

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF EDUCATION**

Planning for Standard 4 – CAEP – APRIL 2017 REPORT

<p>Provide a description of the selected area for improvement and a rationale for selection.</p>	<p>Identify goals aligned with the selected area for improvement</p>	<p>Identify objectives aligned with the selected area for improvement</p>	<p>Describe the specific strategies and interventions to be implemented in the Selected Improvement Plan along with a timeline for implementation</p>	<p>Present a complete description of the assessment plan that details how each goal or objective is to be assessed</p>	<p>Describe the resources available to implement the plan. This includes staffing and faculty cost (time, salary, or reassignment time), budgeting impacts such as travel or training costs, expertise, and other resources.</p>
<p>Area for improvement: Enhance the support and data gathering about novice completers in order to ensure that they have a positive impact in their students; maintain their effectiveness as teachers, and their satisfaction with the EPP; ensure an increase of the employers' satisfaction with completers and maintain completers ability to be hired, retained, and promoted in education positions</p>	<p>Goals: 1. Support completers in their effort to have a positive impact on the learning and development of their students.</p>	<p>1a. Identify the needs of completers in their development as teachers with continuous surveys, and other data gathering techniques.</p>	<p>1a. Create a database of novice completers by the end of 2018 as effective as possible to assure that all candidates register pertinent data to feed induction program data base.</p> <p>1b. Regular meetings and communication with high management personnel of the PRDE to institutionalized the Demographic Form that identify the HEI from which teachers graduated by 1st semester 2017-2018.</p>	<p>1a. A needs assessment survey will be administered each semester to our recently graduated students. A 60% response rate is expected.</p> <p>1b. One focus group will be implemented each year to identify needs of our recently graduated students.</p> <p>1c. At least one annual meeting will be performed with high management personnel</p>	<p>Office of evaluation. Induction project. Dean and Associate Dean of Academic Affairs.</p>

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for which they were prepared.			1c. Pilot a parents' survey, a not teaching completers and a subject matter supervisors about their satisfaction with completers.	of the PRDE.	
<p>Rationale: In the past, the EPP used to have a strong induction program and developed multiple activities with the participation of novice completers. It was aimed primarily to support them during their first five years as teachers. The need to prioritize on other areas of the EPP, weakened the induction program. It is not until 2015 that the program has been installed again. The fact that the accreditation agency for the first time requires a</p>	2. Engage in action research projects –as well as qualitative and quantitative- aimed at strengthen completers effectiveness while providing clinical experiences to new candidates and support from clinical faculty.	2. Conduct between 2 to 4 action research projects with completers and candidates that serve as models for other educators.	<p>2a. Create a research group with novice completers and conduct regular meetings using interactive communication technology as a continuous activity.</p> <p>2b. Present novice completers' research projects at the XV Puerto Rican Congress of Research on Education to be held in 2019.</p>	<p>2a. Results from the action research projects demonstrate a 20 % increase in learning achievement and development of their students.</p> <p>2b. Congress Program with 5 to 10 novice completers presentations and evaluation instrument for their presentation developed by Congress organizers.</p>	Clinical Faculty Center for Research on Education Induction Project Research Assistants Students in courses of research

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<p>detailed follow up on completers, encourage us to think about possible strategies to have a continuous and systematic contact with the completers. Although there are theoretical differences about the relationship between completers performance and student's results in standardized tests, there is no doubt that, to have valid and reliable data about completers endeavors, helps the EPP to strengthen programs as well as the support provided. In addition, it contributes to have a closer relationship with</p>	<p>3. Develop a data gathering system to share information and make decisions about the EPP programs with appropriate valid and reliable data.</p>	<p>3a. Identify the needs of data and the groups, stakeholders, constituents, and so forth that can contribute to design instruments and to gather data. 3b. Increase from 20% to 60% the number of participants in the Data Base of the Induction Project for New Teachers by 2020. 3c. Complete the data collection about teachers' effectiveness evaluation from the PRDE particularly the information with relevant criteria that are established in their evaluation system. 3d. Develop a multiple case</p>	<p>3a. Conduct a meeting with private and public schools where EPP completers work to make agreements and working plans by 1st semester 2017-2018. 3b. Perform statistical analysis of the indicator the EPP developed and called "student achievement promoted by completer" particularly its validity and internal consistency by 1st semester 2017-2018 and each time that the data is completely gathered. 3c. Follow up for three consecutive years the completers' development of the teacher evaluation system of the PRDE.</p>	<p>3a. At least one content validity and one reliability evidence will be collected for each instrument to enhance the data system. 3b. Reliability coefficients will be of at least .70 3c. 60% of database completed for 2020 3d. Agreement with the PRDE for the systematic and periodical submission of data.</p>	<p>Research assistant Faculty that teach research courses Induction project. Office of evaluation</p>

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<p>partners in order to engage in different projects that will benefit all the constituents.</p>		<p>study with clinical experience centers focusing on Lab schools, San Juan System schools and Centro de Desarrollo Integral (CeDIIn) schools.</p>	<p>3d. Contact the schools by 1st semester 2017-18; develop agreements by 2nd semester 2017-18; Design the multiple case study by 1st semester 2018-19; gather data by 2nd semester 2018-19; write the report by 1st semester 2019-20 and present results to different groups by 2nd semester 2019-2020.</p>	<p>3.e Multiple case study finished by 2020 with the participation of at least 3 of the schools.</p>	

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	<p>4. Provide opportunities for professional development to completers, employers, EPP and school clinical faculty.</p> <p>5. Enhance the connection and communication system.</p>	<p>4. In a period of six yeas organize two comprehensive educational events for all the constituents and 15 events for particular groups with special emphasis on novice completers according to the needs expressed in the data gathered for this report, and the one that will be gathered continuously. For example: integration of technology to education, PRDE official protocols, inclusion and differentiated education, leadership, and crisis intervention.</p> <p>5. Develop a web page for the an induction project.</p>	<p>4a. Invite novice completers to the XV, XVI Puerto Rican Congresses on Research in Education and Yearly Education Week.</p> <p>4b. Identify resources to conduct educational activities (workshops, webinars, etc.) two or three times each academic year.</p> <p>4c. Follow up on schools where the completers are hired to promote their participation in the yearly event called "Día de la Narración Oral".</p> <p>5a. Complete the Web page of Induction Program for New Teachers by 2018.</p> <p>5b. Develop and maintain a web page for novice completers by 2018.</p>	<p>4a. All events will administer an evaluation survey. At least a 60% participant satisfaction in the activities attended.</p> <p>4b. 60% attendance in all 15 events for particular groups.</p> <p>4c. 50% attendance in the two comprehensive educational events</p> <p>5a. Annual update of the web page</p> <p>5b. Each semester a report will be prepared about number of visitors and links most</p>	<p>Clinical faculty Induction Project Clinical Experience Office of Evaluation</p> <p>Clinical faculty Induction Project Research assistant Clinical Experience Office of Evaluation</p>

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	<p>6. Develop a mentoring system from more experience completers and clinical faculty to novice completers.</p>	<p>6. Create group works for a mentoring system.</p>	<p>6a. Each mentoring group will meet regularly during the academic year and will work on their needs and achievements</p> <p>6b. Align novice completers' needs and employers' needs through the induction period.</p>	<p>visited in the web page</p> <p>5c. Feedback from users will be collected randomly through the web page.</p> <p>6a. At the end of each semester a group interview will be performed to assess the development of the novice completer through the mentoring system.</p> <p>6b. A 70% of success achievement will be expected for novice completers participating in the mentoring group in the PRDE standardized teachers' evaluation</p>	