Review of Technical Quality

To maintain the integrity of assessment instruments over time, the EPP implements the following structured review cycle:

- Annual review of item performance and response distributions.
- Periodic expert review every three years, or upon any substantive revision to an instrument.
- Inter-rater calibration sessions for all observational instruments each year.
- Monitoring of subgroup performance to ensure fairness and the absence of differential item functioning.
- Any substantive modification to an instrument triggers a renewed validation review process.

9.5 CAEP Data Quality Criteria

The UPRM QAS addresses the CAEP Data Quality Criteria as follows:

CAEP Data Quality Criterion	UPRM Response
Completeness	Assessment matrix maps all required data sources; completion tracked by TEAB and EPP Director each semester.
Accuracy	Data from OPIMI institutional systems; calibration exercises for observational data; formal CVR/CVI expert-panel reviews for all perception surveys.
Consistency	Standardized instruments; regular assessor training; semester-level data compilation protocols; inter-rater calibration sessions.
Representativeness	Data collected from all programs and cohorts; disaggregated by demographic group; subgroup monitoring for fairness.
Validity	Formal CVR/CVI studies (Lawshe, 1975; Ayre & Scally, 2014) for Exit, Alumni, and Employer Surveys; alignment with CAEP, InTASC, and PRDE standards; validated external instruments (BranchED $\alpha = .88$; Tripod Survey; Danielson Framework).
Reliability	Cronbach's alpha (.88) for BranchED Dispositions Toolkit; inter-rater calibration sessions each semester; standardized instructions; triangulated dispositions data (self-assessment + observation + reflection artifacts).

Section 10: Stakeholder Involvement

10.1 Overview

Meaningful stakeholder engagement is central to the UPRM QAS. The EPP maintains structured processes for involving a diverse range of stakeholders — including K–12 school partners, employers, alumni, candidates, community organizations, and university faculty — in program review, curriculum development, policy formation, and continuous improvement decision-making.

Employer representatives, including school directors and academic supervisors, participate in the QAS through surveys, focus groups and/or group interviews, Advisory Board participation, and feedback on completer performance. Their input is used to identify trends in completer readiness, strengthen clinical preparation, and inform curricular and programmatic improvements.

10.2 Advisory Board

The UPRM EPP maintains an Advisory Board that serves as the primary external stakeholder governance body. The Advisory Board includes representatives from:

- Puerto Rico Department of Education (PRDE) — district-level administrators and certification office representatives.
- School directors (principals) from UPRM clinical practice schools.
- Cooperating teachers from diverse school settings.
- UPRM EPP alumni currently employed as teachers.
- University faculty from content-area departments collaborating with the EPP.
- Community and professional organizations with an interest in teacher quality.

The Advisory Board meets at least once per academic year (typically in the spring semester) to review program data, discuss trends, and provide recommendations for program improvement. Working documents and reports are shared with Advisory Board members via Microsoft SharePoint prior to meetings.

10.3 Permanent Committee

The Permanent Committee of Arts and Sciences, Agricultural Education, and EPP convenes meetings with the Deans of Academic Affairs, Agricultural Sciences, and Arts and Sciences to present teacher preparation assessment results and discuss program changes at the departmental level. This committee provides institutional-level stakeholder involvement and connects the QAS to the broader UPRM strategic planning process.

Accreditation-Related Committees

Teacher Education Executive Committee (2023–2024):

Office
Chancellor
Academic Affairs Dean
Arts and Sciences Dean
Agricultural Sciences Dean
Business Administration Dean
Engineering Dean
UPRM CAEP Coordinator
EDAG CAEP Coordinator
EPP Director
EDAG Director
OPIMI Director
DEPR Teacher Liaison
Mathematical Sciences Chair
Physics Chair
Content knowledge representatives

Teacher Education Assessment Board:

Office
Assessment Board Director
EPP Director
Student Affairs Officer, EPP
AgEd Director
Content Liaison Professor
Physical Education Program Liaison
Office of Institutional Research and Planning (OPIMI)

Office
EPP Liaison Professor
Math Education Program Liaison

UPRM CAEP Institutional Steering Committee:

Self-Study Task
Revised Standard #1
Revised Standard #2
Revised Standard #3
Revised Standard #4
Revised Standards #5 & #6
Assessment Liaisons
Technology Liaison

Teacher Education Advisory Board (2023–2024):

Role	Office
Advisory Board Chair	Academic Affairs Dean
Advisory Board Director	EPP Director
Accreditation Coordinator, TPP	UPRM Academic Affairs
Accreditation Coordinator, EDAG	UPRM Agricultural Sciences
PR Department of Education Representative	DEPR Social Studies Program Operational Manager
PR Department of Education Agricultural Education Representative	DEPR Agricultural Education Program Operational Manager
EDAG UPRM Representative	EDAG Director
PRDE Administration Representative	Practice Center Director
EPP Cooperating Teacher Representative	Practice Center Teacher — Mayagüez
EDAG Cooperating Teacher Representative	Practice Center Teacher — Yauco
Alumni Representative	UPRM Alumni Teacher
Teaching Practice Representative	Teaching Practice Supervisor

Role	Office
Teaching Technology Representative	UPRM CREAD Director
Teacher Candidate Representative	Methodology Student
Parents Representative	Parent of student in public school

10.4 Committees and Their Functions

Committee / Body	Primary Function in QAS
Teacher Education Assessment Board (TEAB)	Reviews instruments for fairness, validity, and reliability; oversees assessment process integrity; approves instrument revisions.
EPP Curriculum Committee	Reviews program data; recommends course and curriculum changes; maintains curriculum maps; aligns with professional standards.
Agricultural Education Curriculum Committee	Parallel functions for the Agricultural Education program.
EPP Advisory Board	External stakeholder review of program data and outcomes; recommendations for improvement.
Permanent Committee (Academic Affairs)	Institutional-level oversight; connects EPP QAS to UPRM strategic planning.
Teacher Education Executive Committee	Coordinates across departments contributing to teacher preparation.
Clinical Experience Coordinators	Manage field and clinical placement data; communicate with cooperating schools; compile observation and TCWS data.

10.5 Candidate Involvement

Teacher candidates are considered active stakeholders in the QAS. Candidates are involved through:

- Orientation sessions at each transition point to learn about program expectations and assessment criteria.
- End-of-program evaluations providing feedback on program quality.
- Student Opinion Survey (COE) each semester on faculty performance.
- Participation in instrument calibration discussions as co-evaluators of their own teaching practice.
- e-Portfolio development as a reflective documentation and communication tool.

Section 11: Continuous Improvement

11.1 Data Review Cycle

The UPRM EPP follows a structured annual cycle for data review and continuous improvement. This cycle ensures that data collected through the QAS are systematically analyzed, discussed, and used to drive meaningful changes in programs, courses, clinical experiences, and unit operations.

11.2 Annual Calendar of QAS Activities

Time Period	QAS Activity
August – September (Fall Start)	Update Data QASOP with prior-year data; prepare Assessment Board fall report; faculty training on instruments and assessment procedures.
October – November (Fall Mid-Semester)	Formative reviews of candidate progress data; transition point processing for fall cohorts; Curriculum Committee reviews.
December – January (Fall End / Spring Start)	Compile semester data; faculty review sessions; instrument revisions; begin spring clinical placement coordination.
February – March (Spring Mid-Semester)	Program review sessions with department faculty; Advisory Board annual meeting; review of PCMAS data and Title II report.
April – May (Spring End)	Exit surveys administered; end-of-year data compilation; alumni and employer surveys launched.
August – September (Fall Start)	Data analysis; writing annual reports; documenting “closing the loop” actions; planning for the following year’s improvements.

11.3 Closing the Loop

“Closing the loop” refers to the process of documenting that data-identified issues led to specific, implemented improvements. The UPRM EPP documents closing-the-loop evidence in the annual Data QASOP. For each identified area of concern, the documentation includes: (a) the data that identified the issue; (b) the interpretation and discussion process; (c) the action(s) decided upon; (d) who implemented the action, and when; and (e) evidence that the action was implemented and its impact on subsequent data.

Examples of Data-Driven Improvements

- **Content Course Requirement Revision** — analysis of PCMAS results for history and social studies candidates revealed that many had not completed key content courses. Six core content courses were identified as required prerequisites for methodology courses. Pass rates on the social studies certification exam improved following this change.

- Technology Resource Enhancement — end-of-program surveys showed candidate need for improved technology resources. This led to the addition of a computer center and “smart boards” and data displays in several classrooms.
- CRUISE Center Creation — candidate feedback on resource needs led to the creation of CRUISE (Resource Center for Investigation and Educational Services), which provides candidates with planning resources for teaching practice and supports ongoing EPP educational research.
- Instrument Realignment — the Classroom Observation Instrument was revised to align with InTASC 2013 and current CAEP and PRDE standards, with cooperating teachers and university supervisors involved in the revision process.

11.4 Improvement Goals and Monitoring

Each academic year, the Assessment Board establishes priority improvement goals based on data review findings. Goals are documented in the annual report with: (a) the baseline data; (b) the target benchmark; (c) the strategy for improvement; and (d) the timeline. Progress toward goals is monitored in subsequent data review cycles and reported in the following year’s annual report.

Section 12: Recruitment and Diversity

12.1 Recruitment Plan

The UPRM EPP is committed to recruiting a diverse pool of high-quality candidates who reflect the diversity of Puerto Rico's communities and who are prepared to serve effectively in all K–12 school contexts. The EPP recruitment plan encompasses outreach, early engagement, financial awareness, and strategic partnerships with UPRM disciplinary departments.

12.2 Recruitment Strategies

- **Early Engagement** — UPRM encourages students in disciplinary degree programs (sciences, mathematics, agriculture, humanities, arts) to explore teaching as a career by completing initial education foundations courses (EDFU) as free electives or recommended electives during their bachelor's programs.
- **Departmental Collaboration** — the EPP works with departmental advisors to identify strong students with an interest in teaching and channel them toward the teacher preparation programs or curricular sequences.
- **Information Sessions** — the EPP Director and Student Affairs Officer conduct informational sessions each semester in disciplinary departments to present teacher preparation program requirements, career prospects, and certification pathways.
- **School Partnerships** — partnerships with K–12 schools for field experiences create pathways for early career exploration and strengthen the EPP's presence in the educational community.
- **Social Media and Digital Outreach** — the EPP website (uprm.edu/ppm) and social media platforms are used to communicate program information, showcase success stories, and promote teaching careers.

12.3 Diversity Goals

The UPRM EPP sets annual diversity goals for candidate recruitment, retention, and completion. These goals are informed by the demographic profile of Puerto Rico's K–12 student population, the demographics of the teaching workforce, and CAEP diversity requirements. Specific diversity considerations include:

- **Gender Diversity** — the EPP monitors gender representation across all programs and takes steps to recruit candidates who may be underrepresented in specific fields (e.g., men in early education, women in STEM education).
- **Economic Diversity** — given the significant proportion of economically disadvantaged students in Puerto Rico schools, the EPP works to recruit candidates from diverse socioeconomic backgrounds by providing clear information about financial aid, PRDE scholarships, and loan-forgiveness programs for teachers.

- Geographic Diversity — outreach to students from rural municipalities of Puerto Rico to ensure that underserved communities have access to high-quality teacher preparation.

12.4 Admissions Monitoring

The EPP Director and OPIMI monitor admissions data annually by program, gender, and geographic origin. Trend analyses are included in the Assessment Board Annual Report. When demographic data indicate declining representation of particular groups, the Advisory Board and Director develop targeted outreach and support strategies.

12.5 Retention Monitoring

The EPP tracks candidate retention from admission through program completion using transcript and enrollment data from OPIMI. Retention data are disaggregated by program and demographic group. Candidates who leave the program are tracked when possible to understand retention barriers. Findings inform support program development and advising practices.

Diversity Monitoring Indicators

The UPRM EPP annually monitors the following diversity and recruitment indicators:

- Number of applications by program and demographic group.
- Admission rates and yield rates by demographic group.
- Retention and completion rates by program and cohort.
- Time-to-completion data.
- Geographic distribution of candidates and completers.
- Employment placement rates of completers in high-need schools.

12.6 Alignment with CAEP Standard 3

The recruitment and diversity processes described in this section are designed to meet CAEP Standard 3 requirements for selective admissions, demonstration of candidate quality at key transitions, and the provider's engagement in and use of diversity-related data to recruit and support candidates who can succeed in the program and positively impact K–12 student learning.

Appendix A: CAEP Compliance Evaluation Report

This appendix presents an internal evaluation of the UPRM QAS Handbook against the documentation requirements of the Council for the Accreditation of Educator Preparation (CAEP) 2022 Accreditation Standards, with particular emphasis on Standard 5 (Provider Quality Assurance and Continuous Improvement) and the CAEP Data Quality Criteria. The evaluation is intended to guide continued refinement of the handbook in preparation for the CAEP Self-Study Report (SSR).

A.1 Methodology

Each handbook section was mapped against the applicable CAEP 2022 Standard components, CAEP Evidence Guide expectations, and the CAEP Data Quality Criteria (completeness, accuracy, consistency, representativeness, validity, reliability, fairness). Compliance was rated using a four-level rubric:

- Fully Met — the handbook explicitly and comprehensively addresses the requirement, with traceable evidence and citations.
- Substantially Met — the requirement is addressed with appropriate detail; minor refinements are recommended.
- Partially Met — the requirement is addressed at a descriptive level but lacks specific evidence, data, or procedural detail.
- Not Yet Addressed — the requirement is not currently covered in the handbook.

A.2 Summary Compliance Matrix — CAEP Standard 5

CAEP Component	Requirement (Summary)	Rating	Evidence in Handbook
R5.1	QAS is comprehensive, integrated, and operational.	Fully Met	Secs. 1.1, 3.1–3.3, 4.1
R5.2	Relevant measures of quality; valid, reliable, fair data.	Substantially Met	Secs. 9.1–9.5 (CVR/CVI studies; BranchED $\alpha = .88$; triangulation model)
R5.3	Results analyzed, shared, and used for improvement.	Fully Met	Secs. 5.1–5.4, 11.1–11.4 (annual cycle; closing the loop)
R5.4	Measures of completer impact monitored and used.	Partially Met	Secs. 8.1–8.6 (qualitative data from focus groups and/or individual interviews + surveys; K–12 value-added data not yet present)
R5.5	Stakeholder involvement in review and interpretation.	Fully Met	Secs. 10.1–10.5 (Advisory Board; TEAB; Permanent Committee)

A.3 CAEP Data Quality Criteria — Compliance Detail

Criterion	Rating	Evaluation Notes
Completeness	Fully Met	Key Assessment Matrix (Sec. 4.2) maps all transition points and data sources; TEAB tracks completion each semester.
Accuracy	Substantially Met	OPIMI-sourced institutional data and formal CVR/CVI panels; recommend adding audit procedures for the perception survey workflow.
Consistency	Fully Met	Standardized instruments, calibration sessions, and semester-level protocols documented in Secs. 9.2 and 11.2.
Representativeness	Substantially Met	Disaggregation dimensions defined (Sec. 7.3); recommend adding explicit minimum response-rate thresholds for surveys and focus groups. To improve response rates and representativeness, the EPP allows flexibility in qualitative data collection methods (focus groups or individual interviews).
Validity	Substantially Met	Lawshe CVR/CVI studies documented (Sec. 9.4); external instruments cited with prior validation. Construct and criterion-related validity evidence for the Classroom Observation Instrument is identified as in progress.
Reliability	Substantially Met	Cronbach's $\alpha = .88$ reported for BranchED; inter-rater calibration described. Recommend reporting reliability coefficients for EPP-created observational rubrics once the BranchED-supported validation cycle concludes.
Fairness	Fully Met	External review for bias, multiple formative opportunities, transparent criteria (Sec. 9.3).

A.4 Alignment with Other CAEP Standards

Standard	Focus	Rating	Evidence in Handbook
Standard 1	Content & pedagogical knowledge	Fully Met	Secs. 2.4, 4.2, 6.3, 7.1
Standard 2	Clinical partnerships and practice	Substantially Met	Secs. 7.1 (TP #3–#4), 10.2–10.4; recommend expanding MOU inventory with practice schools.
Standard 3	Candidate quality, recruitment, diversity	Fully Met	Secs. 7.1–7.3, 12.1–12.6
Standard 4	Program impact on P–12 learning	Partially Met	Secs. 8.2–8.6; recommend piloting a value-added or student-growth indicator pathway.

Standard	Focus	Rating	Evidence in Handbook
Standard 5	Provider quality assurance	Fully Met	All sections (integrated QAS framework).

A.5 Strengths of the Current Handbook

- Explicit, traceable alignment between QAS sections and CAEP 2022 Standards, with dedicated crosswalk tables (Secs. 3.4 and 9.5).
- Transparent documentation of formal content-validity procedures (Lawshe CVR/CVI) for EPP-created perception instruments — a practice that exceeds minimum CAEP expectations for Standard 5.2.
- Triangulated, multi-measure approach to candidate dispositions (self-assessment, clinical observation, reflection artifacts) that strengthens construct validity.
- Well-defined continuous improvement cycle with an explicit annual calendar (Sec. 11.2) and documented “closing the loop” examples (Sec. 11.3).
- Strong governance architecture connecting Assessment Board, Advisory Board, Permanent Committee, and institutional leadership.
- Clear disaggregation framework and equity-focused monitoring (Secs. 7.3 and 12.3–12.5).

A.6 Opportunities for Strengthening

- Completer Impact on P–12 Learning (Standard 4 / R5.4). Current evidence relies on qualitative data collected through focus groups and/or individual interviews, as well as perception-based surveys.
- Inter-rater Reliability Reporting. Secs. 9.2 and 9.4 describe calibration processes but do not yet report quantitative inter-rater reliability coefficients (e.g., Cohen’s κ , ICC) for the Classroom Observation Instrument or the TCWS rubric. Adding these figures after the next calibration cycle will strengthen Standard 5.2 evidence.
- Sample and Response-Rate Thresholds. Alumni, Employer, and Exit Surveys would benefit from explicit minimum response-rate targets and non-response-bias procedures consistent with the CAEP Evidence Guide.
- Evidence Hyperlinks and Artifact Index. Consider adding an evidence index (appendix) that hyperlinks each section to corresponding SharePoint artifacts, aligning the handbook with CAEP’s expectation of traceability in the SSR.
- Public Reporting. Sec. 5.3 references public reporting via uprm.edu/ppm. Recommend specifying the exact CAEP-required public metrics (Annual Reporting Measures: completion, licensure, employment, consumer information) and confirming their visibility on the public site.
- Benchmarks Against National Data. Sec. 8.6 references benchmarking but could be strengthened by citing specific CAEP national dashboards or comparison cohorts used in the most recent review.

A.7 Overall Determination

Based on this internal review, the UPRM QAS Handbook provides a coherent, well-documented, and substantively compliant account of the EPP's Quality Assurance System under CAEP 2022 Standard 5 and aligned standards. Three components (R5.1, R5.3, R5.5) are rated Fully Met; one component (R5.2) is rated Substantially Met pending completion of the BranchED-supported instrument validation cycle; and one component (R5.4) is rated Partially Met, representing the handbook's most significant opportunity for strengthening prior to the next CAEP SSR submission.

Overall, the handbook is judged ready for inclusion as a core exhibit in the Self-Study Report, subject to the targeted refinements listed in Sec. A.6.

Evaluator's Note

This evaluation is internal and formative. It is intended to inform the EPP's continuous improvement process and the preparation of the CAEP Self-Study Report. Final accreditation determinations are the exclusive prerogative of CAEP and its site review team.

References and Standards Alignment

Standards and Frameworks Referenced

- CAEP — Council for the Accreditation of Educator Preparation. (2022). CAEP Accreditation Standards. caepnet.org
- InTASC — Interstate Teacher Assessment and Support Consortium. (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0.
- PRDE — Puerto Rico Department of Education. (2008). Teacher Professional Standards.
- ISTE — International Society for Technology in Education. (2008). ISTE Standards for Teachers.
- UPRM — University of Puerto Rico at Mayagüez. (2009). Conceptual Framework: Candidate Proficiencies.
- Danielson, C. (2014). The Framework for Teaching Evaluation Instrument (4.2.1).
- Flowers, C., & Hancock, D. (2014). Alumni Interview Protocol for Educator Preparation Programs.
- MET Project / Bill & Melinda Gates Foundation. (2012). Asking Students about Teaching: Student Perception Surveys and Their Implementation.
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(4), 563–575.
- Ayre, C., & Scally, A. J. (2014). Critical values for Lawshe’s Content Validity Ratio: Revisiting the original methods of calculation. *Measurement and Evaluation in Counseling and Development*, 47(1), 79–86.

Key UPRM Resources

- UPRM EPP Website: <https://www.uprm.edu/ppm/>
- UPRM Office of Planning, Research and Institutional Improvement (OPIMI): <https://oiip.uprm.edu/>
- UPRM Agricultural Education Department: <http://agricultura.uprm.edu/edag>
- Title II Report: available via the UPRM website and the federal Title II data platform.

University of Puerto Rico at Mayagüez

Educator Preparation Program | Quality Assurance System Handbook

Prepared for CAEP Accreditation | www.uprm.edu/ppm | mayaguez.upr.edu