



Employers Survey

Evaluation of the Teacher Preparation Program of the College of Education- UPR- Río Piedras Campus 2016: School Principal (Employers) Survey

Purpose: The College of Education of the University of Puerto Rico, Río Piedras Campus, is very interested in knowing the opinion of principals of public, private and municipal about the quality of its Teacher Preparation Programs. The purpose of this questionnaire is to gather information to maintain and improve the quality of the programs of the College of Education of the Río Piedras Campus. We will appreciate that you take twenty minutes to complete this survey, based on your experience with our alumni. In completing the questionnaire, think about the teachers that have graduated from the UPR- at Río Piedras. **Voluntary participation** Completing this questionnaire is totally voluntary. The data gathered from this survey does not identify the source of origin. We thank you for your time and collaboration. *(Authorization for the Study the Impact of Teacher Preparation Programs of UPR-RPC in the Public and Private Educational Systems (#1617-036). (This is an online survey; waiver to present an informed consent was granted by UPRRP IRB.)*

___ I agree to complete the questionnaire.

___ I do not agree to complete the questionnaire.

Section I –Employment and Academic Data

The following questions seek to know where our alumni are employed and the types of employment they have.

1. Type of institution by level:

Pre-school ___ Elementary ___ Intermediate ___ High School ___ Vocational ___

Elementary- Middle ___ Specialized School ___ Other ___

2. Name of the school: _____

3. Town where it is located: _____

4. Type of school:

Públic ___ Private ___ Municipal ___ University Laboratory School ___

Specialized Public School ___ Specialized Private School ___ Montessori private ___

Public with Montessori Program ___ Alternative school ___ Vocational ___ Otro ___

5. School location:

Urban____ Rural____

6.1 Position or title of the person that is filling out this questionnaire:

____School Principal

____Other

6.2 If it is not the principal, what is the role in the school of the person completing the questionnaire:

7.1 Total enrollment in the school:

Percentage of low-income students_____

Percentage of special education students _____

Percentage of migrant students_____

8. Approximate number of UPR-RP alumni that are teachers in your school or center: _____

9. How many of these have five years or less of experience? _____

10. How many of our alumni are clinical supervision teachers? (they must have completed the Clinical Teacher course): _____

11. How many offer College Board Advanced Placement courses? (Spanish, English, Mathematics, PreCalculus): _____

12. How many participate in academic projects sponsored by the Department of Education or by other educational agencies, US Department of Education, businesses agency, non-profit foundations, etc?:

Section II Use the following scale to indicate your opinion about the competencies that are evidenced by the alumnus.

4 =Highly competent (above average skills/knowledge mastery) 3 =Competent (average skills/knowledge mastery) 2 – Slightly competent (below average skills/knowledge mastery) 1- Not competent (No mastery of skills/knowledge) N/C – I have no criteria to evaluate (I cannot assess my degree of mastery)

Competency #1: Knowledge and Mastery of Subject Matter	4	3	2	1	N/C
A.. Broad and in-depth knowledge of subject matter.					
B. Connections between subject matter and other disciplines					
C. Integration of standards with subject matter					
D. Organizes meaningful learning experiences for all students..					

Competency #2: Knowledge of the Student and the Learning Process	4	3	2	1	N/C
A. Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn					
B. Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources					
C. Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.					

Competency #3: Planning for Instruction	4	3	2	1	N/C
A. Alignment of objectives and instructional activities with the standards of subject matter and curriculum goals					
B. Selection and sequencing of appropriate teaching activities that are pertinent for the students and community, and the attainment of the objectives					
C. Short and long term planning according to curriculum goals and knowledge of students and their community					
D. Planning the use and distribution of time to achieve the learning objectives					

Competency #4: Implementation of Teaching and Research	4	3	2	1	N/C
A. Selection and use of a variety of appropriate teaching practices, strategies and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels					
B. Selection and use of teaching practices, strategies, methods, and tools in order to promote of critical thinking and problem-solving skills in all students					
C. Use and time distribution in order to achieve an effective implementation of teaching and educational objectives					
D Research regarding the teaching and learning process in order to promote learning in all students					

Competency #5: Creation of Learning Environment	4	3	2	1	N/C
A. Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students					
B. Encouragement of active participation within the learning process among all students.					
C. Organization of a healthy, safe, appropriate, and stimulating learning environment					

Competency #6: Communication	4	3	2	1	N/C
A. Correction, appropriateness, and coherence in oral expression					
B. Correction, accuracy and coherence in writing					

C. Projection and effective articulation in verbal and non-verbal expression					
--	--	--	--	--	--

Competency #7: Integration of Educational Technologies	4	3	2	1	N/C
A. Integration of technology to strengthen and promote active and meaningful student learning and the teaching process					
B. Use of technology to support and strengthen the assessment of student learning.					
C Use of technology to facilitate and enhance communication, collaboration, research, and creation.					

Competency #8: Assessment of learning	4	3	2	1	N/C
A. Selection, development, adaptation, integration and use of different means and techniques to gather information to assess learning that are appropriate and fair to all students					
B. Analysis of the information collected to make decisions regarding continuous learning and development of each student and about his/her educational practices.					
C. Development and implementation of appropriate, fair and ethical procedures to evaluate students					
D. Organizes and clearly communicates assessment results to students and families					

Competency #9: Community Relationship	4	3	2	1	N/C
A. Knowledge of the various social contexts that condition education and the consideration of these in educational practice to support his/her learning and the welfare of all students.					
B. Collaborative interaction with colleagues, families, the school community and other institutions to support the learning and the welfare of all students					
C. Participation in whole school activities..					

Competency #10: Professional Development and Performance	4	3	2	1	N/C
A. Reflections on professional responsibilities, its practice and the effect of his/her decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty.					
B. Professional responsibility towards academic requirements of the practicum experience					
C. Actively seeks his/her own professional development.					

11. Dispositions	4	3	2	1	N/C
1. Develops learning environments that are sensitive to diversity and where active learning, positive social interactions, collaborations, integration of technologies, teamwork, and set initiatives are promoted to facilitate the intellectual, social and personal development of all..					

2. Plan teaching based on the characteristics of students within their particular sociocultural contexts and their change processes.					
3. Uses a variety of evaluation and assessment techniques to analyze and improve the performance of all students.					
4. Promotes fair and respectful relations with the different members of the learning Community to which he/she belongs as well as with the external community.					
5. Recognizes that knowledge is complex, culturally situated and ever changing. Its abreast of new ideas and knowledge in her/his discipline.					
6. Respects the different perspectives of her/his discipline and facilitates its critical analysis by students.					
7. Recognizes the potential for prejudice in her/his representation of the discipline and seeks to understand this problem.					
8. Is committed to work so that each student shows mastery of the content and skills inherent to the discipline.					
9. Constantly explores how to use knowledge of the discipline as a lens to address local and global situations.					
10. Values the contributions of other areas of knowledge and how this strengthens student learning.					
11. Values the different learning environments that encourage students to explore, discover, and express themselves, through content areas.					

Section III- Areas of development

1. Describe some activity or initiative of your teachers who are UPR RP alumni, that has had a positive impact on the academic development of students.

2. In your opinion, How would you rate the quality of the UPR-RP College of Education Teacher Preparation Programs?

Excellent____ Good____ Deficient____

I feel I do not have sufficient criteria to evaluate the Programs _____

3. The following is a list of student achievements that may be supported by teachers. From this list: Which apply to the UPR-RP alumni that work in your school? (You may check more than one).

____ Academic achievements (for example, high scores in standardized tests, improvements in reading and writing and areas of cognitive development, better grades, better skills).

____ Personal achievements (for example, study habits, self control, management of emotions)

____ Developed or coordinated student groups (for example, National Honor Society, clubs, study groups, environmental groups, others)

____ Research achievements (for example, presentations in the Scientific Fair, research projects, proposals)

____ Admission to academic programs (for example, in universities, internships, exchanges, competitive camps, others)

____ Professional student achievements (for examples, prestigious employment and careers, awards from organizations, others)

_____ Awards (for example, from the Scientific Fair, poetry, spelling, math Olympiad, oratory, robotics, athletics, art, drawing, others)

_____ Contributions to the school, center or Community (murals, theatre plays, recycling, others)

_____ Participation in educational competitions or activities (Reading marathons, radio and tv programs, mathematics, spelling, scientific fairs, robotics, debates, others)

Others:

4. Describe the student achievements. What do they consist of, name of the awards, place, competition, play, results, etc.

5. The following is a list of professional achievement. From this list, Which apply to the UPR-RP alumni that work at your school? (You may check more than one).

_____ Learning and professional and curricular development (for example, development of teaching skills, group management, discipline).

_____ Certifications or academic degrees (masters, training, extracurricular courses, advanced CEEB courses, continuing education)

_____ Scholarships, awards, recognitions (for example, dedication of the graduation, teacher of the month or year, study or professional development scholarships)

_____ Member of professional associations, civic, humanitarian, musical, etc.

_____ Participation in extracurricular activities (for example, musical groups, tutorials, workshops, book presentations, student organizations)

_____ Mastery of educational technologies (for example, Microsoft, computer programs and applications)

_____ Publications or presentations in conventions, congresses and others (for example, articles, panels, posters, videos, others)

_____ Participation in institutional projects (PRMSP, STEAM, APENET, others)

Others:

6. Describe, as best you understand, the professional achievements of the College of Education alumnus.

7. Assuming it is under your control, do you tend to retain UPR-PR alumni?

All the time _____ Most of the time _____ Seldom _____ Never _____

8. In your opinion, do the UPR-RP alumni with five years or less of experience need more support to adapt to being a teacher?

9. In your experience, do the UPR-RP alumni tend to be promoted more or are given positions of higher responsibility?

Yes_____ No_____

Thank you for answering the questionnaire. Optional: If you would like us to contact your school to provide support and follow up to our alumni, include your email address, a telephone number or any other information your deem pertinent.

If you wish to continue collaborating with the accreditation process or are interested in participating in a focus group where topics related to the Teacher Preparation program will be discussed, include an email to contact you.

Contact us at: egresadosdeeducacion.uprrp@gmail.com Participate with your school in the Fourteenth Congress of Educational Research on March 8-10, 2017 <http://congresoeducacion.uprrp.edu>

Original document, designed in 2007 and revised in 2013 and 2015 in the Center for Educational Research and collaborators of the College of Education, UPR-RP. Modified and included in Google Forms in 2016 by the Induction into Teaching Program by Dr. Nellie Zambrana and Yamil Ortiz (Research Assistant). Revised version: April- May 2016; August-October 2016. Translation by Dr. Sandra Macksoud, April, 2017



Completers Satisfaction Survey

Satisfaction of Alumni of Teacher Preparation Programs, University of Puerto Rico, Río Piedras Campus

Purpose: The College of Education of the University of Puerto Rico, Río Piedras Campus, is very interested in knowing the opinion of completers graduated from our program. The purpose of this questionnaire is to gather information to maintain and improve the quality of the programs of the College of Education of the Río Piedras Campus. We will appreciate that you take twenty minutes to complete this survey, based on your experience as an alumnus. **Voluntary participation** Completing this questionnaire is totally voluntary. The data gathered from this survey does not identify the source of origin. We thank you for your time and collaboration. *(Authorization for the Study the Impact of Teacher Preparation Programs of UPR-RPC in the Public and Private Educational Systems (#1617-036). (This is an online survey; waiver to present an informed consent was granted the UPRRP IRB.)*

___ I agree to completing the questionnaire.

___ I do not agree to completing the questionnaire.

Section I –Employment and Academic Data

The following questions seek to know where our alumni are employed and the types of employment they have.

1. School where you are employed:

- public ___ private non-denominational ___ municipal ___
- University Laboratory school ___ parochial ___
- specialized public ___ specialized private ___
- Vocational ___ Alternative school ___ public Montessori ___
- Other ___ I am not employed at the moment ___ Retired ___

2. School level:

- Pre-school ___ Elementary ___ Intermediate ___ High School ___
- Vocational ___ Secondary (7-12) ___ Second Unit (elementary/middle) ___
- Other: ___

3. School location:

- Urban ___ Rural ___ U.S.A. public ___ U.S.A. private ___ Other ___

4. Position or title of the person filling out this questionnaire:

- Teacher _____ Other (indicate) _____

5. Higher education institution that conferred your degree in education and year:

6. BA in Education with a concentration in: (mark with circle)

Special Education Kinder to Third Fourth to Fifth English General Science

Biology Physics Mathematics Chemistry Physical Education Spanish

Social Studies History Music Theatre Arts Business Secretarial Pre-school education

Family Ecology

_____ I completed my degree in another College of the University of Puerto Rico in Río Piedras, but I completed the courses required for the teacher certification in the College of Education, UPR-RRP.

7. Subject(s) you teach:

8. Indicate the area(s) in which you possess a teacher certification:

9. Do you currently work as a teacher?

Yes _____ No _____

10. How many years have you been teaching?

○ 5 years _____ 6 - 10 years _____ 11- 15 years _____ 16 - 20 years _____

○ 21 - 25 years _____ 26 - 30 years _____ 30 years or more _____

11. In what year did you obtain your degree in education? _____

12. Do you offer or have you offered College Board Advanced Placement courses? Spanish, English, Mathematics or Pre-Calculus?

13. Classification of the school in which you currently teach (if public school).

Excellence _____ Transition _____ Focus _____ Priority _____

My school is not classified in those categories _____

13.1 Years working in this school (Indicate the years Example: 2010 to 2016): _____

14. Approximately, how many students are there per classroom:

10 or less _____ 11 to 20 _____ 21 a 30 _____ 31 a 40 _____ > de 40 _____

15. Year in which you started working as a teacher: _____

16. Did you take the Clinical Supervision course offered by the College of Education in Río Piedras Campus?

Yes _____ No _____

17. How many schools have you worked at?

1 _____ 2 _____ 3 _____ 4 or more _____

Section II Use the following scale to determine the extent to which you agree about how prepared your feel to carry out your work as a teacher:

4= Totally agree (Agree without reservation) 3= Partially agree (Agree with some reservation)
 2=Somewhat agree (Agree with reservation) 1-Do not agree (Too many reservation) N/C- I have no criteria to answer (I do not have information to give my opinion)

My preparation in the College of Education, University of Puerto Rico, Río Piedras Campus, has prepared me in the following:

Competency #1: Knowledge and Mastery of Subject Matter	4	3	2	1	N/C
A. Broad and in-depth knowledge of subject matter.					
B. Connections between subject matter and other disciplines					
C. Integration of standards with subject matter					
D. Organizes meaningful learning experiences for all students..					

Competency #2: : Knowledge of the Student and the Learning Process	4	3	2	1	N/C
A. Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn					
B. Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources					
C. Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students.					

Competency #3: Planning for Instruction	4	3	2	1	N/C
A. Alignment of objectives and instructional activities with the standards of subject matter and curriculum goals					
B. Selection and sequencing of appropriate teaching activities that are pertinent for the students and community, and the attainment of the objectives					
C. Short and long term planning according to curriculum goals and knowledge of students and their community					
D. Planning the use and distribution of time to achieve the learning					

objectives					
------------	--	--	--	--	--

Competency #4: Implementation of Teaching and Research	4	3	2	1	N/C
A. Selection and use of a variety of appropriate teaching practices, strategies and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels					
B. Selection and use of teaching practices, strategies, methods, and materials to promote of critical thinking and problem-solving skills in all students					
B. Use and time distribution in order to achieve an effective implementation of teaching and educational objectives					
D Research regarding the teaching and learning process to promote learning in all students					

Competency #5: Creation of Learning Environment	4	3	2	1	N/C
A. Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students					
B. Encouragement of active participation within the learning process among all students.					
C. Organization of a healthy, safe, appropriate, and stimulating learning environment					

Competency #6: Communication	4	3	2	1	N/C
A. Correction, appropriateness, and coherence in oral expression					
B. Correction, accuracy and coherence in writing					
C. Projection and effective articulation in verbal and non-verbal expression					

Competency #7: Integration of Educational Technologies	4	3	2	1	N/C
A. Integration of technology to strengthen and promote active and meaningful student learning and the teaching process					
B. Use of technology to support and strengthen the assessment of student learning.					
C Use of technology to facilitate and enhance communication, collaboration, research, and creation.					

Competency #8: Assessment of learning	4	3	2	1	N/C
A. Selection, development, adaptation, integration and use of different means and techniques to gather information to assess learning that are appropriate and fair to all students					
B. Analysis of the information collected to make decisions regarding continuous learning and development of each student and about his/her educational practices.					

C. Development and implementation of appropriate, fair and ethical procedures to evaluate students					
D. Organizes and clearly communicates assessment results to students and families					

Competency #9: Community Relationship	4	3	2	1	N/C
A. Knowledge of the various social contexts that condition education and the consideration of these in educational practice to support his/her learning and the welfare of all students.					
B. Collaborative interaction with colleagues, families, the school community and other institutions to support the learning and the welfare of all students					
C. Participation in whole school activities.					

Competency #10: Professional Development and Performance	4	3	2	1	N/C
A. Reflections on professional responsibilities, its practice and the effect of his/her decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty.					
B. Professional responsibility towards academic requirements of the practicum experience					
C. Actively seeks his/her own professional development.					

11. Dispositions	4	3	2	1	N/C
1. Develop learning environments that are sensitive to student diversity, team work, and intellectual and social growth.					
2. Plan teaching based on the characteristics of my students and their particular sociocultural contexts.					
3. Use diverse evaluation and assessment techniques to analyze and improve the performance of all students.					
4. Promote fair and respectful relations among all.					
5. Value and promote democratic life, social justice, human dignity and a culture of peace.					

12. Areas of professional development -Use the following table to indicate the level of need in the areas of professional development. Mark the level of need for knowledge in each of the following areas: High need = I don't have knowledge/skills to perform well; Considerable need = I require more knowledge/skills to perform well; Little need= I only require to review knowledge/skills to perform well; No need = I have up dated knowledge/skills

	High need	Considerable need	Little need	No need
1. Content of the subject I teach				
2. Teaching strategies				
3. Integration of technology in teaching and learning.				
4. Positive discipline in the classroom				
5. Collaboration with parents in the teaching and learning process.				
6. Inclusion of special education students and differentiated evaluation.				
7. Motivation towards learning				

8. Addressing psychological needs of students				
9. Crisis intervention				
10. Conflict mediation and promotion of a culture of peace.				
11. Classroom research methods.				
12. Leadership in the teaching profession				
13. Document and protocols of the Department of Education or the institution				

Section III Satisfaction with the Teacher Preparation Program

Evaluate the following aspects of the Teacher Preparation Program. Use the following scale to indicate how satisfied you are with each one. Circle the alternative that applies. Very satisfied= all my expectations were met; Satisfied =many of my expectations were met; Slightly satisfied = few of my expectations were met; Not satisfied= none of my expectations were met; No criteria to evaluate = I'm unable to evaluate

Very satisfied	Satisfied	Slightly satisfied	Not satisfied	No criteria to evaluate	
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC
			MS	S	PS NS NC

Section IV- Evidence of your Educational Practice

1. Describe some activity(ies) or initiative of yours that has had positive impact on the academic development and growth of your students.

2. Indicate which of the following student achievements have been produced through your direct support or mentoring. **Check those that apply.**

3. Academic achievement (for example, high scores on standardized test, honor roll, high grades in advanced courses, better grades, better skills)

2. Emotional and personal of your students (for example, study habits, self control, management of emotions, others)

3. Development of student groups (example. clubs, study groups, youth cooperatives, acting, musicals, others)

4. Achievements in research (examples: development of research Project, patents, inventions, proposals)

5. Admission to academic programs (examples: universities, internships, exchanges, competitive camps, others)

6. Professional achievements (examples: employment and post-secondary and university careers)

7. Awards (examples: mentoring in the science fair, poetry contests, spelling bees, mathematics, oratory, robotics, debates, others)

8. Contributions to the school or community (examples: murals, plays, recycling, others)

9. Participation in educational contests (example: math olympics spelling bees, science fair, robotics, others)

Others: _____

2.a Describe in detail your students' achievements, place of presentation, title of the award, recognition; title of research, number of participations, etc)

3. From the following list of professional achievements, check those that apply to you as a teacher.

1. Professional and curricular learning and development (example: curricular development and innovation, acquisition of teaching skills, clinical supervisor course, special training, group management, discipline in the classroom)

2. Certifications or academic degrees (masters, trainings, extracurricular courses, CEEB advanced courses, continued education)
 3. Scholarships, awards, recognitions (examples: dedication of student graduation, College Board awards, Teacher of the month or year, study or professional development scholarships)
 4. Membership in professional organizations by discipline or general (EDUCAMOS, AMPR, APNI, CEC, NAEYC, others)
 5. Participation in co-curricular and extracurricular activities (examples: participation in a Project such as STEM, MSP, tutoring, workshops, book presentations, student groups)
 6. Mastery of educational technologies (example: computer programs, specialized courses, applications, social networks)
 7. Publishing or presentations (examples: articles, panels, posters)
 8. Membership in recognized cultural, civic, musical, artistic or other organizations.
- Others: _____

3.a Describe in detail the professional achievement (place of the presentation, date, title, recognition, proposal title, etc)

3.b Thank you very much for completing this questionnaire. Give us your recommendations to improve our Teacher Preparation Program! (totally voluntary)

4. If you wish to continue collaborating with the accreditation process and are interested in participating in the focus group where topics related to the UPR RRP Teacher Preparation Programs, provide an email address to contact you.

Contact us! egresadosdeeducacion.uprrp@gmail.com

Instrument designed by the Induction into Teaching Project, Dr. Nellie Zambrana, Coordinator, and Yamil Ortiz (Research Assistant) and Nicole Berger (Undergraduate Assistant). Revised April-May and August- October 2016. Questionnaires created by the CIE (2007), and Dr. Sandra Macksoud (2008) were consulted. Translation by Dr. Macksoud.

Exit Survey

Universidad de Puerto Rico
Recinto de Río Piedras
Facultad de Educación



Cuestionario de Salida de la Facultad de Educación

Objetivos del Instrumento:

El propósito del Cuestionario de Salida es recopilar información acerca de los estudiantes que están en proceso de culminar el Bachillerato en Artes en Educación de la Universidad de Puerto Rico, Recinto de Río Piedras (UPR-RP). Se busca comprender qué competencias y disposiciones (actitudes) han adquirido los estudiantes a través de su preparación académica.

Instrucciones Generales:

El proceso de contestar el cuestionario es voluntario y no afecta su proceso de graduación. Este cuestionario es anónimo y confidencial por lo que ningún dato que los identifique será divulgado. Lea y siga cuidadosamente las instrucciones de cada sección. Solicitamos que conteste las preguntas de la forma más honesta. Contestar este cuestionario le puede tomar aproximadamente entre 20 a 30 minutos.

A. Programa de Preparación de Maestros

1. Identifique su programa y luego, identifique la sub-especialidad a la que pertenece.

<i>Educación-Preescolar:</i>	<i>Educación Elemental:</i>	<i>Educación Secundaria:</i>	<i>Educación:</i>
<input type="checkbox"/> Educación-Preescolar	<input type="checkbox"/> Primario (k-3) <input type="checkbox"/> 4to-6to-Ciencia <input type="checkbox"/> 4to-6to-Español <input type="checkbox"/> 4to-6to-Estudios Sociales <input type="checkbox"/> 4to-6to-Matemáticas <input type="checkbox"/> 4to-6to - Inglés a Hispanoparlantes <input type="checkbox"/> Educación Especial	<input type="checkbox"/> Ciencia (Ciencia General, Física, Química y Biología) <input type="checkbox"/> Español <input type="checkbox"/> Estudios Sociales e Historia <input type="checkbox"/> Inglés a Hispanoparlantes <input type="checkbox"/> Matemáticas <input type="checkbox"/> Educación Comercial -Contabilidad <input type="checkbox"/> Educación Comercial -Secretarial <input type="checkbox"/> Ecología Familiar	<input type="checkbox"/> Educación Física <input type="checkbox"/> Teatro <input type="checkbox"/> Arte <input type="checkbox"/> Música

2. Indique el grado de conocimiento y/o dominio de las competencias profesionales establecidas por la Facultad. Utilice la siguiente escala, marcando sólo una respuesta por fila:

4= Muy Competente 3=Competente 2=Moderadamente Competente 1= Poco Competente

Competencias profesionales establecidas por la Facultad	4	3	2	1
1. Dominio y conocimiento amplio y profundo de la materia/disciplina que espera enseñar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Conocimiento de las diversas maneras en que se desarrollan y aprenden los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Planificación de la enseñanza: tener los conocimientos necesarios para planificar, organizar y atemperar la enseñanza a los diferentes niveles de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Implantación e investigación de la enseñanza: utilizar e investigar diversas prácticas, estrategias, métodos y materiales educativos para promover el aprendizaje de todos los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Creación de un ambiente de aprendizaje: organizar la sala de clases y distribuir el tiempo acorde con las necesidades de los alumnos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competencias profesionales establecidas por la Facultad	4	3	2	1
6. Destrezas de comunicación verbal y escrita en el idioma español.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Destrezas de comunicación verbal y escrita en el idioma inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Integración de las tecnologías educativas: integrar las tecnologías a su práctica en la sala de clase para apoyar y enriquecer la enseñanza, el aprendizaje y la evaluación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Evaluación del aprendizaje: diseñar, adaptar y utilizar estrategias de "assessment" e instrumentos de evaluación para garantizar un desarrollo continuo en los aspectos físicos, cognitivos, sociales y emocionales del estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Relación con la comunidad escolar: establecer relaciones positivas con los colegas y sus estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Desarrollo profesional y personal: Conocer y afiliarse a asociaciones profesionales y asistir a otras actividades que fomenten el desarrollo profesional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Indique cuán competente se siente con respecto a las disposiciones que promueve el programa de preparación de maestros. Utilice la siguiente escala, marcando sólo una respuesta por fila:

A=Muy Competente **B**=Competente **C**=Moderadamente Competente **D**=Poco Competente

Disposiciones del Programa de Preparación de Maestros	A	B	C	D
Estándar 1: Desarrollo del estudiante				
1) Respetar las múltiples fortalezas y necesidades de aprendizaje de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Utilizar las fortalezas de los estudiantes como oportunidades de aprendizaje.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Promover el desarrollo y el crecimiento intelectual, socio-emocional y cultural de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Valorar los aportes y contribuciones de la familia y la comunidad para apoyar el desarrollo de cada estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Disposiciones del Programa de Preparación de Maestros	A	B	C	D
Estándar 2: Diferencias en el aprendizaje				
5) Establecer altas expectativas de aprendizaje para todos los estudiantes y confiar en que todos pueden aprender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Respetar al estudiante como un ser único y atender la diversidad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Promover el que los estudiantes se sientan valorados y a su vez, valoren a los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estándar 3: Ambientes de aprendizaje				
8) Promover y crear un ambiente positivo e inclusivo de apoyo al aprendizaje.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Valorar el que los estudiantes aprendan unos de otros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Facilitar y valorar el trabajo colaborativo e independiente de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Promover una comunicación de respeto entre todos los integrantes de la comunidad educativa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Ser un observador, reflexivo y empático, del proceso de aprendizaje.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estándar 4: Conocimiento del contenido				
13) Reconocer que el conocimiento del contenido curricular es complejo, que está en constante cambio y enmarcado en una cultura.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) Respetar las diferentes perspectivas que puedan existir sobre los contenidos de la disciplina que se enseña y facilitar el análisis crítico por parte de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) Reconocer los prejuicios que se pueden transmitir al enseñar y buscar formas de manejar este problema.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Disposiciones del Programa de Preparación de Maestros	A	B	C	D
Estándar 4: Conocimiento del contenido				
16) Compromiso de trabajo para que cada estudiante demuestre dominio del contenido y destrezas inherentes a la disciplina que enseña.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estándar 5: Aplicación del contenido				
17) Explorar cómo utilizar el conocimiento de la disciplina para atender situaciones locales y globales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18) Valorar los conocimientos que enseña fuera de su área de contenido para mejorar el aprendizaje de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19) Valorar los ambientes de aprendizaje flexibles que promueven en los estudiantes la exploración, el descubrimiento y la expresión a través de todas las áreas de contenido.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estándar 6: Avalúo o "Assessment"				
20) Involucrar activamente a los estudiantes en el proceso de evaluación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21) Asumir la responsabilidad de alinear la instrucción y la evaluación con los objetivos de aprendizaje.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22) Proporcionar retroalimentación al estudiante sobre su progreso académico.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23) Utilizar diferentes tipos de procesos de evaluación para apoyar, verificar y documentar el aprendizaje.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24) Realizar acomodos razonables en las evaluaciones para los estudiantes con necesidades especiales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25) Utilizar, de forma ética, las diferentes evaluaciones y el análisis de los datos con el propósito de identificar las fortalezas y necesidades de los estudiantes y promover su desarrollo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Disposiciones del Programa de Preparación de Maestros	A	B	C	D
Estándar 7: Planificación de la Enseñanza				
26) Respetar las diversas fortalezas y necesidades del estudiante y comprometerse a utilizar esta información para planificar la instrucción en forma eficaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27) Valorar la planificación como una actividad donde los estudiantes, colegas, familia y la comunidad pueden aportar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28) Asumir la responsabilidad profesional de planificar a corto y a largo plazo y entenderlo como un proceso que asegura el aprendizaje de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29) Reconocer que la planificación es flexible, se ajusta y se revisa de acuerdo a las necesidades de los estudiantes y los cambios que surgen en el contexto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estándar 8: Estrategias Instruccionales				
30) Compromiso para entender las fortalezas y necesidades de los estudiantes diversos cuando se planifica y se ajusta la enseñanza.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31) Valorar las diversas formas de comunicación que usan las personas y alentar a los estudiantes a desarrollar y utilizar múltiples formas de comunicación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32) Explorar las formas para utilizar las nuevas tecnologías, de manera que pueda propiciar y apoyar el aprendizaje de todos los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33) Valorar la flexibilidad y reciprocidad en el proceso de enseñanza como un principio necesario para adaptar la instrucción a las respuestas, ideas y necesidades del estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Disposiciones del Programa de Preparación de Maestros	A	B	C	D
Estándar 9: Desarrollo Profesional y Prácticas Éticas				
34) Asumir la responsabilidad del aprendizaje de los estudiantes usando el análisis y la reflexión para mejorar la planificación y la práctica.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35) Reflexionar sobre los posibles sesgos que se pueden tener con respecto a cultura, género, lenguaje, habilidades y formas de conocer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36) Buscar las oportunidades para actualizar los conocimientos profesionales y el aprendizaje continuo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37) Entender las expectativas de la profesión en cuanto a políticas educativas, legislación y prácticas de la profesión.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estándar 10: Liderazgo y Colaboración				
38) Compartir activamente la responsabilidad de formar y apoyar la misión de la escuela donde trabaja como un medio de defender y promover el éxito de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39) Respetar las creencias, las normas y las expectativas de las familias con el propósito de trabajar en colaboración con los estudiantes y sus familias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40) Tomar iniciativa para crecer y desarrollarse profesionalmente con sus colegas a través de interacciones que mejoran la práctica y apoyan el aprendizaje de los estudiantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41) Asumir la responsabilidad de contribuir y adelantar la profesión.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42) Asumir el reto del mejoramiento continuo y ser un ente de cambio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Indique cuán competente se siente con respecto a las destrezas de tecnología que promueve el programa de preparación de maestros. Utilice la siguiente escala, marcando sólo una respuesta por fila:

A=Muy Competente B=Competente C=Moderadamente Competente D=Poco Competente

Competencias Tecnológicas

A B C D

1. El uso del procesador de palabras (ej. Word).

2. Preparar presentaciones electrónicas (ej. PowerPoint, Prezi).

3. El uso de la pizarra electrónica interactiva.

4. El uso del celular para actividades educativas.

5. El uso de las tabletas para propósitos educativos (ej. iPad).

6. El uso de hojas de cálculos (ej. Excel).

7. El uso de software para bancos de datos (ej. Access, SPSS).

8. El uso de digitalización de imágenes (ej. Acrobat Reader).

9. El uso de cámara fotográfica digital.

10. El uso de programas de dibujo y pintura digital (ej. Photoshop, Paint).

11. El uso de recursos en la Internet para propósitos educativos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. El uso de tertulias electrónicas con propósitos educativos (ej. Chats).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. El uso de redes sociales para propósitos educativos (ej. Facebook, Twitter).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. El uso de recursos bibliográficos en línea (ej. ERIC, Proquest, EBSCO, Mendeley, Zotero).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. El uso de programas de publicaciones electrónicas (ej. Publisher, Indesign).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. El uso del correo electrónico para propósitos educativos. (ej. Outlook, Gmail, Yahoo).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Diseñar páginas web (ej. HTML, FrontPage, Dreamweaver, Flash).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Crear páginas web (ej. Wix, Weebly, Sites).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. El uso de reproductores de música digital (ej. MP3 Players, iPods, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Crear sonido digital (ej. Podcasting, Videocast).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. El uso de almacenamiento y manejo de archivos en la nube (ej. Dropbox, Google Docs, Google Drive).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A= Muy Competente B=Competente C=Moderadamente Competente D=Poco Competente

7. ¿Cuánto manejo tiene de los recursos bibliotecarios y destrezas de información?

Utilice la siguiente escala, marcando sólo una respuesta por fila:

A= Muy Competente B=Competente C=Moderadamente Competente D=Poco Competente

Destrezas de Información	A	B	C	D
1. Definir la necesidad de información de acuerdo a la tarea y el tema a investigar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluar referencias apropiadas de diversas fuentes de información.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A= Muy Competente B=Competente C=Moderadamente Competente D=Poco Competente				
3. Utilizar diferentes bases de datos en educación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Manejar diferentes bases de datos en otras disciplinas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Respetar los derechos de autor al recopilar la información.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Citar la información utilizada para dar crédito a los investigadores y de esta forma evitar el plagio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Redactar referencias bibliográficas usando un manual de estilo (ej: APA, MLA, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Evalúe los siguientes aspectos del programa de preparación de maestros. Utilice la siguiente escala, marcando sólo una respuesta por fila:

4=Excelente 3=Bueno 2=Pobre 1=Deficiente

Experiencias en el Programa de Preparación de Maestros	4	3	2	1

Experiencias en el Programa de Preparación de Maestros	4	3	2	1
1. La experiencia general de la práctica docente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. La retrocomunicación provista por el(la) maestro(a) cooperador(a).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. La retrocomunicación del(la) supervisor(a) de práctica docente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. La orientación ofrecida por los(as) consejeros académicos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Los cursos de metodología de la enseñanza y pre-práctica.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Los cursos de fundamentos de la educación (crecimiento y desarrollo humano, sociología y filosofía educativa).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. La experiencia y trayectoria en el desarrollo del Portafolio Electrónico (Porta-e).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Los cursos de contenido y especialidad que se toman en otras Facultades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Los cursos de Educación General tomados en la Facultad de Estudios Generales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. ¿Cómo evaluaría su preparación profesional para hacer una diferencia significativa en el aprendizaje de sus estudiantes? (Marque sólo una respuesta)

- Altamente preparado(a)
- Preparado(a)
- Moderadamente preparado(a)
- Necesito mayor preparación

10. Indique cómo evaluaría el Programa de Preparación de Maestros. (Marque sólo una respuesta)

- Excelente
- Bueno
- Pobre
- Deficiente

11. ¿Recomendaría el Programa de Preparación de Maestros a otros candidatos a maestros? (Marque sólo una respuesta)

- Definitivamente sí
- Probablemente sí
- Probablemente NO
- Definitivamente NO

12. Mencione la mayor fortaleza del Programa de Preparación de Maestros.

13. Mencione **tres** sugerencias para mejorar el Programa de Preparación de Maestros.

B. Planes Inmediatos

14. ¿Cuántos años espera mantenerse en la profesión del magisterio? (Marque sólo una respuesta)

- 0 años
- 1-5 años
- 6-10 años
- 11-15 años
- 16-20 años
- 21 años o más

15. Explique o justifique su respuesta anterior. ¿Por qué seleccionó esa cantidad de años? Favor de contestar la pregunta aunque haya seleccionado 0 años.

16. ¿Cuál de las siguientes opciones describe mejor sus planes de estudio inmediato?
(Marque sólo una respuesta)

- No tengo planes inmediatos para estudiar
- Segundo Bachillerato
- Certificado Post Bachillerato
- Maestría
- Doctorado
- Grado Profesional (Juris Doctor, Medicina, Odontología, Veterinaria, etc.)

17. Si tiene planes de estudio inmediato, provea la siguiente información:

Institución: _____

Recinto: _____

País: _____

Estado: _____

18. ¿Cuál de las siguientes opciones describe mejor sus planes de empleo inmediato?
(Marque sólo una respuesta)

- No planifico emplearme en el futuro inmediato
- Continuar con el empleo actual
- Acepté un empleo a tiempo completo en mi área de estudio
- Acepté un empleo a tiempo completo fuera de mi área de estudio
- Acepté un empleo a tiempo parcial en mi área de estudio
- Acepté un empleo a tiempo parcial fuera de mi área de estudio
- Todavía estoy buscando empleo

19. Si tiene planes de empleo inmediato, provea la siguiente información:

Nombre de la Institución: _____

Localización de la Institución: _____

¡Muchas gracias por su participación y colaboración!

Technology Survey (Google Drive Link)

https://docs.google.com/a/upr.edu/forms/d/e/1FAIpQLSchJdms4xt5Fmm2JEf2kCwJe0LxjbY8wg_JdavHnkxJmkCBg/viewform

Clinical Practice Evaluation Instrument

See evidence 2.3.4