

Evaluation Model of the Faculty of Education – Initial Level

University of Puerto Rico Mission
 Río Piedras Campus Mission
 Conceptual Framework, Faculty of Education

1st transition point

Recruitment and Admission to Faculty of Education/ Selectivity Factors

- Plan for Recruitment of Diverse Teacher Candidates who Meet Employment Needs – 3.1
- Admission Standards – 3.2
- Teacher Preparation Programs Assessments by Specialty, SPA – 1.1; 1.2; 1.3
- Evaluation of initial Electronic Portfolio – 1.1; 1.3
- Evaluation of initial Information Literacy (PICIC)
- Other admissions requirements, non-academic factors (interview dispositions) – 3.3

2nd transition point

Before entering Teaching Practicum Selectivity during preparation

- GPA in Specialization Courses – 1.1; 1.3; 3.4
- Teacher Preparation Programs Assessments by Specialty – 1.1; 1.2; 1.3
- Approval of courses required prior to Practicum – 1.4; 3.6
- Evaluation of Intermediate Electronic Portfolio – 1.1; 1.3
- Evaluation of writing skills – 1.1
- Evaluation of Intermediate Information Literacy (PICIC)
- Evaluation of Critical Thinking – 1.1
- Evaluation of Research – 1.1

3rd transition point

Teaching Practicum/ Selection at completion

- Graduation GPA – 1.1; 1.2; 1.3 – 3.5
- Specialty GPA – 1.1; 1.3
- Teacher Preparation Programs Assessments by Specialty – 1.1; 1.2; 1.3
- Teaching Practicum Evaluation – 1.4; 1.5; 2.1; 2.2; 2.3; 3.5
- Scores on Teacher Certification Exam (PCMAS) – 1.1
- Summative evaluation of Electronic Portfolio – 1.1 to 1.5; 3.5
- Summative evaluation of Information Literacy PICIC
- Candidates/Completers Survey- 1.1 to 1.5
- Satisfaction of completers – PCMAS, College Board Survey – 1.1 - 1.5

4th transition point

Program Impact and Continuous Improvement

- Impact on P-12 student learning and development – 4.1
- Indicators of teaching effectiveness – 4.2
- Satisfaction of employers – 4.3
- School director's opinion survey – 4.3
- Induction Program - 4.4
- Continuous Improvement – 5.3; 5.4
- Stakeholders involvement in program evaluation, improvement, and identification of models of excellence – 5.5

Assessment Student Learning

Analysis of data, evaluation, dissemination and decision making

Actions: Changes to courses, norms, programs, faculty development, special projects, revision of assessment instruments and data collection

Transforming action

ANNUAL REPORTING AND CAEP MONITORING

Measures of Program Impact:

- Impact on P-12 learning and development (data provided for component 4.1)
- Indicators of teaching effectiveness (data provide for component 4.3)
- Results of employer surveys, including retention and employment milestones (data provided for component 4.2)
- Results of completer surveys (data provided for component 4.4)

Measures on Program Outcome and Consumer Information:

- Graduation rates
- Ability of completers to meet licensing (certification) and any additional state requirements (e.g., through acceptable scores and pass rates on state licensure exams)
- Ability of completers to be hired in education positions for which they were prepared
- Student loan default rates and other consumer information