NCATE

National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS
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Accreditation Visit to:

UNIVERSIDAD DE PUERTO RICO-RIO PIEDRAS CAMPUS

P.O. Box 23304
San Juan, PR 00931-3304
December 4-8, 2010

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

Board of Examiners Report

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

Institution:

Universidad de Puerto Rico-Rio Piedras

Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Not Met
2. Assessment System and Unit Evaluation	Standard Met	Standard Not Met
3. Field Experiences and Clinical Practice	Standard Met	Standard Met
4. Diversity	Standard Met	Standard Met
5. Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
6. Unit Governance and Resources	Standard Met	Standard Met

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

1. Provide a brief overview of the institution and the unit.

The Universidad de Puerto Rico was established in 1900 in Fajardo as a normal school. In 1903, the normal school moved to Rio Piedras as the first department of the university. There are 11 campuses in the university system, with an enrollment of approximately 64,559 students. The Rio Piedras campus is the oldest and largest campus of the university system. Under the Carnegie classification, this campus is a university with high research activity (RU/H). It offers a comprehensive set of undergraduate and graduate programs. Its location in the San Juan metropolitan area has helped the academic community benefit from the variety of resources present in an urban setting.

Its principles are to cultivate love of learning as conducive to freedom, stimulate the pursuit and free discussion of knowledge in an atmosphere of respect for creative dialogue; conserve, enrich, and spread the cultural values of the Puerto Rican people and strengthen awareness of their unity in the common undertaking to find solutions to problems in a democratic manner; seek the full development of the student and impart her/him with a sense of the individual's responsibility to the general welfare of the community; fully develop the intellectual and spiritual wealth latent in the people, so that the intelligence and spirit of those exceptional individuals who arise from all social spheres, especially those least favored economically, may be put to the service of the Puerto Rican community; and collaborate with other organizations, within the sphere of action appropriate to the university, in the study of the problems of Puerto Rico.

As described below, the university is accredited with probation by the Middle States Commission on Higher Education. The College of Education is the designated unit that oversees and coordinates the university's educator preparation programs. It began to offer graduate studies in the early 1960s. In

1963, the Puerto Rico Council on Higher Education approved the College's first group of graduate programs (master's degree in secondary education, and in administration and supervision). In 1991, the master's degree in secondary education was changed to a master's degree in curriculum and teaching. The unit offers 23 initial educator preparation programs in three categories of preschool education; elementary education (K-3, 4-6, special education, teaching English to Spanish Speakers); and secondary education (art, business general, business secretarial, biology, chemistry, family ecology, general science, history, industrial arts, mathematics, music, physical education, social studies, Spanish, teaching English to Spanish Speakers, theatre, and vocational education). Fourteen of them were reviewed by the SPAs. Preschool education and the science areas are fully recognized. All elementary areas, history, social studies, and teaching English to Spanish speakers were recognized with conditions. Mathematics and physical education were recognized with probation.

There are six advanced programs (curriculum and teaching, early childhood education, educational administration and supervision, counseling, special education, and teaching English as a second language) in the Department of Graduate Studies. None of them have been reviewed by the SPAs. However, the unit indicates that it has held the submission of the program report of the program for administration and supervision until major curricular revisions are approved by the pertinent university authorities. The Department of Graduate Studies also prepared its own institutional report as an exhibit.

The unit has 192 professional education faculty, of whom 180 are full-time and 12 are part-time, in addition to content faculty from the arts and sciences, business, and fine arts. There are 66 school-based faculty members who work with candidates. The unit reported fall 2009 enrollments of 2,647 candidates in initial programs and 171 in advanced preparation programs.

2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This visit was guided by the partnership agreement between NCATE and the Puerto Rico Council for Higher Education (PRCHE). Since the Commonwealth does not require NCATE accreditation as the basis of educator preparation program approval, this should have been an independent visit by the NCATE BOE team with a representative from the PRCHE serving as an observer. The Commonwealth has delegated the program review to NCATE and use the findings for its approval process.

It is important to note that the Puerto Rico Council of Higher Education is no longer in existence. Under new legislative requirements, this council has been merged with the former Council of General Education (dealing primarily with P-12 education) to become part of the new Council of Education. Information is available at http://www.prdailysun.com/?page=news.article&id=1268276759.

However, the following facts are still true: All UPR programs are still listed as approved on the existing website of the former Council of Higher Education (see http://cespr.org/oferta/) until 2012. UPR continues to be a legal public entity, and regionally accredited (with probation). The probationary condition is largely due to the system budget issues, not dealing with the budget or governance matters at the College of Education. It is not a state mandate that UPR's educator preparation programs are accredited by the NCATE. They do so voluntarily. The Commonwealth only serves as an observer during the visit. In addition, there are precedents for the BOE team that the state failed to participate in during the visit.

After consulting with the NCATE, the BOE team believes that the visit should be valid under this circumstance.

The BOE chair met Dr. Blanca Alicia Rivera, the Council of Education's designee, during the pre-visit. She advised the BOE chair that she was uncertain of the Council's participation in the on-site visit due to the disagreement between the University System and the Council on the future licensure procedure of the university's programs. The BOE chair communicated this possibility to the NCATE staff. Subsequently, the unit and the BOE chair sent various follow-up e-mails to Dr. Alicia Blanca informing her of the BOE visit agenda. No responses were received, and no representatives from the Council participated in the on-site visit.

At the meeting on Tuesday, December 7, 2010, the BOE team chair notified the unit head, Dean Juanita Rodriguez; the university system president, Dr. Jose Ramon de la Torres; and the university vice president for academic affairs, Dr. Ibis L. Aponte-Avellanet, of this deviation.

3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit has reported that it does not offer programs at a branch campus, at an off-campus site, or via distance learning.

4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

An NCATE precondition is that the institution must be institutionally or regionally accredited without probabtion. During the spring of 2010, there were widespread student protests on all campuses at the University of Puerto Rico. The protests, which eventually resulted in strikes against all classes and academic activities, were outcomes of the university system administration's decision to reduce student financial aid and raise student fees. A significant amount of faculty-student contact hours required were lost (about two months). The university's regional accreditation agency, the Middle States Commission on Higher Education, has placed 10 of 11 UPR campuses (except the Medical Center) under probation for 24 months, citing that the university has not met the regional accreditation standards in governance and financial resources. After consulting with the NCATE, the team went forward with the visit because the regional accreditation agency is concerned with the University system as a whole. This visit is about one campus.

One day prior to the team's arrival, the unit informed the team chair that the student assembly voted the evening before to stop all academic and non-academic activities at the Rio Piedras campus on Tuesday and Wednesday to protest the tuition hike. After consulting the team and NCATE, the unit and the team chair agreed to revise the visit agenda to ensure all candidate interviews took place on Monday. All Tuesday interviews with faculty, staff, and school partners would take place in the hotel. The team chair asked the unit to secure more conference rooms at the hotel. The unit head agreed.

On Sunday, the scheduled candidates did not attend the reception due to the intense negotiation among students about the pending strike. On Monday, after the university successfully secured all entrances, the BOE team was transported to the campus in time for all of its scheduled interviews. University and student confrontation began early Tuesday morning. Because the team had already gained ample information from its school visits on Monday, and for the safety and security of university and BOE personnel, the team chair and the unit head agreed to cancel the university lab school visits. The BOE team continued its other Tuesday interviews at the hotel as planned. The team chair and one team member traveled with the unit head to the University System Office and met President de la Torres, Vice President for Academic Affairs Dr. Aponte, and the Vice President's Special Assistant, Dr. Fernandez.

Their subsequent meeting with Rio Piedras campus academic deans was relocated and modified due to a bomb threat. The meeting was moved back to the hotel, and the academic deans asked their associate or assistant deans to represent them.

It is evident that the situation caused the unit personnel tremendous stress. The team was grateful for the unit's commitment and kind assistance during this difficult circumstance.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit has adopted the UNESCO's principles on teaching and learning as the foundation of its conceptual framework. It focuses on the unit's mission of forming educators, the development of fundamental capacities which propitiate innovation, creativity, and the spirit of solidarity that should characterize every educator in the process of development: learning to be, learning to learn, learning to teach, and learning to undertake. The unit strives to achieve these goals by integrating candidate knowledge into their daily tasks while demonstrating true dedication and contribution to create a culture of peace and respect toward human rights within the Puerto Rican society.

The unit has structured a "way of being" that moves the unit as a whole without losing sight of its components, such as departments, programs, and projects. It emphasizes research and creative doing oriented to transforming action, and the promotion of reciprocal links between the community and the university. This process facilitates the unit's way of making meaning of its decisions in terms of learning experiences, curricula, candidates and graduates, faculty, community, and governance or unit accountability.

The unit envisions itself as a dynamic and diverse community of learners. It strives to facilitate the preparation of learners and leaders in education committed to reflective and transformative socio-humanistic practices and with the highest values of justice, democracy, and peace. Its educators conceive themselves as protagonists and creators of knowledge in its diverse manifestations whose task is central in multiple scenarios.

The mission of the College, consistent with the institutional principles identified by the Universidad de Puerto Rico System and Rio Piedras campus, is to educate and encourage the professional development of teachers, administrators, and other professionals in education, so they can contribute to the achievement of individual goals as well as to the construction of a pluralistic and participatory democracy, based on social justice and equity. It proposes to invite future educators and leaders in education to join the unit in a lifelong process of: learning to be, learning to learn, learning to teach, and learning to accomplish; to become competent, sensible and creative human beings, to construct and share knowledge, and to do research and creative work; and to develop a reflective and critical awareness so they can transform experience through intelligent and responsible actions.

The unit's philosophy aims at contributing to the construction of a society based on social justice, equity, diversity, and participatory democracy. In order for future educators to contribute to the construction and reconstruction of society, the College cultivates capacities and dispositions that allow for critical examination of social and cultural contexts as well as for the growth of independent, autonomous, and caring individuals. Believing that the growth of human beings depends on integral development, the unit encourages the understanding of human complexities and awareness of people's multiple potentialities, capacities, beliefs, and perspectives. The unit's philosophy is based on the notion that, to a lesser or greater extent, learning results from collaboration among individuals, as well as respect and care for others. Learning and teaching are interdependent activities inasmuch as there is learning in the process of teaching, and teaching as learning takes place. Consequently, the unit views both the faculty and future educators as learners-teachers who value and promote lifelong learning for all.

The unit has aligned its candidate proficiencies with professional and state standards. The unit purports to prepare professionals whose work significantly transforms education in Puerto Rico. The intention is to form active, reflective, critical, imaginative, creative, tolerant, just, caring, collaborative, informed, and technologically competent educators. The unit prepares professionals in education who are fully aware of the responsibilities and possible contributions to the individual development of human beings and to the construction and reconstruction of society. Further, its intention is to form leaders in education capable of developing pedagogical practices, through research and creative work and collaborative community efforts, alternatives, and strategies to meet the demands and challenges of education today.

The unit expects its candidates to become reflective and critically thinking educators and leaders. They create and share knowledge to form dynamic and diverse learning communities. They advocate for the construction of a pluralistic society.

The unit's principles for the evaluation of the educator in development that feed and guide the education and evaluation of the educators in development, including disciplinary knowledge and general education; learning and development, planning, critical thinking, research and creativity; motivation; language; educational technologies; evaluation and assessment; community and social contexts; and professional and reflective professional action and development.

The unit reports that the principles of the educator in development are aligned with the candidate competencies of teacher preparation programs, including the mastery and knowledge of content matter; knowledge of the student and the learning process; planning of teaching; implementation and research of teaching; creation of learning environments; communication; integration of emerging educational technologies; evaluation of learning; relation with the community; and professional development and performance.

The unit has articulated a set of dispositions related to the respect for diversity for the candidates, including the commitment to develop learning environments that are sensitive to diversity and in which active learning, positive social interactions, collaboration, the integration of technology, teamwork, and self-initiative are promoted to facilitate the intellectual, social, and personal development of all. The candidates can plan the learning process based on the characteristics of students in their particular sociocultural contexts and change processes. They can use varied evaluation and assessment techniques to analyze and improve the performance of all. They can promote fair and respectful relations with the diverse members of the learning community to which she/he belongs, as well as with those of the external community. They value and promote democratic life, social justice, the dignity of the human being, and a culture of peace.

The unit's advanced programs conceive the education it offers as a process geared to cultivate knowledge at the service of

the human being, and the sense of responsibility to both enrich and share it. It also emphasizes the dialogical and dynamic nature of its philosophical statements to respond to the social and historical context. The goals of the advanced programs are to develop professionals in the field of education contributes meaningfully to the transformation of
education in Puerto Rico, and therefore to the quality of life of our people; promote in the learners the competencies that allow them to adopt integrative approaches in their vision and professional and educational practices; contribute, through teaching, research, creative activity and community action, to the search of alternatives to the social, educational, and cultural challenges of our country within its Caribbean and international contexts.

Further, candidates in the advanced programs are expected to attain various proficiencies related to knowledge, skills, and professional dispositions. These proficiencies are aligned with the domains of student learning common to all advanced level programs: integrated knowledge, effective communication, and research and creative activity.

The unit states that its assessment system is rooted in the conceptual framework. It has established the Center for Authentic Assessment, which is primarily responsible for the coordination of the assessment system, which includes systematically gathering, summarizing, analyzing, and sharing data with stakeholders to improve programs for candidates and students' learning. All programs collaborate with the center to ensure that their own assessment efforts for SPA approval comply with the unit's requirements as well as their own specific needs. Two of the most important unit-wide assessment instruments are: the Student Teaching Evaluation Instrument and the Electronic Portfolio. Both are aligned with Unit's Guiding Principles, the INTASC Principles, and the University of Puerto Rico's (Rio Piedras Campus) Student Profile. The programs have incorporated these two unit-level assessments as part of the specialized assessment required by SPAs, thus ensuring that they address both the general competencies required of all future teachers as well as the specific standards required at the program level.

The unit's initial programs and advanced programs are parallel to each other. Although some faculty members teach courses across the undergraduate and graduate level, they are two distinctively different parts of the unit. Such distinction is attested by the fact that the advanced programs submitted a complete institutional report as an exhibit. The BOE team's interviews with unit's faculty, staff, and candidates have revealed that the candidates in the initial level programs can clearly articulate the unit's competency expectations, as articulated in the conceptual framework. Further, it is evident that various unit assessment instruments include items measuring candidates' mastery of such competencies. Interviews with faculty and candidates in the advanced programs have indicated that they may have had difficulties articulating the competencies in the conceptual framework. It is unclear how data reflect a coherent alignment between individualized candidate assessment and the general competencies.

III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

j‌n   j‌n

If your answer is "No" to above question, provide an explanation.

Not applicable.

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

The unit offers 23 initial educator preparation programs in three categories of preschool education, elementary education (K-3, 4-6, special education, teaching English to Spanish Speakers), and secondary education (art, business general, business secretarial, biology, chemistry, family ecology, general science, history, industrial arts, mathematics, music, physical education, social studies, Spanish, teaching English to Spanish Speakers, theatre, and vocational education). Fourteen of them were reviewed by the SPAs (the secondary science areas are reviewed in one report by NSTA). Preschool education and the science areas are fully recognized. All elementary areas, history, social studies, and teaching English to Spanish speakers were recognized with conditions. Mathematics and physical education were recognized with probation.

Both the secondary mathematics and the secondary physical education programs are working on the responses to the national recognition reports. Committees have been structured to work with the recommendations from the reviewers. They meet weekly and are focusing on developing rubrics that are aligned to the standards and have specific criteria at each level. As the rubrics are revised, the data collected will be reported by level and semester. Interviews with faculty from both programs have confirmed the work in progress. However, currently available data for both programs is available indicating that candidates meet the goals and competencies outlined in the conceptual framework.

Programs that received recognition with conditions are also working to refine the rubrics and to restructure how to report grade and GPA data based on NCATE guidelines.

All programs have been reviewed and approved by the Puerto Rico Department of Education and the former Council of Higher Education.

All initial programs (both SPA reviewed and non-reviewed) assess content through the GPA in major courses, field experience, and student teaching data. GPAs are reported at established transition points to ensure candidates do not fall below 2.0. Candidates must also maintain a minimum of a C in all education courses.

Overall findings from the SPAS indicate that candidates have sufficient content knowledge. However, a trend identified in the SPA reports indicates that grades in major courses do not provide sufficiently detailed information and are not specifically aligned to the standards. For example, the ACEI report indicates that grades are problematic since all candidates may not have taken the same core content courses. The NCSS and the TESOL reports indicate that grades do not provide enough information and the analyses are not based on the NCATE guidelines for grades. However, as stated previously, the unit is working to refine its rubrics and restructure the grade reporting so that they are better aligned with standards.

For programs not reviewed by SPAs, candidate content knowledge is assessed through grades for major courses aggregated by program for each year. For 2009-2010, data demonstrate that the mean for all candidates ranged from 3.03 to 3.67 on a scale of 0 to 4 except for the general business education (Mean = 2.65) and business education secretarial (Mean = 2.78). Data from 2007-2008 and 2008-2009 also indicate that the mean for all candidates is in a range of 2.85 to 3.73 on a scale of 0 to 4.

Content knowledge is also assessed through Competency I in the clinical practice (student teaching) assessment. On a scale of 1-4, with 4 being the highest, candidates in non-SPA-reviewed programs had a mean score between 3.17 and 3.80 for 2008-09. Although Competency I has distinct elements pertaining to content and standards, the results are reported in summary of the complete competency. Data for 2006-2007 and 2007-2008 also range between 3.17 and 3.86, indicating that candidates are knowledgeable of content. Clinical practice data are also available for the secondary physical education and secondary mathematics program indicating that candidates demonstrate competency in content based on the unit's goals and competencies identified in the conceptual framework.

The Puerto Rico Teacher Certification Test (PCMAS--Spanish Acronym) is the required licensing examination. The PCMAS assesses both content and professional competencies. Each test has multiple sections. All candidates take the "Fundamental Knowledge and Communication Competencies," which measures content. The passing rate for the institution for 2008-2009 is 94 percent, significantly higher than the territory-wide pass rate of 82 percent on this section of the test. In 2006-2007, the pass rate was 97 percent. Although the single assessment pass rate report was not available for 2007-2008, PCMAS data from a College Board Report indicates that candidates in all programs scored well above 80 percent in content knowledge for teachers. Specialization tests are also administered in Spanish, English, math, social studies, and science. The pass rate in 2008-2009 was well about 80 percent in all areas except social studies where the pass rate was 77 percent. In 2006-2007, the specialization pass rates ranged between 88 percent and 100 percent for all programs, further confirming candidate knowledge of content.

The summary pass rate for the institution, which includes all sections of the exam, is 82 percent for 2008-2009, significantly higher than the territory-wide pass rate of 74 percent. In 2006-2007 the pass rate is 87 percent. The single subject pass rate for 2007-2008 is not available, but data from the PCMAS report confirm that the unit overall pass rate is above 80 percent.

College Board (PCMAS) exit surveys, alumni surveys, and employer surveys are also used to gauge candidates' proficiency in content knowledge. The College Board exit survey results indicate that 95 percent (2008) and 96 percent (2009) of initial candidates rated their competence and understanding of the content they plan to teach as highly adequate or very adequate. An alumni survey sent to candidates who graduated between 2005 and 2007 indicates that 93 percent of respondents (N=113) rated their mastery of knowledge of the subject matter as good or excellent. An employer survey sent to both public and private schools in 2007-2008 states that 99 percent of candidates "have a profound and ample knowledge of the subject matter."

Summary of Findings for Advanced Teacher Preparation:

Not applicable. The unit argues that none of its advanced programs are aimed at specifically advancing preparation for classroom teachers. The curriculum and teaching program enroll many teachers, but it is a transitional program for teachers for other educational careers, specifically as researchers. The unit head consulted with the NCATE staff. According to an agreement reached between the unit and the NCATE, all of the unit's advanced programs are reviewed in the category of programs for "other school professionals" for the purpose of this visit.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

The PCMAS also tests professional competencies for all candidates. At the elementary level, the unit pass rate for 2008-2009 is 96 percent, and at the secondary level, 85 percent. In 2006-2007, the rates are: 97 percent for elementary candidates and 86 percent for secondary candidates.

A review of the SPA reports indicates that candidates know instructional strategies and can present them. However, there is a trend in the reports concerning the recommendation to revise rubrics to provide stronger evidence of candidate success. The NAYEC report states that the early childhood education rubrics need to be aligned to the standards and data should be disaggregated by categories of the scoring guide and performance level. The ACEI report indicates that the elementary education assessments need rubric descriptors to provide sufficient evidence, and the CEC report states that the special education rubric elements must be written in a clear and understandable way. The team confirmed that the unit is working to revise the rubric.

For candidates in programs not reviewed by SPAs, pedagogical content knowledge and skills are assessed through grades or average GPA for courses, including field experiences and clinical evaluation (student teaching). An electronic portfolio has been in development since 2002. After working unsuccessfully with two vendors, a new version has been implemented since in 2009. Data have been collected for one cohort of 34 candidates. It is too early to use these data to determine candidate success and gauge unit operations and program quality.

The average GPA on a scale of 0 to 4, for field experience courses during 2006-2007, ranges from 2.87 to 3.33, for 2007-2008 from 2.59 to 4.0, and in the first semester of 2009 from 2.12 to 3.14. Although a rubric was being used for the field experiences, a new rubric has been developed and is now being used to collect data on field experiences. One semester of data has been collected using the new rubric.

During the clinical practice, candidates are assessed on competencies related to the knowledge of their students and the learning process (Competency 2); the learning process and instructional planning (Competency 3); and teaching implementation (Competency 4). On Competency 2, in 2008-2009, the candidate score range was 3.09 to 4.00 on a scale of 1 to 4 with 4 rated as outstanding. In 2007-2008, the candidate scores range from 3.26 to 3.77. On Competency 3, in 2008-2009, the candidate score range was 3.17 to 3.94; and in 2007-2008, it was from 3.17 to 3.86. On Competency 4, in 2008-2009, the score range was 2.97 to 4.00, confirming candidate pedagogical content knowledge and skills.

Technology is an important component of the program. All candidates are required to take a course on the integration of technology into teaching (TEED 3027, 3017, and 3018), as well as a course in assistive technology (EDES 3205). The GPA for these courses for 2008-2009 ranges from 2.76 to 3.0. Technology is also assessed as part of Competency 4 in the clinical practice. In 2008-2009 scores ranged from 3.17 to 3.86 in this competency. Candidates using technology were observed during school visits and confirmed in interviews by the BOE team.

Alumni survey results, Teacher Certification Exit Survey (College Board) and the Employer Survey results all confirm that candidates demonstrate pedagogical knowledge in planning and selecting instructional strategies. Alumni surveys indicate that 91 percent of respondents rated their knowledge of planning based on knowledge of subject matter and the educational needs of the students as excellent, and 88 percent rated their knowledge of the selection and use of various practices, strategies, methods and material that promote learning as excellent. On the Teacher Certifications Survey, 94 percent rated their preparation in pedagogical knowledge as highly adequate or very adequate. Employers rated between 70 percent and 76 percent of candidates as excellent or good on strategies related to pedagogical content and knowledge.

Summary of Findings for Advanced Teacher Preparation:

Not applicable.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

Summary of Findings for Initial Teacher Preparation:

Grades from designated field experience courses and data from clinical practice evaluations reveal that candidates have professional and pedagogical knowledge and skills and can apply them to facilitate learning.

Data from the Methods I course, as part of the field experiences, indicate candidates' ability of providing tutoring based on student's needs, participating in family and community events, interacting with families, and reflecting on their work. A chart aggregating the data indicates that candidates' average grades on related criteria range between 2.22 and 2.70 for 2008-2009.

Methods II is a course designated for field experiences. Data from this course indicate candidates' ability to collect information on students' learning, analyze data, reflect on the results, identify appropriate assessment strategies, and understand diversity. The average grade on these competencies for 2008-2009 ranges from 2.63 to 2.78 on a scale of 1 to 3 with 3 being the highest.

The professional and pedagogical knowledge and skills are assessed in the clinical practice. Specifically candidates are assessed in the following areas: knowledge of the student and the learning process; instructional planning; teaching implementation; evaluation of learning; learning environment and

professional performance; and relationship with families, school, and the community. Aggregated data for all programs for competencies related to these areas range from 89 percent to 92 percent in 2007-2008 and 2008-2009.

Alumni surveys indicate that 89 percent of graduates rate their ability to work with colleagues, parents, families and community members as good or excellent. Between 80 percent and 85 percent of graduates rate their ability to understand the social contexts that influence teaching and learning and create environments that are sensitive to the needs of all students at the good or excellent level. Ninety percent of graduates rate their ability to reflect on their teaching and use the information to improve learning at the good or excellent level.

Employers from both public and private schools rate the unit's graduates between 80 percent and 92 percent as good or excellent in multiple aspects of school community relations, except in the area of "establishing reciprocal relations with parents and families," where the total of good and excellent ratings ranged from 71 percent to 79 percent. In the area of creating a learning environment to meet students' needs, between 70 percent and 88 percent were rated as good or excellent.

Summary of Findings for Advanced Teacher Preparation:

Not applicable.

1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	Acceptable
Student Learning for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

Summary of Findings for Initial Teacher Preparation:

The responses from the SPA reviews, such as NYAEC, NSTA, and CEC, indicate that the unit candidates have a positive effect on student learning. ACEI results state that the evidence in this area is strong.

For programs not reviewed by the SPAs, student learning is assessed through field experiences in Methods I and II, and in clinical practices. The aggregated data for the field experience courses in Methods II specifically refer to this element. Candidates scored between 2.46 and 2.78 (on a four-point scale) on data collected for 2008-2009, and at an average of 2.78 for 2009-2010. A common rubric has been developed to assess the field experiences, but not all programs have submitted data at the time of this BOE visit.

Clinical practice also provides evidence of student learning. In the competencies related to assessment, evaluation and reflection, candidates scored between 3.17 and 3.94 on a scale of 1 to 4 with 4 being the highest. Disaggregated data by program confirm these findings.

The e-portfolio is a new assessment tool, which also used to gather data for student learning. Two semesters of data for all programs indicate that in Principle 2 (Learning and Development), Principle 3 (Planning), and Principle 8 (Evaluation and Assessment), the majority of the candidates met these criteria. Full implementation of this instrument will provide more robust results in the future.

During interviews with candidates from all programs, they expressed a great deal of confidence in their ability to affect student learning and cited numerous examples of using data to improve instruction.

Alumni surveys indicate that 76 percent of candidates rated themselves good or excellent in the ability to "collect valid information of each student's learning," and 21 percent rated themselves fair in this element. Further, 85 percent rated themselves good or excellent in the ability to make decisions about the continuous development of each student.

The employer survey from both public and private schools rated 74-83 percent of program graduates as good or excellent in "using assessment strategies to gather information on student learning" and 65-74 percent as good or excellent in "designing and adapting evaluation tools to secure continuous student learning."

Summary of Findings for Advanced Teacher Preparation:

Not applicable.

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals	Unacceptable ▼

Summary of Findings for the Preparation of Other School Professionals:

There are six advanced programs (curriculum and teaching, early childhood education, educational administration and supervision, counseling, special education, and teaching English as a second language) in the Department of Graduate Studies. None of them have been reviewed by the SPAs. However, the unit indicates that it has held the submission of the program report of the program in administration and supervision until major curricular revisions are approved by the pertinent university authorities. The Department of Graduate Studies also prepared its own institutional report as an Exhibit.

The unit offers advanced programs for the preparation of other school professionals in early childhood education, curriculum and teaching, special education, teaching English as a second language, guidance and counseling, and educational administration and supervision. The team's interview with the unit administration and candidates reveal that the majority of the candidates in these programs do not pursue careers in K-12 education. Some, but not all, of the candidates in educational administration and supervision, special education, and guidance and counseling are serving in the field of education. Of these three programs, a clinical practicum is completed in K-12 settings for those candidates pursuing a career in K-12 education. Others in these programs have some clinical experiences in settings other than schools, such as clinics or state agencies. These advanced programs reside in the Department of Graduate Studies (DGS).

There is a licensure test for only one of the programs, counseling and guidance. No data could be reviewed because the unit could not obtain any test results. Repeated requests to the territory's educational agency were not successful.

The educational administration and supervision program is undergoing a complete redesign. Because of this restructuring, a report has not been submitted to the SPA. NCATE concurred and letters in the electronic exhibit room confirm the decision.

Based on the assessment system for advanced programs, knowledge and skills are assessed through GPA, results from EXADEP (entrance) exams, master's degree examination pass rates, and the results of theses or projects. Data of candidate performance in clinical practice are collected for the candidates in P-12 settings in educational administration and supervision, guidance and counseling, and special education.

Data reviewed indicate that the average GPA for 2008-2009 and 2009-2010 are both at 3.49. The EXADEP exam results indicate that the average score for admission is 527.25, which is higher than the mean for candidates across the island territory. At the admissions point, candidates' GPA from their previous degree programs and the admissions exam data do not provide evidence that candidates have an adequate understanding of the specific knowledge expected in their fields. The masters' degree examination pass rates for 2008-2009 and 2009-2010 are 76 percent and 91 percent respectively, but the information could not be specifically aligned to knowledge and skills.

The results of data for all candidates (n = 8) who completed their clinical practice in P-12 settings in educational administration and supervision were rated as excellent or very good in competencies related to knowledge and skills. Ten candidates in guidance and counseling and one candidate in special education were successful in their clinical experience. These data represent a portion of the candidates. The rating scale only indicates how many candidates were eligible and how many were successful, but it does not provide specific data to demonstrate that candidates know their students and families, use technology in their practice, or support student learning through professional services.

The unit has developed a common rubric that is being used in any clinical practice in a P-12 setting. The educational administration and supervision program uses the common rubric and an additional rubric with specific field-related competencies, but the rubric has only been used for one year, providing limited data.

The results of theses and projects for the advanced program candidates indicate that all candidates received a score of outstanding, remarkable, or good for 2009-2010. A common rubric has been developed for the theses and projects, and the results have been aggregated for the first semester of 2009-2010. The rubric is aligned to the domains in the conceptual framework. However, the rubric does not contain clearly differentiated definitions to clarify the categories of "outstanding," "remarkable," and "good."

The DGS administered an alumni survey in 2008-2009, which had a 30 percent response rate. The results indicate that 71 percent of respondents rated their level of acquired knowledge as "a lot," and 90 percent rated the usefulness of acquired skills as "a lot." A survey is also administered to candidates when they enter the program, as they progress through the program, and at the end. A comparison between the second stage (progress) and exit survey results for 2007-2009 cohort indicate the following: 31 percent of candidates indicated that they had gained in proficiencies of knowledge, and 33 percent indicated a gain of skills. Again, it is unclear what defines "a lot" or "some."

Although the unit has begun to aggregate data and review the data for program improvement, it is evident that there is not enough information to determine if the candidates in the advanced programs for other school professionals are demonstrating the proficiencies of knowledge and skills.

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals	Unacceptable ▼

Summary of Findings for the Preparation of Other School Professionals:

The DGS assesses the creation of positive learning environments, diversity, and policy contexts in the clinical experiences. The data from the clinical experiences for educational administration and supervision, special education, and guidance and counseling are aggregated for the candidates who complete their experience in P-12 settings. A small number of candidates participate in the clinical experiences. Sufficient data are not available to determine if all candidates, including those who do not participate in a clinical experience, are knowledgeable in student learning.

Alumni survey results indicate that 87 percent of respondents believe they had acquired skills in propitiating active participation and respect for diversity, and 77 percent responded that the level of acquired knowledge relating to diverse populations is a "lot" or "some." The response rate for this survey is 30 percent. There are no other data to support this element.

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation	Acceptable ▼
Professional Dispositions for All Candidates – Advanced Preparation	Unacceptable ▼

Summary of Findings for Initial Teacher Preparation:

The unit's conceptual framework states that its mission is to educate and encourage the professional development of teachers, administrators, and other school professionals so they can contribute to the construction of a pluralistic and participatory democracy based on social justice and equity. Thus it is expected that candidates will demonstrate the five related dispositions expected for all candidates.

According to the unit, dispositions are assessed in the field experiences and in clinical practicum. Data from the field experience courses indicate that candidates are successful in demonstrating these dispositions. For 2009-2010, on a scale of 1 to 3, with 3 being the highest, candidates averaged between 2.22 and 2.78, indicating that candidates value and promote social justice and fair and respectful relations with the diverse members of the learning community and the external community.

Data from clinical practicum aggregated from 2006-2010 indicate that candidate' scores--on a scale of 1 to 4--range from 3.09 to 4.00, displaying the dispositions related to considering the emotional and intellectual needs of students; utilizing appropriate strategies and techniques to create learning environments that are sensitive to diversity; demonstrating a behavior in accordance with norms and principals established by the institutional community; reflecting on their own educational practices; and establishing relationships with colleagues, parents and other community organizations. Interviews with candidates and faculty confirm the candidates' dedication to the above dispositions. The candidates can clearly articulate the unit's expectations and share with the BOE team examples of working with students from diverse national, linguistic, and socio-economic backgrounds.

Summary of Findings for Advanced Teacher Preparation:

Not applicable.

Summary of Findings for the Preparation of Other School Professionals:

For other school professionals, data indicate that these advanced program candidates demonstrate appropriate dispositions in the educational administration and supervision practicum rubric. All candidates were evaluated as excellent or very good in competencies related to dispositions. The P-12 clinical practice rubric has two items that address dispositions. All candidates were evaluated as good or excellent for 2008-2009 and the first semester of 2009-2010. These data are for a small number of candidates in the programs. No data are available for all of the candidates.

Overall Assessment of Standard

Interviews with faculty, candidates, and unit's professional partners, along with the assessment data from the SPAs, PCMAS, course grades, GPAs, and assessments of field experiences and clinical practice, indicate that candidates in the initial teacher preparation programs possess the necessary knowledge, skills, and dispositions to have a positive impact on student learning. Assessments at key transition points provided evidence that the unit is making an effort to assess candidate performance. Assessment rubrics are still being improved, but interviews with candidates demonstrated that the candidates understand the value of reflection, do reflect on their work, and use assessment data to improve instruction. Technology is used throughout the program and in the field and clinical practices. Interviews and follow-up surveys support the evidence from the assessments.

The unit does collect data at key transition points for the other school professionals programs. However, it presented limited data in Element 1e, Knowledge and Skills; Element 1f, Creating Positive Learning Environments; and Element 1g, Professional Dispositions. Candidates have limited clinical practice experiences, and many do not participate in any clinical practice. The unit has provided minimal data to demonstrate attainment of these competencies.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Not applicable.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale
None.	None.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None.	None.

New AFIs

AFI Number & Text	AFI Rationale

1. (Advanced) The unit has inadequate data to determine candidate mastery of knowledge and skills.	There is only one year's worth of data for most programs. The data presented are not aligned with specific subject area standards.
2. (Advanced) The unit has inadequate data to determine candidate mastery of student learning.	Data from clinical experiences in P-12 settings are used to determine mastery. Only three programs place candidates in these settings.
3. (Advanced) The unit has inadequate data to determine candidate mastery of professional dispositions.	Data from clinical experiences in P-12 settings are used to determine mastery. Only three programs place candidates in these settings.

Recommendation for Standard 1

Initial Teacher Preparation	Met
Advanced Preparation	Not Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Not applicable.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

j   j

If your answer is "No" to above question, provide an explanation.

Not applicable.

2a. Assessment System

Assessment System – Initial Teacher Preparation	Acceptable
Assessment System – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit's initial teacher preparation programs' assessment system has been designed and is implemented but is being revised to include a new portfolio, more specific rubrics and more specific use of grade information. When fully implemented with the revisions and data collection becomes more robust, the system should provide important information upon which candidate, program, and unit operations

decisions can be made. The completed system will report data on all nationally recognized programs and candidates as well as the programs and candidates approved only by the Puerto Rico Department of Education.

The assessment system includes data of candidates at three transition points--admission, the completion of coursework (including Methods I and II and E-Portfolio seminars I and II), and after student teaching and seminar III at program completion. Data for admission, Transition Point 1, are provided by the unit and provide the only fully complete set of candidate information. When individuals are admitted to the university and declare education as a major, they become candidates. Admission to the university is based upon high school GPA and a score on a standard measures developed by the College Board. These data are reported to the College of Education. During candidates' first two years, they complete general education coursework and begin their College of Education work. When the assessment system is fully implemented, an electronic portfolio (Portae) will be developed by each candidate across the three reflective seminars; the portfolios are designed to carefully integrate the 10 principles at the heart of the conceptual framework in order for the candidate to demonstrate that he or she has developed competencies in each principle over the period of enrollment at the initial level. Extensive GPA and some seminar data are available at Transition Point 2. At Transition Point 3, GPA course information as well as field experience and student teaching data were available. These data are available for the unit as a whole and disaggregated by program. However, virtually no seminar III data were available at the time of the visit because candidates had not reached that level in the new portfolio process.

The university recently underwent a comprehensive overhaul of all of its undergraduate degree programs, including those in educator preparation. Much of the data from the portfolio that were unavailable to the team had not been gathered as a result of the implementation of new initial program curricula; the merging of "old programs" candidates with "new programs" candidates is occurring. There have been no "pure" completers of the newly designed programs.

Some of the unit operations decisions derive from data generated by the University's Office of Academic Planning at the system and campus levels. The major revisions of the bachelor's degree programs throughout the campus were mandated by the Academic Senate. Some of the changes are made using unit data. Some changes, like improved advising at the unit level and changes at the program level, have occurred based upon the available data through unit and university planning processes.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The assessment system for the unit's advanced programs for other school professionals is less well developed than that of the initial programs. Advanced programs are delivered by faculty within the DGS. The department has a separate but related conceptual framework that has a statement and vision statement, philosophic principles, goals, and objectives. How this conceptual framework is reflected in the assessment system can be inferred, yet it is not clearly articulated. There are three assessment system transition points: admissions, academic endeavors, and program completion. Faculty members of the DGS do have input into the admission of candidates, using measures such as prior GPA and standard scores, as well as references. Candidate data and/or information are discussed at department and unit levels. The second transition comes at the point when candidates complete much of their programs to include coursework and, in some programs, clinical practice--if required. The third transition is at the time when candidates complete their research requirements. An across-program Committee of Graduate Studies meets regularly to discuss academic matters to include assessment.

Data exist on GPAs, entrance examinations, degree examination pass rates, clinical practice pass rates when applicable, and examinations related to theses and research projects. A common rubric for use on

the evaluation of theses and projects is now available. The unit has two semesters of data using this instrument. With each administration, it is being refined. It is expected to be a key assessment across advanced programs. However, the unit currently does not appear to have a mechanism across all advanced (and other graduate) programs in the DGS--that is well understood, can generate clear and sophisticated reports on candidates and programs, and can be used for program and unit improvements.

2b. Data Collection, Analysis, and Evaluation

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation	Acceptable ▼
Data Collection, Analysis, and Evaluation – Advanced Preparation	Unacceptable ▼

Summary of Findings for Initial Teacher Preparation:

At transition point 1, data are systematically gathered on high school GPA and College Board entrance examination scores at the time of admission to the the university. Those applicants who declare education as a major and are admitted become candidates. A complete set of data and admission decisions are provided to the unit.

At transition point 2, data on GPA, intermediate field experiences, writing skills, and information literacy are gathered. Candidates complete e-portfolio seminars I and II. The portfolios will become a key assessment when the requirement to complete the portfolio is completely implemented. Data are used for decisions on candidates and some program improvement initiatives, such as the expansion of the methods course offering to a year's length. Candidates judged to be ready pass through the transition 2 gate to transition point 3.

At transition point 3, program completion data include graduation GPA, student teaching practicum results, and specialty area GPA. All candidates will complete the portfolio when the system is fully operational; very few candidates have completed seminar III so far. Full implementation of the portfolio assessment process and the use of data for candidate, program, and unit improvement has clearly not occurred. Results of the assessments of portfolios to date are not disaggregated by program.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

At transition point 1, admissions data are gathered on GPA, entrance examinations, recommendations interviews, and other materials that may be requested by program. Some entrance-level applicant survey information is available; data from this survey began to be collected in 2010. Faculty review the data and make the admissions recommendations.

At the transition point 2, advanced program requirement progress data are collected. Candidates take coursework and complete (in some programs) clinical practicum experiences as required. GPA, degree examination pass rates, and review of clinical practice rubric reviews are considered before candidates pass into the transition point 3. Self-reported survey results on progress to degree have been collected systematically since 2006. Departmental data show that, in the six program areas under review (curriculum and teaching, early childhood education, educational administration and supervision, guidance and counseling, special education, and teaching English as a second language), no candidates (of 27) failed the master's degree exam in 2009-2010, six candidates (of 33) in 2008-2009 failed, five candidates (of 31) failed in 2007-2008, and seven (of 48) failed in 2006-2007. These data are general, and none of them are derived from assessments clearly aligned with field-specific standards or the unit's conceptual framework.

Transition point 3 refers to program completion. Candidates pass through this gate upon graduation. All master's degree candidates, at this time, are required to complete either a thesis or a more action research-based master's research project. Four years of data are available on these evaluations, yet it is difficult from the general grades to infer how candidates successfully meet the unit expectations and field-specific standards.

2c. Use of Data for Program Improvement

Use of Data for Program Improvement – Initial Teacher Preparation	Acceptable ▼
Use of Data for Program Improvement – Advanced Preparation	Unacceptable ▼

Summary of Findings for Initial Teacher Preparation:

The unit makes significant use of data provided to it from the Office of the Registrar regarding entering university students who declare education as a major; upon admission these students become candidates. The unit, after the academic year starts, surveys its initial programs to determine how much space for new candidates will be available for the following year. The number of openings expected guides the setting of the Academic Index baseline (based on high school GPA and College Board scores) for that following academic year. The unit reviews the Academic Index baseline to ensure that its incoming candidates possess strong academic backgrounds.

The unit has also used data generated by student teaching evaluations to determine that, in the past, candidates have been allowed to enter the practicum semester ill prepared to teach, as they have frequently not had the requisite content, professional, or pedagogical coursework. A new set of processes, initiated by the unit's assistant dean of student services, provides assurance that candidates allowed to enter the gate into the final preparation phase are more prepared.

As noted, the data from one of the potential key assessments, the e-portfolios, are not nearly complete. This assessment has great promise. However, changes at the candidate, program, or unit level based upon this assessment cannot be made as a result of its lack of completeness. Much confidence is placed upon the use of course GPAs, rubrics that might be inconsistently applied across practicum experiences, and survey data that, while helpful, are not field specific and are affected by response rates.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The faculty of the DGS has used data to strengthen its candidate retention efforts through a review of candidate work, standard scores, and other measures. If weaknesses seem to be present within a candidate, effort is directed toward finding him or her support using the resources available. Among the weaknesses that exist within selected candidates relates to writing ability; the unit has conducted workshops to help candidates.

Sufficient complete and meaningful data are limited. Response rates from alumni are not robust. Confusion is probable, for example, as a respondent tries to determine what "a lot," "some," or "a little" means. Instruments are constructed in such a manner as to limit conclusive and perhaps helpful results.

Overall Assessment of Standard

The unit has made efforts over the past few years to establish an assessment system that collects comprehensive and usable data on the applicants and candidates of the unit. It was not until 2009 that the unit settled on an in-house designed e-portfolio system for the initial teacher preparation programs. The advanced programs have relied on some university course grades data to gauge candidate performance. Advanced program level assessments are incomplete and it is unknown how the unit ensures that they are implemented with consistency and fairness. Some progress has been made as the unit attempts to make data-driven decisions on candidates, programs, and unit operations. At the initial level, enough progress has been made to justify, with some concerns, a positive outcome. Less progress has been made at the advanced level.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Not applicable.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale
1. (Initial and advanced) The unit's assessment rubrics are designed with limited capacity to monitor candidate performance.	The unit's assessment rubrics are not consistently designed with well articulated levels of performance to ensure alignment with standards and inter-rater reliability. The uses of GPA do not provide enough specific information coherently aligned with the conceptual framework and program competencies to gauge candidate performance.
2. (Initial and advanced) The unit has not consistently maintained an assessment system that provides regular and comprehensive information on candidate proficiencies, unit operations, and program quality.	The unit has changed its initial program assessment tools a few times due to various technical and budget constraints. Fewer than half of the initial program candidates have enrolled to date in the first of three current e-portfolio seminars. Very few candidates have completed the series of three seminars. There are not enough data generated from these candidates to indicate their proficiencies and provide information on program quality. There are few coherently designed assessments from internal or external sources in the advanced programs to indicate candidate proficiencies, unit operations, and program quality.
3. (Advanced) The unit does not systematically use data for program and unit improvement.	Incomplete data sets limit the ability of the unit to make program and unit improvements.
4. (Advanced) Decisions about continuation in and completion of a program are based on a single or few rigorous assessments.	The unit has not provided evidence to demonstrate that the advanced programs rigorously collect, analyze, and report data to gauge candidate performance.

Recommendation for Standard 2

Initial Teacher Preparation	Met
Advanced Preparation	Not Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None.

Standard 3: Field Experiences and Clinical Practice
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

jn   jn

If your answer is "No" to above question, provide an explanation.

Not applicable.

3a. Collaboration between Unit and School Partners

Collaboration between Unit and School Partners – Initial Teacher Preparation	Target
Collaboration between Unit and School Partners – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Interviews with all parties and examination of minutes of meetings confirm that the design of pre-practicum or methods courses related to field experiences and the unit's Clinical Experiences Handbook, Clinical Practicum Evaluation Instrument, and assessment process were jointly developed by unit faculty and clinical school-based personnel. Each semester, the university-based and school-based clinical faculty collaboratively report on the achievements, concerns, and recommendations related to the clinical practicum. Interviews and minutes of these meetings show that the procedures of the clinical experiences, options for placement of candidates, course content, the assessment instruments, the evaluation process and other related aspects are discussed. A revised version of the student teaching rubric which will be piloted in the spring of 2011 is also the result of collaboration among unit faculty, cooperating teachers, and candidates.

Interviews with candidates, graduates, and unit and clinical faculty confirm that the unit and its partners collaborate in determining how and where candidates are placed for field and clinical experiences. For

the clinical practicum, all candidates are assigned to a certified cooperating teacher within an appropriate school.

Interviews confirm that unit faculty of the methods courses regularly communicate with clinical faculty more than the required times to discuss possible learning experiences for each candidate. School personnel, graduates, and candidates state they are appreciative of the professional development, technological assistance, and other help provided by the unit.

As confirmed by syllabi and interviews with clinical faculty, unit faculty, candidates, and graduates, the unit and its partners collaboratively assess the candidates' performance in order to recommend educational strategies and interventions that may assist them. During clinical experiences a minimum of three meetings are required for candidate evaluation each semester in which the candidate and the school and university-based clinical faculty meet to reflect upon diverse aspects related to the experience. In addition, candidates and graduates confirm the value of scheduled seminars.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Through interviews, reviews of data submitted, and other evidence, it is clear that clinical practices and field experiences are not required for all programs. The educational administration and supervision program requires all candidates to have field experiences and with a few exceptions, have a clinical practice in a P-12 setting. The early childhood education program also requires all candidates to have field experiences in P-12 settings, but does not require a clinical practice. The special education program and the teaching of English as a second language program also require all candidates to have field experiences but not necessarily in P-12 settings. The guidance and counseling program does not require field experiences in P-12 settings, but many (about 50% according to interviews) of the candidates complete their required clinical practice in P-12 settings. The curriculum and teaching program does not require either field experiences or clinical practice in P-12 settings.

Although the institutional report states other school professional programs' clinical practices are designed by the unit's faculty only, evidence from interviews and minutes of meetings demonstrate the educational administration and supervision program does have input in the design of their clinical practice.

Candidates in programs for other school professionals suggest the setting in which they conduct their clinical practices and field experiences. Faculty must approve the settings, and unit partners must also agree to work with the candidate. In the guidance and counseling and educational administration and supervision programs, clinical faculty partners conduct regular meetings with candidates to supervise their work and participate in periodic meetings with university supervisors to analyze candidates' work, certify working hours, and evaluate candidates' daily work. In addition, clinical and unit faculty jointly evaluate the performance of the candidates in the clinical practice held within P-12 settings.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

As confirmed by interviews, information submitted for each candidate is evaluated by a faculty supervisor of the program to which the candidate belongs, who makes the final decision on the acceptance of the candidate to the clinical practicum. As part of the exit process, a summative evaluation form is prepared by the cooperating teacher and faculty supervisor, and discussed with the candidate.

Data submitted in the institutional report, interviews with faculty and candidates, and reviews of syllabi validate that there is a variety of field experiences prior to clinical practice. Further, interviews and submitted syllabi for each course in which a field experience is required and for the clinical practice confirm that field and clinical experiences are aligned with the proficiencies in the conceptual framework.

A unit-wide rubric has been developed for each core field experience to assess candidate knowledge, skills, and professional dispositions. Interviews confirm the use of the rubric and the requirement of candidates to prepare reports on their field experiences according to guidelines aligned with the proficiencies. Interviews with faculty and candidates confirm that all candidates are required to take a two-credit course on the use of technology and are required to use technology as part of pre-practicum field experiences and clinical practice.

A review of the aforementioned handbooks and guidelines, and interviews with faculty and candidates, confirm that clinical practice is extensive and intensive. To complete the clinical practice semester, candidates and cooperating teachers certify that the candidate has completed a minimum of 300 hours and performed the role of teacher. Although the total of 300 hours includes both the time teaching in the school as well as participation in seminars, candidates regularly exceed the 300 hours. Candidates must show that they are actively involved with parents, school personnel, and the external community in the planning and execution phases of the activities that are designed at the school level.

The school-based clinical faculty members are selected as cooperating teachers according to the territory-established criteria. Interviews confirm the assessment process for clinical practice consists of the unit-based clinical faculty meeting with the student teacher and the cooperating teacher and other interested parties at the school site at least three times during the clinical practicum to observe and evaluate the candidate's performance. Cooperating teachers are required to review all plans and assessments prepared by the candidate prior to their implementation, and provide feedback for improvement.

The calendar of professional seminars provided to candidates throughout their clinical experience by the unit clinical faculty supervisor also serves as evidence for the level of support given by the unit to increase candidates' opportunities for successful completion of this experience.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

As previously described, not all advanced programs require field experiences and clinical practice. For those programs that have clinical practices, reviews of syllabi, portfolio exhibits, and interviews with faculty and candidates confirm that syllabi for each of these experiences are aligned with the conceptual framework. The P-12 Clinical Practice Rubric for advanced programs includes two items related to knowledge about, and ability to apply, technology in their practices.

Interviews with faculty indicate that the criteria used in the selection of school-based faculty for each program that has a clinical practice at the advanced level are clear and followed. Each is an

accomplished school professional.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	Acceptable ▼
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

Interviews with candidates, graduates, and unit faculty confirm candidates not only participate in seminars during clinical practice--in which they work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice--but they also deeply appreciate them and recognize their benefit.

Candidates and faculty agree that field experiences provide time for candidate reflection and feedback from professors. Candidates are provided guidelines upon which to reflect and make connections between what they are learning in terms of the particular principles, competencies, and dispositions related to the course and their practices in the field experience, and to identify actions to improve their practices. Candidates prepare reports on each field experience in which they include their reflections. Faculty members evaluate these reports through a rubric and provide feedback to promote further improvement of candidate development.

According to the institutional report, validated by interviews and related exhibits, assessment of candidate performance and review of results during the clinical practice is a shared responsibility of the triad: candidate, cooperating teacher, and university supervisor. Candidate performance is evaluated at least three times during the semester. As a result of the assessment discussions, agreements are reached on the candidates' strengths regarding the competencies as well as the areas that need to be further improved and specific actions for improvement. It is evident that the candidates are required to provide evidence that shows success in the 10 competencies established by the unit's conceptual framework.

Interviews and other data confirm that during the field experience of the pre-practicum or methods course, as well as throughout the clinical practicum, all candidates become highly involved in the design of assessment methods and instruments. Candidates keep evidence of the plans and assessments they design and implement, the results of student learning, their analysis and presentation of results of student learning, and actions they take to address the learning needs identified through the assessment process, and they present periodic reports for evaluation of their performance.

As evidenced by interviews, observation, portfolios, and other documents, candidates become fully involved in the life of their schools, which provide candidates with broad opportunities to participate in diverse schools and student activities.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

For the programs that have clinical experiences, clinical practices are aligned with the conceptual

framework. As confirmed by interviews and submitted instruments, candidates in clinical practices in P-12 settings demonstrate the knowledge, skills, and dispositions for helping all candidates learn.

The BOE team has confirmed that the role of advanced level candidates, university supervisors, and school or center-based faculty in assessing candidate performance and reviewing the results during clinical practice varies among programs. Interviews with graduates, candidates, and unit faculty confirm that reflection and collaboration is inherent to experiences of candidates in clinical practices but is not specifically assessed. For all clinical practices for other school professionals that are conducted within P-12 settings, candidates are expected to conduct a students' needs assessment study. The data are analyzed by the candidate under the supervision and guidance of the unit faculty and school partner in order to determine which activities and services are needed. It is evident that those candidates who engage in a clinical practice within school settings have the opportunity of interacting with students from diverse national, linguistic, and socioeconomic backgrounds.

Overall Assessment of Standard

In the initial programs, the unit and school partners are involved in the design, implementation, and evaluation of many facets of field experiences and clinical practice. Candidates have demonstrated mastery of content areas and pedagogical and professional knowledge during field experiences and clinical practice.

In the advanced programs for other school professionals, clinical practice and field experiences are not required for all programs. The unit has not provided a clear explanation of why some advanced programs, which appear to be critically P-12 related, do not have any field experiences, such as the program in curriculum and teaching. Although in most programs there is no collaboration between the unit and its partners in the design of field experiences and clinical practice, there are collaborations in evaluation. Further, in those programs where clinical practice and field experiences are required, the unit has ensured that such placements are monitored with rigor, frequency, and appropriate assessments.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Within the initial level teacher preparation programs, it is evident that clinical practice and field experiences are collaboratively designed by unit's faculty and partner-school personnel. The candidate assessments are aligned with the 10 competencies articulated in the unit's conceptual framework. The unit and its partner school personnel participate in the implementation and evaluation of these experiences. Further, the unit has two lab schools at the elementary and secondary levels. All teachers in these schools are unit faculty. Through this arrangement, expertise is shared between the unit programs and the schools.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None.	None.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None.	None.

New AFIs

AFI Number & Text	AFI Rationale
1. (Advanced) Except for the educational administration and supervision program, clinical practice in the other programs is not designed with input from school partners or others.	Clinical practices are designed by the unit's faculty alone. The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them.
2. (Advanced) Candidates in programs for other school professionals do not participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing and do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn.	Not all school-based practitioner development programs require candidates to participate in field experiences and clinical practice.

Recommendation for Standard 3

Initial Teacher Preparation	Met ▼
Advanced Preparation	Met ▼

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Although the institutional report states that other school professional programs' clinical practices are designed by the unit's faculty, evidence from interviews and minutes of meetings demonstrate that the educational administration and supervision program did have input from its school partners in the design of its clinical practice.

Standard 4: Diversity
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

    jn   jn

If your answer is "No" to above question, provide an explanation.

Not applicable.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	Acceptable ▼
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

The population in Puerto Rico is highly diverse. Throughout its history, the territory has attracted settlers from all of the world. The historical migration and interracial marriages have resulted in a highly mixed culture which produced a blend of colors, cultures, and languages. To arrive at a clearer and truer definition of diversity in Puerto Rico, the BOE team considered the territory's history as it relates to national, linguistic, socioeconomic, educational, and special-needs backgrounds. Further, the BOE team examined the issue of diversity with the notion that San Juan was the birthplace of one of North America's first racially integrated schools, established by Master Raphel Cordero, and its influence on the philosophy of education in Puerto Rico. The BOE team is impressed with an overall pride of faculty, candidates, and partners that they are of one people who assume an identity of being Puerto Ricans representing a diversity of cultures and with a commitment to the ethics of justice and peace.

The unit has clearly articulated its strong commitment to diversity by incorporating them into six of the 10 guiding principles of the conceptual framework: Principles 2 (learning and development), 3 (planning), 5 (motivation), 8 (evaluation and assessment), 9 (community and social contexts), and 10 (professional and reflective professional action and development). It has developed corresponding competencies expected of teacher candidates. These principles provide a basis for five dispositions regarding diversity. The goal of the unit is the development of teachers and leaders who are committed to social justice and are reflective and transformative in their practices. The unit expects its candidates to possess the highest values of justice, democracy, and peace. The candidates' understanding of this goal as related to diversity is clearly articulated by them. In interviews with teacher candidates and student teachers, it was clear that their belief in the importance of social justice is strong as it relates to education. Lesson plans and reflective journals also demonstrated this conviction.

The unit faculty review candidate portfolios to assess dispositions through the use of rubrics designed to gauge diversity. Attention to the topic of diversity is evident throughout the program. This is demonstrated through rich course content and intensive field experiences and clinical practice opportunities. The unit ensures that the initial program candidates have a wide variety of clinical and field experience settings. At the initial level seven courses address diversity issues. Rubric assessment instruments are used in each course.

In the Social Foundations in Education course (EDFU 3007), a section is devoted to Puerto Rico so that the teacher candidates can understand the country's rich culture and the contribution of Puerto Ricans throughout the years. Professional reflective seminars (FAED 4001, 4002, and 4003) allow the teacher candidates to reflect on experiences as they relate to the diversity proficiencies.

All students are required to take social science and humanities courses at the General Studies College. In these courses and field experiences candidates gain an understanding of the broad definition of diversity

and learn to value diversity as it relates to their lives as part of society and also as that of a teacher.

Candidates in the initial programs are assessed in a variety of ways to test their understanding of diversity. According to interviews with teacher candidates, university supervisors, and cooperating teachers, candidates have showed continuous improvement in their ability to recognize diverse needs of their students and plan lessons with differentiated instructional strategies.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The unit stated that the advanced programs weave the theme of diversity throughout their syllabi. Candidates demonstrate what they have learned in projects and theses. The unit states that the advanced program candidates are expected to develop the proficiencies of fairness and the belief that all students can learn, in order to work in a dynamic and diverse world. Throughout their coursework, candidates should be able to recognize different aspects of diversity, to integrate the knowledge of their discipline in diverse settings, and to communicate effectively with these diverse groups. In this way fairness and the belief that all students can learn are propitiated.

Candidates take at least one required course where diversity is discussed. Moreover, all candidates take foundations courses, all of which incorporate in various ways issues of diversity.

In programs when clinical practices are required, faculty use such opportunities to assess the development of diversity proficiencies, in relation to students and families, particularly those that are held within P-12 settings. In activities other than the clinical experience, like the thesis, project, or dissertation, advanced candidates also have the opportunity to design and implement strategies that suit the students and populations they serve and that are consistent with the belief that all students can learn. The DGS Clinical Practice Centers Database presents the different places/organizations where advanced candidates conduct clinical practices and reflect the diversity of groups that they serve. Theses, projects, and dissertations topics reflect the candidates' commitment to better accommodate the diverse population.

The BOE team observed during interviews with candidates that they have a great pride in their heritage and respect the differences they see in others. As a whole, they have a strong sense of social justice and believe that, as an educator, they can make a positive impact on society.

As mentioned before, not all advanced programs require clinical or field experiences. Eight of the 14 items in the DGS P-12 setting practicum assessment instrument address the issue of diversity. The data indicate that the candidates in the educational administration and supervision and early childhood education programs have the desired competencies. There is a lack of such data from the special education program.

4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	Acceptable ▼
Experiences Working with Diverse Faculty – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation

It is evident that candidates have opportunities to interact with well qualified, experienced, and diverse

faculty members whose goal is to guide candidates through their journey. While 98 percent of the faculty members are technically classified as Hispanic, it is important to recognize that this category itself includes a great deal of diversity. Because of the island's 500-year history of migration and interracial and international marriages, a typical family on the island represents diverse heritages, traditions, and customs. Nearly 100 percent of faculty members of the unit were born in Puerto Rico, with very different racial, ethnic, socio-economic, linguistic, and national origins.

In addition, candidates complete general education courses at the College of General Studies during their freshman year. The college consists of a diverse faculty whose academic degrees have been awarded from well respected world universities. The Puerto Rican Congress of Educational Research is sponsored by the unit and held on the campus every two years. This exposes initial and advanced candidates to well known and diverse visiting professors and lecturers.

The unit provides candidates with opportunities to participate in a variety of conferences and congresses in different countries so that they can interact with diverse faculty and counterparts with diverse cultural and linguistic traditions (Colombia, Mexico, Guatemala, Israel, Finland, Sweden, Spain, USA) as well as in student teaching experiences in the United States that expose them to students of diverse ethnicities and socioeconomic backgrounds. The unit has partnerships with many foreign universities and sends 200 candidates to another country to study each year. In an interview, a teacher candidate related experiences gained from a semester at a university in Trieste, Italy.

Cooperating teachers are required to take a course before supervising student teachers. Diversity is included in the syllabi of this course.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Faculty members in the advanced programs have made a commitment to incorporating diversity in the coursework and their teaching practices. The BOE team reviewed faculty members' presentations and publications, including topics on diversity. In an interview, a special education faculty member who teaches an assistive technology class articulated the use of a variety of items for use with students with special needs. He had constructed or adapted from simple materials or toys some items that would allow children with special needs to operate items previously impossible to do. Advanced-level faculty have reported how diversity is addressed in their individual courses. The BOE team validated the information through data presented in Table 5b6-DGS Courses and Diversity, included in exhibit Standard 5-DGS Exhibit Tables, pp. 88-93.

The following observation applies to both initial and advanced faculty. In its hiring practices, the unit pursues a clearly defined nondiscrimination policy. According to this policy, faculty members are recruited based only on their academic qualifications, not on the basis of their social or cultural background, ethnicity, religious, racial or gender characteristics. The criteria used for the recruitment of faculty is contained in the "Reglamento General de la UPR" (available as exhibit UPR By-Laws). Moreover, The "Reglamento General" and several other policy statements reiterate the nondiscrimination policy of the institution such as the "Politica Contra la Discriminacion en la Universidad de Puerto Rico" ("Policy Against Discrimination in the University of Puerto Rico") issued by the UPR Board of Trustees (by means of Certification Number 58, 2004-2005), the "Declaration of Policy Concerning Affirmative Action for Nondiscrimination Because of Race, Color, Religion, Sex, or National Origin," "Declaration of Policy Concerning Affirmative Action for the Employment of Women" and "Declaration of Policy Concerning Affirmative Action for Nondiscrimination Against Mentally and Physically Disabled Persons" (included in Exhibit 4b.7).

Moreover, the Deanship of Academic Affairs and the Office of Human Resources oversee the enforcement of these policies as well as the federal laws about equal opportunity employment.

4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	Acceptable ▼
Experiences Working with Diverse Candidates – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

Initial and advanced candidates in the unit have many opportunities to interact with other candidates with exceptionalities and from diverse socioeconomic, cultural, ethnic, national, geographic, racial, and gender backgrounds or characteristics.

The initial programs include 76 percent Hispanic or Latino candidates, 0.3 percent white, and 0.1 percent other, and 23.5 percent race/ethnicity unknown. There are 30 percent male candidates and 70 percent female candidates. They interact with their peers, socially and in the classroom, participating in discussions and focus groups, projects, and seminars. During an interview, a candidate spoke about how interacting with a visually impaired peer sparked an interest and prompted him to take a course in that area to become more informed.

The unit makes a strong effort to recruit students to the initial programs. The non-discrimination policy of the University of Puerto Rico provides for a diverse student body. A variety of promotional and recruitment activities are planned. At the initial level there is a special effort to increase opportunities for the socioeconomically less privileged to go to college. A team visits 90 to 100 schools each year to give orientation sessions and distribute packets of information. The admissions package includes a description of financial aid programs. Prospective candidates are invited to visit the college campus and are guided through the process by counselors. Candidates who enter the unit under this program continue to receive counseling.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Candidates in the advanced programs are encouraged to participate in the Graduate Studies Association in Education. This group sponsors professional and social activities. As the only public institution offering advanced programs in education, tuition costs for the advanced programs at the unit are very low, compared to those in private institutions offering similar degrees. These low tuition costs are thus an incentive that attracts a large number of good applicants with diverse backgrounds and characteristics. This large pool of applicants, in conjunction with the non-discriminatory policy of the University of Puerto Rico, assures the admission of a diverse and highly qualified graduate student body at the unit. In addition, the admission package provided for these candidates includes a description of financial aid programs. Among these are state scholarships, federal loans, and teaching and research assistantships. Graduate students also can apply for scholarships given by the Hermanas Calzada Fund.

At the advanced level, different academic activities with the purpose of recruiting new candidates for the unit programs have maintained and strengthened the diversity within the unit's student body. These activities include academic fairs on campus as well as at other higher education institutions, and attendance at professional conferences where there is an opportunity for advertisement and recruitment. Moreover, through the Deanship of International Affairs, the university has reached agreements with

institutions in various parts of the world that attract candidates from other countries.

4d. Experiences Working with Diverse Students in P-12 Schools

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	Acceptable ▼
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	Acceptable ▼

Summary of Findings for Initial Teacher Preparation:

The unit ensures that candidates develop and practice their knowledge, skills, and professional dispositions related to diversity beginning with the first course and continuing with coursework-related field experiences and clinical practice.

Field experiences or clinical practice occurs in settings with students from diverse ethnic, racial, gender, socioeconomic, and exceptional groups. A review of demographic data from the 55 P-12 sites, and interviews with supervisors and cooperating teachers, show that teacher candidates have a variety of choices where they can fulfill their many field experience and clinical assignments. Advisors strongly recommend that candidates do field experiences in a variety of school settings. The majority of schools that are used for field and clinical experiences are public (72%), with some private (21%) and lab schools that are affiliated and operated by the unit. Public schools serve the lower socioeconomic sectors of the island while private schools serve mainly Puerto Rican, North American, and Cuban students from the upper and middle class. In public schools in the local area, almost 100 percent of the student population is Hispanic.

Reflection, peer review, and a collaborative learning model are at the core of how the unit ensures that candidates use feedback to improve their skills. Reflective journals, feedback from peers, weekly seminars, projects, field experiences, other clinical experiences, and student teaching all provide valuable practice. Topics of diversity continue to be relevant in these activities.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not all advanced programs require candidates to have clinical and field experiences. For those that they do, only a few candidates actually choose to work in P-12 settings.

As mentioned above, the advanced program has its own institutional report with its own conceptual framework. Reflection and collaboration are critical to all the formal educational experiences of candidates. According to the institutional report and interviews with faculty and candidates, there are variations among programs and faculty regarding ways in which reflection is incorporated, particularly into clinical practices, and ways in which candidates benefit from feedback from peers, including: reflective journals, weekly candidate reports that must address their reflections about the experiences, and self-evaluations.

Overall Assessment of Standard

At the initial program level, it is evident that the unit has articulated clearly the dispositions required for candidates to work with diverse students in Puerto Rico with national, ethnic, cultural, linguistic,

socioeconomic, religious, and special need backgrounds. The unit has begun the process of systematically assess such competencies. Both faculty and candidates at the initial and advanced program levels are of diverse backgrounds and are committed to equity in education.

The lack of clinical and field experiences makes it difficult to gauge the unit's ability to ensure that its advanced program candidates have sufficient opportunities to work with diverse students in P-12 schools. However, the advanced programs weave the theme of diversity throughout the learning experience. Candidates demonstrate what they have learned in projects and theses. Interviews with candidates demonstrate that they have the opportunities to develop the proficiencies of fairness and the belief that all students can learn. It is evident that candidates are able to recognize different aspects of diversity, to integrate the knowledge of their discipline in diverse settings, and to communicate effectively with these diverse groups.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Not applicable.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None.	None.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None.	None.

New AFIs

AFI Number & Text	AFI Rationale
None.	None.

Recommendation for Standard 4

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables,

percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None.

Standard 5: Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

jn   jn

If your answer is "No" to above question, provide an explanation.

Not applicable.

5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	Acceptable ▼
Qualified Faculty – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty in both initial and advanced programs are qualified for the positions in which they serve. The majority of the professional education faculty have earned doctorates. Faculty members without doctorates have master's degrees, deep experience in their fields, and a license in the area in which they teach. A terminal degree is a requirement of new hires. There are 192 total professional education faculty, including 180 who are full time in the unit and 12 who are part time/adjunct. There are no graduate assistants utilized in initial programs. In advanced programs, all full-time tenure track faculty members hold terminal degrees in the areas in which they teach. One part-time faculty member in Educational Research and Evaluation holds a master's degree and has completed all courses at the doctoral level (ABD).

School-based clinical faculty for initial programs are licensed in the field that they teach. The Student Teaching Office is responsible for ensuring that all school-based faculty meet requirements set by the Puerto Rico Department of Education, which include a minimum of two years teaching experience and completion of the three-credit-hour course EDPE 4070: The Purpose of the Clinical Practice and the School-based Faculty Tasks. After completion of EDPE 4070, school-based faculty must complete a refresher course of 15 clock hours every five years.

School-based faculty in the education administration and supervision, guidance and counseling, and early childhood education programs are licensed in the areas they supervise. Supervisors in education

administration and supervision have served in a variety of appropriate roles in the P-12 setting, including as school principals, acting superintendent, and assistant secretary of education.

University-based clinical faculty for initial and advanced programs are licensed as classroom teachers and/or administrators and have experience in a variety of school settings, including public and private schools. All but two university-based faculty who supervise student teachers in initial programs are full-time with the unit; the two part-time faculty members who supervise student teachers are retired from full-time service with the unit.

The unit has two lab schools, elementary and secondary. The lab school faculty members are officially unit faculty, and they meet the unit faculty standards.

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	Target ▼
Modeling Best Professional Practices in Teaching – Advanced Preparation	Target ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Professional education faculty possess a thorough understanding of the content they teach and model best professional practices in their teaching. A review of course syllabi and interviews confirm that courses at both the initial and advanced level are aligned to the conceptual framework, to professional and institutional standards, and to research and developments in the field. Evidence confirms that faculty are involved in research in their fields.

Faculty encourage the development of reflection, critical thinking, problem solving and professional dispositions in a variety of ways, including cooperative assignments, research projects, demonstrations/simulations, observations, and discussion of case studies. Beginning this year, all initial-level candidates are required to complete an electronic portfolio that focuses on reflection and the demonstration of candidate proficiencies. Initial candidates are required to attend three professional reflective seminars over the course of their candidacy that focus on reflection and the development of professional dispositions.

Faculty use a variety of instructional strategies and multiple forms of assessment that address candidates' diverse needs. Strategies used include small and large group discussion, cooperative projects, field experiences, multimedia presentations, oral presentations, case studies, demonstrations, and role play. Both formative and summative assessment strategies are utilized, including projects (both individual and group), exams, reflective writings, instrument development, reflection, and peer evaluation.

Faculty are committed to candidate learning. During the extended closure of the campus due to student strikes, faculty used whatever means possible, including electronic communication and extension of scheduled meetings beyond the end of the semester, to assure that candidates completed course competencies.

Faculty utilize technology in a variety of ways, as reflected in syllabi and interviews with candidates and faculty, including use of Blackboard, video conferencing, PowerPoint, creation of electronic pages, and use of interactive platforms for discussions (Table 5b8). Faculty report wide participation in professional development related to technology, including the PT3 Project, a unit project to increase faculty

technology confidence and skills.

Faculty assess their effectiveness through candidate and peer evaluation as well as the self-administered faculty evaluation instrument. All faculty interviewed report that they request candidate course evaluations each semester. Candidate evaluations include formal course evaluations as well as informal written reflections and student interviews. In interviews, candidates assert they hold the faculty in high regard, stating they believe they have "the best teachers" in all of Puerto Rico "and possibly the United States."

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Scholarship – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty scholarship meets the expectations of the institution and unit. Scholarly activity, including research and publication, are part of the university and unit mission and are one of the "Ten Goals for the Decade" included in the university's Strategic Development Plan for 2006-2016. Documentation from interviews, annual reports (FACTUM) required of all faculty members, and exhibits confirm scholarly activities.

At the initial level, a review of the faculty vita indicates that faculty have been engaged in research; publications including books, chapters in books, articles in peer-reviewed professional journals, monographs/creative work/technical reports; and presentations and lectures at professional conferences.

At the advanced level, 100 percent of full-time tenure-track faculty have been involved in scholarly activity, including research, publications, lectures, creation of CDs and videos, and presentations at conferences. Faculty research includes projects funded by the university, the Puerto Rico Department of Education, the Council on Higher Education, the National Science Foundation, the National Institutes of Health, and the National Endowment for the Arts. Faculty grant awards include grants from the Puerto Rico Department of Education, the Council on Higher Education, the Mayo Clinic, and the university. Grants include a grant for over $850,000 from the Puerto Rico Department of Education (Mathematics and Science Partnerships for the professional development of teachers to improve learning in science and mathematics). Newly hired faculty sign a contract that stipulates specific commitments related to scholarly activity.

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Service – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Unit faculty members provide service to the institution, profession, and community in a manner consistent with the unit mission and expectations. Team members confirmed faculty service to the

institution, including participation in both campus and unit-level committees, involvement in student organizations, and participation in curricular development and other projects. Faculty are involved in professional service activities on the local, national, and international level and are members of numerous national and international professional associations, including ASCD, AERA, TESOL, NCTM, Phi Delta Kappa, and NAEYC.

Evidence in interviews and documentation demonstrates faculty dedication to service to area schools and the community. Faculty members collaborate with local public and private P-12 schools, providing workshops, presentations, and in-service training, including workshops on leadership development for teachers, projects for gifted and talented students, curriculum integration, bullying prevention, and evaluation and test development. In interviews, P-12 teachers and administrators complimented faculty on the quality and consistency of service provided. The DGS Center for Reading, Writing, and Children's Literature (CELELI) provides tutoring at the campus facility for area children and has provided tutor training to teachers in low-income schools.

The unit sponsors an annual Puerto Rican Congress on Education Research. Area teachers are invited to the congress, which features prominent speakers in the area of education research. Faculty members also provide service to agencies, other institutions, and the Puerto Rico Department of Education. Examples of local and national service to the community include collaboration with the Puerto Rico Head Start, providing workshops on technology at correctional institutions, assisting the Puerto Rico Department of Education with gender policy development, a nutrition and diet presentation at a local church, and serving as moderators and lecturers at community events. Other examples of service include a faculty member who serves as a committee member and officer for the Puerto Rico Paralympic Games and another who is a member of the Puerto Rico Community Foundation.

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	Acceptable ▼
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Unit faculty evaluations are systematic and are used to enhance faculty performance and to collect data on the quality of teaching in the unit. Promotion, tenure, and sabbatical policies and procedures are in place and were confirmed by interviews and document review.

Tenure-track faculty are evaluated once each academic year by each Department Personnel Committee using criteria specified in university bylaws. This process includes presentation of a faculty self-evaluation, a classroom observation by two peers using standard evaluation instruments, and an evaluation of the results by the Department Personnel Committee, followed by provision of feedback to the faculty member. Evaluation results are utilized in decisions on promotion and tenure and in granting of sabbaticals. Currently, evaluations are not required of faculty who have reached the rank of full professor; however, a proposal to make evaluations mandatory for all faculty is currently before the Academic Senate. Evaluation results as presented in exhibits are positive.

Faculty are encouraged to follow recommendations made by the personnel committee, and interviews confirm that progress on these recommendations is assessed in the following evaluation cycle and is

taken into consideration in the promotion process. Faculty are required to complete an annual report (FACTUM) of scholarship, service, and professional development activities. School-based clinical faculty are evaluated in the same manner as other faculty in the unit.

Graduate teaching assistants are evaluated annually by their mentors using specified evaluation criteria. The evaluation results are discussed with the graduate assistants, areas for improvement are identified, and the results are sent to the dean of Graduate Studies.

Although candidate evaluations of faculty are voluntary, they are a mandatory component of the promotion and tenure process. In interviews, the majority of faculty who had achieved the rank of full professor stated that they continue to request candidate evaluations each semester. Faculty cited candidate evaluations as assisting them in improving their teaching practice in multiple ways, including assessment methods, presentation style, and textbook selection. Candidates' evaluations of faculty are positive, with the majority of candidates rating faculty performance as excellent in the areas of preparedness, fairness in evaluation, respect for students, enthusiasm, and clarity of instruction.

The DGS Graduate Student Exit Survey demonstrates that the majority of candidates responding are very satisfied with faculty quality of teaching, content depth, adequacy of course content, diversity of teaching methods used, and personal attention provided to candidate needs.

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	Acceptable ▼
Unit Facilitation of Professional Development – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit provides multiple opportunities for professional development of unit faculty. Professional development needs as identified in faculty evaluations by the Office of Evaluation (OE) are considered in developing the Faculty Professional Development Plan and in planning professional development workshops and activities. The Center for Academic Excellence (CAE) in conjunction with the OE plans professional development activities for unit faculty based on identified needs as well as on the unit mission and conceptual framework, including workshops, lectures, and trainings on areas such as technology, diversity, and current research. Offerings in the past three years clearly focus on the conceptual framework, diversity, assessment/evaluation, technology, and the learning process, including several workshops focusing on rubrics, the assessment cycle, and interpretations of test data. The CAE uses participant evaluations of workshops in future planning.

The office of Resources for Teaching and Investigation (OREI) offers assistance to the unit in the integration of technology. Many faculty members participated in the PT3 Project, a project sponsored by the unit to increase faculty skill in the use of technology in teaching, including in the implementation of online courses.

The Center for Research in Education (CIE) offers professional development activities related to research. In addition to regular guest lectures and workshops, the CIE organizes the Puerto Rican Congress on Research in Education which features prominent presenters in education research. Area P-12 teachers are invited to participate in the Congress.

At the advanced level, the Dean of Graduate Studies coordinates professional offerings for graduate faculty and students. The DGS Center for Graduate Research also provides workshops and retreats focused on the needs of graduate faculty.

Faculty annual reports (FACTUM) verify that unit faculty at both the initial and advanced levels participate in appropriate professional activities, including professional association conferences and workshops focusing on special needs students, diversity, assessment, current research, and student retention.

The unit provides financial assistance to faculty who wish to attend professional conferences and activities. Examples of conventions, conferences, seminars, and retreats offered by the DGS or attended by faculty with unit support can be reviewed in Standard 5 DGS Exhibit Tables pp 165-166.

Overall Assessment of Standard

Faculty in both initial and advanced programs are qualified for the positions in which they serve. University-based clinical faculty are licensed and have experience in a variety of school and other settings. Faculty scholarship meets the expectations of the institution and unit and includes research, publications, presentations and lectures. Newly-hired faculty sign a contract which stipulates commitments related to scholarly activity. Unit faculty members provide service to the institution, profession, and community. Faculty demonstrate deep dedication to service to area schools.

Unit faculty evaluations are systematic and used to enhance faculty performance. Promotion, tenure, and sabbatical policies and procedures are in place. Although candidate evaluations of faculty are voluntary, they are a mandatory component of the promotion and tenure process. The unit provides multiple opportunities for professional development. Even under the current budget crisis, the unit has provided financial assistance to faculty who wish to attend professional conferences and activities.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Unit faculty members are exceptionally committed to their university, the unit, and its candidates. Many faculty during the lengthy student strike in April, May, and June of 2010 continued, via alternative methods, to teach their courses to those candidates who wished to participate. Electronic technologies including BlackBoard, PowerPoint, and electronic mail kept faculty and candidates in touch with each other. Most faculty, if not virtually all, formally finished their courses after the strike was over in late June. Such dedication is a strength, and it is admirable. Unit faculty members have worked with the institutional administration to offer salary reductions so that it could help to alleviate the burden of increased tuition on candidates.

While the December student strike caused a great deal of inconvenience for the unit administration and the BOE team, the BOE team had a real opportunity to observe the care and dedication exhibited by the unit faculty. The BOE team was moved by such uncompromised commitment to quality of education.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None.	None.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None.	None.

New AFIs:

AFI Number & Text	AFI Rationale
None.	None.

Recommendation for Standard 5

Initial Teacher Preparation	Met ▼
Advanced Preparation	Met ▼

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Not applicable.

Standard 6: Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes   No

jn   jn

If your answer is "No" to above question, provide an explanation.

Not applicable.

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	Acceptable ▼
Unit Leadership and Authority – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The Eugenio Maria de Hostos College of Education is the professional education unit. It is composed of all programs which prepare teachers or other school personnel in the Departments of Curriculum and Teaching; Foundations of Education; Physical Education; Family Ecology; Art, Technology, and Innovation; and Graduate Studies. The dean is the official representative of the unit and answers to the chancellor. Review of the bylaws and of campus and unit organizational charts confirm that the dean is recognized as the head of the unit. The dean is assisted by the associate dean of academic affairs, the assistant dean of administrative affairs, and the assistant dean of student affairs.

The unit clearly states that the DGS exists as a parallel structure to other departments that offer only programs in undergraduate studies. Although some undergraduate faculty teach in the DGS as adjuncts, the DGS administers its own program design, implementation, evaluation, and candidate assessments. Although the dean has the authority overseeing the DGS in all its aspects, the DGS has significant autonomy in academic program planning.

Permanent committees established according to the university bylaws are the personnel committee and the curriculum committee. Personnel committees exist at both the unit and department level and are utilized to inform and support decisions related to hiring, evaluation, tenure, and promotion. At the graduate level, the unit's programs are housed within the DGS under the direction of the Chair of Graduate Studies.

Although the unit has the authority to plan, deliver, and operate programs, recent events have interfered with the unit's ability to fulfill this mission. The unit is contending with several major issues, including a system-wide University of Puerto Rico (UPR) student strike that effectively ceased all university and unit activities from April to June of 2010. Student protests and class stoppages continued through the time of the team visit. In spite of these issues, unit administration and faculty managed to ensure that candidates met course standards and competencies by extending class times and by working with candidates through electronic and other means. In addition, a new acting dean of the College of Education and the university chancellor were appointed approximately three months prior to the BOE team's visit. In spite of these challenges, university and unit leadership remain dedicated to providing candidates with strong, coherent, and continuous preparation.

University recruitment and admission policies are established for the university system at the level of the President's Office. University and unit recruitment, admission, retention, and exit policies and procedures are described consistently on the unit's website and in other published materials reviewed by the team. University and unit academic calendars, schedules, grading policies, and catalogs are accurate as published on the university website and in the online catalog. The Registrar's Office publishes the academic calendar and schedules and ensures they are updated twice annually. Unit administrative staff periodically review and update catalogs and other published information. Regular unit publications include the College of Education Bulletin (published biannually) and an Education Research Journal (biannually).

The university and the unit provide candidates access to counseling and advisement and utilize the campus website and other publications to provide this information to students and other stakeholders. At the initial level, all faculty are involved in student advisement, and faculty report they meet with candidates once a month. Initial level faculty state that the unit has implemented a new procedure for assisting candidates who are identified, either by the unit or through self-referral, as having academic, social, or emotional difficulties. These candidates are referred to a committee of faculty members who review the situation, visit with the candidate, and provide appropriate intervention(s).

Advanced level faculty also provide candidate advisement. The unit funds one full-time candidate advisor at the graduate level; however, at present this position is vacant. Due to budget issues, there are no immediate plans to fill the position, consequently, four faculty members provide additional advising services. In addition, the Retention and Support Project has been implemented to assist graduate students having academic difficulties. Candidates are admitted to the unit upon admission into the university; however, they take their general education courses in the College of General Studies. The assistant deans for student affairs at both colleges collaborate to ensure that candidates complete the appropriate academic requirements of the unit during their initial semesters of enrollment.

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	Acceptable ▼
Unit Budget – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The principal funding for the university system is through legislatively appropriated funds disbursed through the Board of Trustees. The campus Budget Officer is then responsible to disburse funds to the institution's colleges and schools. A severe economic downturn in Puerto Rico and a resulting sharp decrease in government revenues caused a reduction of appropriated funds to the university of $38,314,352 in FY 2010, a reduction of 13.98 percent. Consequently, all 12 of the university's colleges, schools, and divisions received substantial budget reductions.

The unit budget for FY 2010 is $20,802,510, compared to a budget for FY 2009 of $25,479,401, reflecting a budget reduction of $4,676,891 or 8.85 percent. Although the budget cutback was severe, the unit received a smaller percentage reduction than the average unit on campus. When compared to the other six teacher preparation units in the university system, the unit budget is by far the largest of all teacher preparation program units within the system. All seven units in the system received substantial budget reductions, ranging from 12.29 percent to 18.66 percent.

Due to the budget reductions, the unit has taken steps to ensure that academic programming continues to prepare candidates to meet standards. Examples of steps taken include reduction in available travel funds, reduction of administrative salaries, and reduction in personnel benefits such as sick leave, retirement, and bonuses. Vacant faculty positions at the unit level will remain unfilled until funds are available. At the institution level, the Board of Trustees recently implemented an $800 student fee to increase revenues. This fee is projected to produce approximately $40 million in revenue for the university system. Additional measures include a freeze on promotion and recruitment of faculty, reduction in travel funding, and increased class size.

Although the recent budget crisis has and will likely continue to impact funding for travel and professional development, the unit and institution has consistently provided assistance in the past. The unit offers a budget allowance so faculty can attend conferences and other professional development. Until last year, faculty could also apply for professional development funds from the dean of academic affairs, the chancellor, and the system president's office. The institution granted six sabbaticals to faculty in 2008-2009; five in 2007-2008; and three in 2006-2007.

Faculty and administration state that the current funding issues may interfere with full implementation of the candidate electronic portfolio and impact faculty research; however, administrators and faculty

state that although reductions are a challenge, resources are sufficient to allow the unit to prepare candidates. Evidence in documentation and interviews confirm that the unit and institution are taking appropriate steps to weather the current budget crisis while continuing to support candidate preparation.

6c. Personnel

Personnel – Initial Teacher Preparation	Acceptable ▼
Personnel – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit maintains clear policies regarding faculty workloads of 12 credit hours per semester; however, many faculty members request and accept additional workload. Evidence confirms that workload in excess of 12 credit hours is assigned on a voluntary basis, and teaching faculty stress that additional workload is compensated, desired, and does not interfere with scholarship. The average workload varies by department, with most departments at the initial level (ArTI, family ecology, educational foundations, and vocational education) under 12 hours average. Only the curriculum and teaching (16) and physical education departments (13) reflect workload averages in excess of 12 credit hours. Advanced program faculty workloads exhibit a similar pattern.

At the initial level, workload includes teaching of courses, research, clinical supervision, and administrative duties. At the advanced level, workload is comprised of teaching of courses; advisement; research, chairing thesis, project, or dissertation committees; and coordination of special projects. As a result of a recent policy change, all administrative faculty in the unit are required to carry a three-hour teaching load in addition to their regular administrative responsibilities. Administrative faculty in the unit satisfy this requirement in a variety of ways, including teaching a course, supervising clinical practice, or advising candidates.

At both the initial and graduate level, academic advising is a compensated part of faculty workload. At the initial level, several faculty members teach courses and provide clinical supervision. Supervision of clinical practice does not typically exceed 18 candidates or the equivalent for each full-time faculty member per semester.

Due to current budget reductions, faculty vacancies are not being filled, resulting in increased class sizes. Faculty and administration state that although they are comfortable with and support the current workload situation, if the budget issues continue, this will likely impact faculty ability to conduct research.

The unit ensures that part-time faculty contribute to the integrity and coherence of the unit and its programs. There are 192 professional education faculty in the unit, only 12 of whom are part time. Part-time faculty are evaluated prior to hiring and must be recommended by the Personnel Committee. Part-time faculty are evaluated using the same evaluation instrument as full-time personnel. Evaluations include classroom observations by the a member from the Faculty Personnel Committee and a professor from the academic area. Administrative faculty state that part-time faculty are regarded as part of the faculty and notified of all department/unit activities, including department meetings, and professional development opportunities. Part-time faculty are also invited to participate in research, and faculty members stated in interviews that they enjoy mentoring new and part-time faculty.

Support personnel are sufficient to meet the needs of the unit. The unit employs approximately 100 clerical personnel responsible for program administrative tasks. Support staff for the unit include the dean, associate dean for academic affairs, assistant dean for student affairs, and assistant dean for administrative affairs. The dean also supervises a team of five clerical personnel.

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	Acceptable ▼
Unit Facilities – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Facilities and equipment supporting the academic programs of the unit are distributed among eight buildings, all on campus, with 103 classrooms, 38 laboratories, and 139 faculty offices, including 26 shared offices. The unit is housed primarily in the five-story Eugenio Maria de Hostos (EMH) Building. The majority of the academic departments, the office of the dean, and most other unit services and offices are located in this building.

The building contains eight computer labs, including a Business Education Program Laboratory and a Center for Inclusive Assistive Technology for special needs students. All candidates complete a workshop on usage of the technology in the assistive lab, after which they may borrow the equipment for use in field experiences and clinical practice. Other facilities in the building include a large theater, three amphitheaters, and a counseling lab.

The Gerardo Selles Sola Education Library is also housed in the building. This library is one of 12 libraries on the campus (one main library and 11 branches). The library offers 72 electronic databases, although budget issues may impact these resources in the future. A 2008 evaluation found that the library is the most used on campus and received the highest user evaluation. The allotment each year for new acquisitions is about $35,000 to $45,000, depending on budget issues.

The EMH also contains the Center for Reading and Writing (CELELI), which includes an extensive children's literature section, and the office of the Project for Professional Development of Teachers to Improve Science and Math Learning. In addition to classrooms, offices, and other facilities, the EMH has ample open areas in which students may gather. The EMH is equipped with elevators and ramps. WiFi access is available in all campus buildings, and all students are assigned email accounts upon admission.

Other departments such as the Department of Physical Education, the UPR Elementary and Secondary Lab School, and the Preschool Center are within walking distance. The lab schools offer candidates the opportunity to observe and assist in a P-12 setting on campus.

Classrooms are adequately equipped. About half of the classrooms are equipped with projectors. Also within close walking distance of the school are the campus main square (the "quadrangle"), the university theater, and the office of the chancellor.

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	Acceptable ▼
Unit Resources including Technology – Advanced Preparation	Acceptable ▼

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit provides technology for faculty and candidate use. Although there is not a specific budget line for technology funding, the university assesses each student a technology fee of $25 each semester, which provides $1 million annually in revenue to provide technology and services for students.

Available resources related to the unit assessment system include the database administered and maintained by the office of evaluation and the clinical practice database. The unit is in the process of implementing an electronic portfolio for candidates using the Sakai Open Source platform; the Sakai platform was chosen in part due to the expense of other electronic portfolio platforms and the inability of many candidates to bear the additional cost. The implementation has been directed by a faculty member with expertise in educational technology; however, the original timeline for full implementation may be impacted by budget issues. The unit has not made any contingent plans for the continuous availability of portfolio data in the event the platform ceases to exist.

The unit also offers a number of courses online. The Resource Center for Learning and Research (CRAI) provides faculty and candidates with access to technology, including four computer classrooms, one virtual classroom with video- and audio-conferencing equipment, a television and editing studio, audiovisual services, and a graphic design office. Other available resources include the Guidance and Counseling Lab, which was recently remodeled; and the Graduate Research Center, which is equipped with 11 computers. Most faculty are provided with laptops.

Faculty and students have access to the information technology available through the Gerardo Selles Sola Education Library housed in the EMH building, as well as to the other 11 libraries in campus, including the main university library. The Selles Sola library offers 72 electronic databases, although budget issues may impact these resources in the future. The library is open 68.5 hours per week and provides faculty and candidates with access to references and electronic information which includes the Online Public Access Catalog (OPAC--Horizon 7.0). The library offers 211 educational journal subscriptions and 1,523 journals in full text. The total number of volumes (in all formats) in the library is over 40,000. A 2008 evaluation found that the library is the most used on campus and received the highest user evaluation. The allotment each year for new acquisitions is about $35,000 to $45,000, depending on budget issues. The director of the library reports that she notifies faculty when a budget allotment for new acquisitions is made. Acquisition decisions are made based on faculty recommendations and identified gaps in the library's holdings.

The EMH is wired with Internet in all classrooms, offices, and theaters. Internet access is available across the campus in the overwhelming majority of buildings, including public spaces. All students and faculty members are provided with a university email address for use in registration, online access to the library, Blackboard course access, and other university-related electronic communication. The university has a system-wide database for faculty reporting of academic and professional achievements, including scholarship and service; however, many faculty members do not utilize the database to complete the required annual report (FACTUM).

Overall Assessment of Standard

The unit has a rather clearly defined leadership and authority with administrative structures, committees, and bylaws. The autonomous DGS has functioned on its own to administer all graduate level programs with faculty promoted from the other departments that offer only undergraduate programs. This structure

has signaled the important value of research placed on the graduate faculty, yet it also causes certain obstacles in creating a seamless unit-wide assessment system.

The unit's technology and learning resources are sufficient. With the current budget challenges, the unit has maintained its program offerings and services.

Although the university system campuses have been placed on probation by the Middle States Commission on Higher Education for the concerns of governance and budget on the university system level, interviews with faculty, staff, and candidates at the unit have strongly indicated that the unit's budget reduction, while significant, has not affected the quality of the programs. The unit's advanced programs also have their own accumulated funds, which allow the programs to continue their activities. The student protests have been aimed at the University's system decision of tuition raises. They are not geared at the unit level. The student leaders from the unit have indicated that they believed that the unit's support have been adequate.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Not applicable.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None.	None.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
None.	None.

New AFIs

AFI Number & Text	AFI Rationale
None.	None.

Recommendation for Standard 6

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

None.

IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents Reviewed

Please see the attached document lists:

1. Exhibits in the original institutional report;
2. Exhibits in the unit's electronic exhibit room.

Persons Interviewed

Please see the attached interviewee list.

Please upload sources of evidence and the list of persons interviewed.

NCATE-UPRRP IR Exhibit List.doc
NCATE-UPRRP Electronic Exhibit Room List.doc
NCATE-UPRRP List of Interviewees

See **Attachments** panel below.

(Optional) State Addendum: