

#### 4.4 Completer Satisfaction

The UPRM TPP initiated a phase-in plan in September 2016 which includes evaluating completers' satisfaction with their preparation to assume their assigned responsibilities teaching P-12 students. In order to triangulate the data, the research plan comprises a multiple measures methodology: 1) alumni interviews in the schools selected for case studies using the Completer Interview Protocol for Evaluating Teacher Performance [4.4.1]; and 2) UPRM TPP alumni surveys for completers from the past 5 years [4.4.2]. See the Program Impact Mixed Methods Research Plan [4.1.1] for more details about the case studies, the methodology, the instruments, the population to be studied and the timing.

The revised UPRM TPP Alumni Survey will be sent out annually at the end of the academic year. It will also be given a pilot test in the fall of 2016. The revised survey will provide information for the disaggregation of data by specialty area. The collected data will be presented with an initial analysis at the annual UPRM TPP faculty Data Day Workshop and at TPP Advisory Committee Meetings. The workshop will generate an actionable plan that responds to Alumni Survey data and takes into account the community stakeholder input from other sources. Advisory Committee Meetings will refine the actionable plan to modify program policy and practices. Aggregated Alumni Survey data will be disseminated via the UPRM TPP webpage [http://uprm.edu/p/eppcaep/alumni\\_survey](http://uprm.edu/p/eppcaep/alumni_survey).

##### Initial Pilot Study Completer Satisfaction Survey

In May 2015 the UPRM EPP piloted the Completer Satisfaction Survey. Survey items were aligned with InTASC (2013) and the Puerto Rico Department of Education Teacher Professional Standards (PRDE-TPS) as well to the UPRM EPP Candidate Proficiencies. To address face and content validity questions that arose during the pilot; the survey structure was changed, potential ambiguities were reduced, the language was clarified. Specific questions regarding promotion and retention were added to the revised version to be used in the fall of 2016. Other questions about teaching licensure area were added to improve data disaggregation. All items were aligned with the InTASC (2013) and Puerto Rico's Professional standards (PRDE-TPS).

##### *Results Analysis*

In May 2015, an alumni survey focused on CAEP, InTASC (2013), and PRDE Teacher Professional Standards was sent to forty-four Teacher Preparation Program (TPP) alumni who completed the program between May, 2010 and May, 2015. Even though there were thirty-seven respondents, only thirty-six completed the entire survey. Most of the respondents were from western Puerto Rico. There were 3 female respondents for each male respondent. Respondents had completed their teaching practice during both first and second semesters. Respondent's graduation year ranged from 2010 to 2015 with 28 (77%) respondents from the last three years. Eleven different areas of specialization were represented with 14 (39%) from math or science, 17 (47%) from language and arts, and 11% from business education. Of the 36 respondents, 24 (67%) reported being certified to teach (licensed) in Puerto Rico while 25 (69%) indicated they were not teaching in a classroom. The respondents working as teachers reported a range of experience from one semester to four years. The reported time elapsed between completing the UPRM TPP program and being hired as a teacher ranged from zero to 15 months for the 11 respondents who reported teaching in a classroom. The subjects taught by those

11 respondents were Spanish, English, Science, Physics, Science and Math, and History. Five (45%) of the 11 respondents teaching in a classroom reported working in a private religious school. Twelve (46%) of the 26 respondents reporting not teaching in a classroom were either completing undergraduate degrees or pursuing graduate studies (46%), nine (42%) were working in non-teaching jobs ranging from waiter to heading a private company, three (12%) were unemployed and searching for a job, and three (12%) were working in teaching related areas: part time college professor, tutor, and math coach.

**Strengths:** The UPRM TPP prepares teacher candidates with exceptional breadth and depth in content knowledge. Three of the four indicators in this area were rated excellent or good. Thirty-four (94.4%) of the 36 respondents perceive themselves as possessing deep understanding of content, core concepts, skills, and content structure. Thirty-three (91.7%) respondents reported knowing how to create learning experiences to make content accessible and meaningful to ensure that students master the content. The same number reported confidence in their capacity to connect concepts, perspectives and interdisciplinary topics to real world problems. All respondents reported that they are able to create and maintain a learning environment in which students are actively involved. All but one respondent (97.2%) reported recognizing that learning patterns vary based on individual cognitive, social, emotional, and physical development. Thirty-three respondents (91.7%) reported being confident in their capacity to design and implement appropriate, accessible, and meaningful learning experiences for each student. All but two of the respondents (94.4%) reported confidence in their capacity to use, design and adapt assessment methods and strategies, as well as encourage learners to develop an in-depth understanding connecting content areas and their applications. In general, UPRM TPP alumni (94.4%) rated themselves as well prepared to use assessment effectively to make instructional decisions and implement instruction that addresses all of their students' needs.

**Weaknesses:** Eight (22.2%) out of thirty-six respondents reported lacking confidence in their capacity to plan instruction based on information collected from formative and summative assessments and nine (25.7%) out of thirty-five indicated little or no confidence in their research skills and competence. Five (13.9%) respondents reported little confidence in their capacity to provide inclusive learning that addresses individual differences, diverse cultures and communities. Four (11.1 %) respondents reported that the UPRM TTP had not prepared them adequately in each of the following areas: 1) skills and competence in educational technology use, 2) abilities to make learning accessible to all learners by varying instructional strategies, 3) collaboration skills to create a positive learning environment, 4) skills to instigate collaborative and creative critical thinking by students to address local and global issues, 5) leadership skills to promote collaboration within the school community (community, families, peers, students), and 6) professional development planning to improve abilities to address all students educational needs.

The respondents evaluated the UPRM Teacher Preparation Program in the following areas:

1. The Learner and the Learning Environment
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The survey results follow for each of the four areas with a brief summary of the findings for each area.

Evaluate the teacher preparation offered by UPRM TPP in each premise below.	Standards Alignment		4 = Excellent	3 = Good	2 = Regular or little	1 = Poor or none	Response	Average Value	Approval (% 3 or 4)	% Excellent
<b>I. The Learner and Learning</b>										
How the learner grows and develops, recognizing that learning and development patterns vary individually in cognitive, social, emotional and physical areas.	InTASC; 1a PRDE-TPS; 2	N %	26 72	9 25	1 3	0	36	29	97.2	72.2
Design and implementation of learning experiences appropriate for each student's development in accessible and meaningful ways.	InTASC; 1.b PRDE-TPS; 2	N %	24 67	9 25	3 8	0	36	30	91.7	66.7
An understanding of individual difference as well as a knowledge of cultural and community diversity that can be used to assure inclusive learning.	InTASC; 2 PRDE-TPS; 5	N %	22 61	9 25	5 14	0	36	32	86.1	61.1
How to collaborate with others in order to create a positive learning environment characterized by respect, rigor and responsibility.	InTASC; 3.a PRDE-TPS; 4	N %	24 67	8 22	4 11	0	36	31	88.9	66.7
How to manage the learning environment in order to actively involve the student.	InTASC; 3.b PRDE-TPS; 4	N %	25 69	11 31	0 0	0	36	37	100.0	69.4

Regarding the Learner and Learning Environment, the study shows completers' perceptions of TPP preparation as excellent or good on three of the five items: 92 to 100% of the respondents reported being knowledgeable about how learners grow and learn, how to design and implement appropriate learning experiences, and how to manage the learning environment.

In two of the items regarding the Learner and the Learning Environment, more than 10% of the respondents indicated concern about their capacity to address individual differences and diverse cultures and communities in order to assure inclusive learning (14%) and create a positive learning atmosphere of respect, rigor, and responsibility (11%). The TPP is piloting SimSchool in Methodology this semester as a possible means of addressing concerns about dealing with diversity.

Evaluate the teacher preparation offered by UPRM TPP in each premise below.	Standards Alignment		4 = Excellent	3 = Good	2 = Regular or little	1 = Poor or none	Response	Average Value	Approval (% 3 or 4)	% Excellent
<b>II. Content Knowledge</b>										
Deep understanding of the content to be taught with an understanding of the core concepts, inquiry skills, and knowledge structure of the discipline.	InTASC; 4.a PRDE-TPS; 1	N %	28 78	6 17	2 6	0	36	28	94.4	77.8
How to create learning experiences that make the discipline content accessible and meaningful in a way that ensures that students master the content.	InTASC; 4.b PRDE-TPS; 1	N %	24 67	9 25	3 8	0	36	30	91.7	66.7
How to connect concepts, perspectives, and interdisciplinary topics to real world problems.	InTASC; 5.a PRDE-TPS; 1	N %	25 69	8 22	3 8	0	36	30	91.7	69.4
How to promote critical, creative, and collaborative thinking expressed adequately to address local and global issues.	InTASC; 5.b PRDE-TPS; 1,8	N %	23 64	9 25	4 11	0	36	31	88.9	63.9

Regarding Content Knowledge, the study shows completers' perceptions of TPP preparation as excellent or good on three of the four items: 92 to 100% of the respondents reported solid content understanding, knowing how to make content meaningful to students and how to connect content to the real world.

The one content knowledge item in which more than 10% (11%) of the respondents indicated concern was about their capacity to promote critical, creative, and collaborative thinking among students. The concern expressed by respondents with respect to critical thinking reflects the daily delicate balancing act that teachers must perform: how much to explain, how much to challenge students to generate viable explanations for, and how to assure that student generated explanations represent real understanding.

Evaluate the teacher preparation offered by UPRM TPP in each premise below.	Standards Alignment		4 = Excellent	3 = Good	2 = Regular or little	1 = Poor or none	Response	Average Value	Approval (% 3 or 4)	% Excellent
<b>III. Instructional Practice</b>										
Use, design and adapt assessment methods and strategies to document, monitor and support the	InTASC; 6.a PRDE-TPS; 6	N %	24 67	10 28	2 6	0	36	30	94.4	66.7

learner's progress toward goals and learning objectives.										
How to use assessment to engage learners in their own growth.	InTASC; 6.b PRDE-TPS; 6	N %	24 69	8 23	3 9	0	35	29	91.4	68.6
How to implement assessment ethically in a way that minimizes bias and allows learners to display the full extent of their learning.	InTASC; 6.c PRDE-TPS; 6	N %	25 69	7 19	3 8	1 3	36	19	88.9	69.4
Planning that supports all students achieving learning goals based on rigorous standards and discipline expectations.	InTASC; 7.a PRDE-TPS; 3	N %	25 69	8 22	3 8	0	36	30	91.7	69.4
How to plan instruction based on information collected from formative and summative assessments as well as other sources to systematically adjust planning to meet each student's needs.	InTASC; 7.b PRDE-TPS; 3, 6	N %	26 72	5 14	5 14	0	36	30	86.1	72.2
How to collaborate with colleagues, specialists, and community resources to plan instruction as well as with learners and their families to meet individual learning needs.	InTASC; 7.c PRDE-TPS; 6	N %	20 56	8 22	7 19	1 3	36	22	77.8	55.6
Know and use a variety of instructional strategies to make learning accessible to all learners.	InTASC; 8.a PRDE-TPS; 3	N %	22 61	10 28	3 8	1 3	36	20	88.9	61.1
How to encourage learners to develop a deep understanding of the content area by making connections between different content areas and applying the content in a significant way.	InTASC; 8.b PRDE-TPS; 3	N %	24 67	10 28	1 3	1 3	36	19	94.4	66.7

Regarding Instructional Practice, the study shows completers' perceptions of TPP preparation as excellent or good on four of the eight items: 92 to 100% of the respondents reported knowing how to design assessment to monitor progress towards learning goals, how to use assessment to engage learners, how to support students to meet rigorous learning goals, and how to encourage learners to develop deep understanding.

There were three Instructional Practice items in which 11% to 14% of the respondents indicated concern about their capacity. These were how to minimize bias in assessment, planning instruction based on assessment data, and using a variety of instructional strategies to support learning by all

students. These areas of concern correspond to teaching skills that require experience and substantial reflection to develop. The TPP has begun to dedicate more time to these aspects in the Evaluation course.

There was one aspect of Instructional Practice on which 22% of the respondents indicated concern. That was collaborating with colleagues, specialists, learners, and the community. The opportunities for TPP teacher candidates to develop their skills in this area are primarily during their teaching practice course. The TPP requires some peer collaboration in methodology and fundamental education courses.

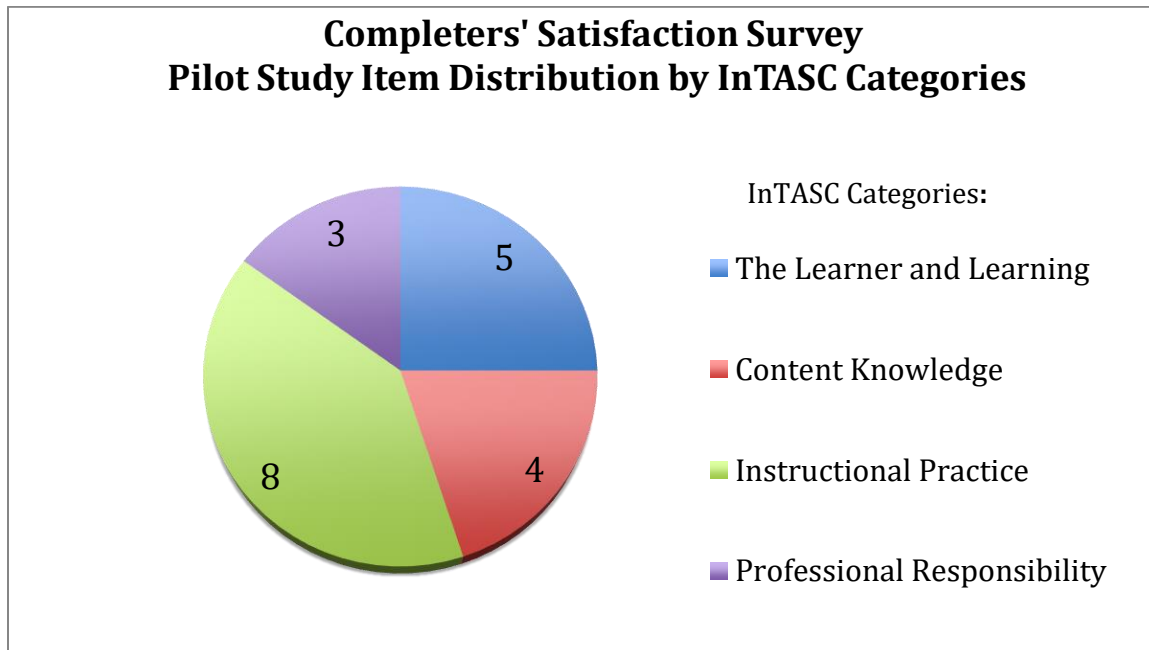
Evaluate the teacher preparation offered by UPRM TPP in each premise below.	Standards Alignment		4 = Excellent	3 = Good	2 = Regular or little	1 = Poor or none	Response	Average Value	Approval (% 3 or 4)	% Excellent
<b>IV. Professional Responsibility</b>										
Engages in continuous professional development in order to effectively meet all learners' needs.	InTASC; 9.a PRDE-TPS; 11	N %	25 69	7 19	4 11	0	36	30 69	88.9	69.4
Uses evidence to continuously assess the impact of decisions on others and adapts professional practices to effectively address all learners' needs.	InTASC; 9.b PRDE-TPS; 6	N %	21 58	13 36	2 6	0	36	21 58	94.4	58.3
Practices the teaching profession in an evident ethical manner.	InTASC; 9.c PRDE-TPS; 10	N %	30 83	4 11	2 6	0	36	30 83	94.4	83.3
Uses leadership skills to generate positive, collaborative relationships with the school community, learners' families and peers (colleagues).	InTASC; 10 PRDE-TPS; 6, 9	N %	27 75	5 14	4 11	0	36	27 75	88.9	75.0
Develops educational technology skills and competence.	InTASC; 10 PRDE-TPS; 7, 10	N %	21 58	11 31	4 11	0	36	21 58	88.9	58.3
Develops research skills and competence.	InTASC; 10 PRDE-TPS; 11	N %	18 51	8 23	6 17	3 9	35	18 51	74.3	51.4

Regarding Professional Responsibility, the study shows completers' perceptions of TPP preparation as excellent or good on two of the six items: 94% of the respondents reported knowing how to use evidence to measure the impact of decisions and how to teach ethically.

There were three Instructional Practice items in which 11% of the respondents indicated concern about their preparation. These were how to engage in continuous professional development, how to use leadership skills to generate collaboration, and educational technology skills. Continued professional development and leadership skills areas develop within the context of a school and a community. The TPP has begun to focus more time in the one required technology course to prepare

future teachers to acquire, test, and evaluate education applications as they arise.

The one Instructional Practice item on which 25% of the respondents voiced concern about their preparation was with regard to developing research skills and competence. This is clearly significant and the TPP will consider alternatives including adding research tasks to methodology and other educational courses in the next faculty Data Day to address this concern.



The CollegeBoard® Puerto Rico Teacher Certification Exams include a 24 question survey. The survey includes five items about respondents' satisfaction with their preparation to be teachers. The following tables display the responses of all respondents (PR) and UPRM respondents over the past three years (2014-2016). In each item, more than 90% of the UPRM respondents indicated that their preparation was excellent or more than adequate. This corroborates the overall analysis of the Completers' Satisfaction survey responses. The TPP will continue to refine and use the Completers' Satisfaction survey in order to gather more detailed information about completers' perception of the preparation.

In general terms, how satisfied are you with the preparation that you received to be a teacher?	PR	UPRM
Number of responders: N =	6024	279
A. Very satisfied	3944	183
B. Quite satisfied	1500	72
C. Satisfied	530	20
D. Less than satisfied	44	3
E. Not satisfied at all	6	1

How do you rate your academic preparation in those	PR	UPRM
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<b>courses that you took outside the Education or Pedagogy Faculty, Department, or Program?</b>		
Number of responders: N =	6176	293
A. Excellent	3275	209
B. More than adequate	1520	56
C. Adequate	1259	27
D. Less than adequate	84	1
E. Inadequate	38	0

<b>The competence and understanding that you have developed at the level or in the material that you expect to teach has been</b>	<b>PR</b>	<b>UPRM</b>
Number of responders: N =	6215	293
A. Excellent	4016	226
B. More than adequate	1167	50
C. Adequate	511	17
D. Less than adequate	205	0
E. Inadequate	316	0

<b>How do you rate your academic preparation in those courses that you took in the Education or Pedagogy Faculty, Department, or Program?</b>	<b>PR</b>	<b>UPRM</b>
Number of responders: N =	6230	293
A. Excellent	4074	204
B. More than adequate	1472	57
C. Adequate	624	28
D. Less than adequate	54	4
E. Inadequate	6	0

<b>How do you rate your teaching practice experience?</b>	<b>PR</b>	<b>UPRM</b>
Number of responders: N =	6043	282
A. Excellent	4794	225
B. More than adequate	921	43
C. Adequate	280	10
D. Less than adequate	31	1
E. Inadequate	17	3