

5.5.1 Stakeholders Involved in Program Evaluation, Improvement and Identification of Models of Excellence

Stakeholders	Roles	Actions
<p>1. Candidates/ Practitioners Evidence 1.5.5 E-portfolio links, Evidence 2.3.4 The Clinical Practicum Evaluation Instrument</p>	<ul style="list-style-type: none"> -Reflect in the Porta-e on performance of the ten EPP Competencies. -Place evidence in the porta-e on performance of EPP competencies -Participate in the practicum formative evaluation process with the clinical EPP supervisor and cooperating teachers. -Participation in EPP Committees such as Accreditation and assessment retreats. 	<p>Make recommendations about processes, and assessment instruments. Self evaluation of their learning process and performance Improvement of their learning process and performance</p>
<p>2. EPP professors/ Clinical Supervisors Evidence 2.3.4; 2.1.1 Description of Clinical Experiences</p>	<ul style="list-style-type: none"> -Curriculum development and evaluation -Identify and evaluate the settings and the clinical educators -Offer feedback to candidate's work and discuss with the candidate and the cooperating teacher the final evaluation. -Academic counseling. -Discuss porta-e, practicum, licensure, and other assessment results. 	<ul style="list-style-type: none"> -Submit final evaluations. -Academic referral. -Change to courses, program, and curriculum revisions, -Change or development of assessment rubrics. -Determine how and where candidates are placed for field and clinical experiences
<p>3. Cooperative teachers Evidence 2.1.1; 2.1.6, 2.2.1 Clinical Educator P-12 Qualifications</p>	<ul style="list-style-type: none"> -Participate in the practicum formative evaluation process with practitioners and EPP clinical supervisors. -Participate in meetings with other cooperating teachers, and EPP clinical supervisors. 	<ul style="list-style-type: none"> -Offer feedback on candidate's work. -Analyze assessment processes and results. -Make recommendations to EPP curriculum and assessment processes and instruments.
<p>4. Employers/ Schools principals Evidence 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.6, 4.3.1, 4.3.3</p>	<ul style="list-style-type: none"> -Evaluate completer's preparation in working with P-12 students. -Evaluate EPP program. 	<p>Completers performance and program improvement.</p>

<p>5. Alumni / EPP Completers Evidence 4.4.1, 4.4.2, 4.4.3</p>	<p>Evaluation of the EPP Participation in the Induction Program Activities Participation in the Education Research Congress</p>	<p>Participation in alumni surveys and focus groups Participation in meetings and workshops Presentation of lectures and posters</p>
<p>6. Private and Public Schools,EPP Laboratory Schools, EPP Advisory Committee/ Project with Neighboring Schools Evidence 2.1.5, 2.1.6</p>	<p>Advise and collaborate in the design,implementation and evaluation of the EPP curriculum , including clinical experiences and assessment processes</p>	<p>Program and assessment process improvement and identification of models of excellence</p>
<p>7. Campus academic community/EPP academic Community/ Private school teachers association/PR Department of Education/ EPP Interactive Committee Evidence 5.5.2</p>	<p>Promote changes in UPRRP Campus and the PR DE policies and procedures Analysis of EPP assessment data to strengthen collaboration and support for the improvement of the teaching and learning processes.</p>	<p>Participation in the development of the EPP Conceptual Framework Development, offering and evaluation of EPP specialization courses</p>
<p>8. P.R. Department of Education Evidence 2.1.2, 2.1.3, 2.1.4</p>	<p>Development and application of public policy and procedures regarding clinical experiences and certification within the public school system. Development and application of public policy and procedures for the evaluation of teachers within the public education system</p>	<p>Regulation of requirements for cooperating teachers Establish passing criteria and content of the Teacher Examination Tests with the College Board and EPPs Improvement of the teaching process based on teachers evaluation results Improvement of the teaching planning process based on students needs and assessment results Professional development based on teaching evaluation results Development of innovative teaching projects according to teachers evaluation results</p>