

University of Puerto Rico
Río Piedras Campus

Eugenio María de Hostos College of Education
Addendum Report

March, 2018

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Introduction & Standard 1. Content and Pedagogical Knowledge

March, 2018

Responses to the Formative Feedback Report for the Selected Improvement Pathway

I: Introduction

Table 2 of the SSR lists all programs of the EPP. As noted in the SSR the EPP currently offers initial teacher preparation programs only.

Response:

The EPP offers initial and advanced programs; however, the advanced programs are not included by CAEP in this accreditation cycle. All advanced programs were submitted to CAEP in order to determine if they fall under the scope of CAEP's new standards.

Advanced-level programs in the unit reside within the Department of Graduate Studies (DGS), chaired by a department head appointed by the EMH-CE Dean, in consultation with DGS faculty. The advanced programs are an integral component of the unit. Nevertheless, the programs enjoy academic autonomy, thus having their own conceptual framework; the flexibility to revise and create programs and courses without the approval of the initial level faculty; and a direct relationship with the Deanship of Graduate Studies and Research (DGSR), through the office of the Dean of the unit.

The department is organized in the following ten Academic Areas:

- Curriculum and Teaching
- Guidance and Counseling
- Leadership in Educational Organizations
- Childhood Education
- Educational Research and Evaluation
- Foundations of Education
- Exercise Science
- Family Ecology
- Special Education
- Teaching of English as a Second Language (TESL)

There are three doctoral programs and nine master's programs ascribed to these academic areas. DGS programs are not exclusively focused in P-12 settings. The programs serve candidates with diverse profiles, many of whom are or will be educators in other contexts, including higher education and community organizations. In the DGS there are six master's programs that work with teachers and other school professionals and that were, therefore, part of the NCATE review in 2010 and 2013. As agreed with NCATE in the 2010 pre-visit, all of them are evaluated as programs for other school professionals. These six programs are:

- Childhood Education (preschool and reading education)
- Curriculum and Teaching (with subspecialties in history, mathematics, science, and Spanish education)
- Guidance and Counseling
- Leadership in Educational Organizations
- Special Education
- Teaching of English as a Second Language (TESL)

II: Standard 1. Content and Pedagogical Knowledge

1. Clinical Practice Evaluation Instrument:

How does EPP ensure validity and reliability of instruments, including CPEI and exit survey?

See Self-Study Report (SSR) Evidence 5.2.2 Development and Validation Process of Instruments Used in the Quality Assurance System and Standard 5 of this addendum.

2. Clinical Practice Evaluation Instrument:

Are the Clinical Practice Evaluation Instrument (CPEI), the Clinical Practicum Evaluation Instrument, and the Student Teaching Assessment Instrument the same assessment? Clarify the title and the purpose of these assessments.

Title: Yes, they are the same assessment. In this report, the official title will be the Clinical Practice Evaluation Instrument (CPEI).

Purpose: SSR Evidence 2.3.4 Clinical Practice Evaluation Instrument, states:

The purpose of the CPEI is to identify strengths and weaknesses, improve teacher preparation of candidates and make decisions regarding their performance. Evidence 2.3.4 states: “At the end of each semester, all college supervisors must submit the formative evaluation report of each teacher candidate to the Field Experiences and Student Teaching Office, where data is collected and sent to the Evaluation Office of the College of Education so that it can be included in the database for the preparation of the corresponding reports. The aggregated results are subject of discussion, reflection, and analysis by the community of professors, cooperating teachers and teacher candidates in order to identify strengths and weaknesses, thus supporting the decision-making process in order to improve the teacher preparation of our candidates.

The CPEI is used for the formative and summative evaluation of all teacher candidates regarding the ten competencies that are pertinent to all levels and areas of specialization. It is recommended that the student-teaching triad (i.e. college supervisor, cooperating teacher, and candidates) conducts a minimum of three evaluation meetings. Formative evaluation requires that precise goals are established, and that constant feedback is provided to the student

teacher (i.e. the candidates). The most important product of these evaluation meetings will be the dialogue and reflection that will be generated as part of the interactions between all members of the student-teaching triad.

It is important to mention that, in addition to the evaluation meetings, the supervisor will conduct the necessary visits to support, advice, and guide the student teacher throughout the whole practicum experience.

The third evaluation will indicate the progress achieved by the student teacher upon completion of his/her student teaching experience. The score obtained in the third evaluation will become the student teacher's final grade. The college supervisor will be responsible for the final grading of the student teachers. The college supervisor should file this document for at least one semester. The student teacher (candidates) can request a copy of his/her evaluation at the end of the semester".

When is the CPEI administered throughout the program? Is it administered only during the student teaching experience? If administered during student teaching only, does the EPP have other EPP-wide assessments administered prior to the student teaching experience?

The CPEI is administered during the candidate practicum course only.

According to SSR Evidence 5.1.1 EPP Quality Assurance System Model, at the first transition point, candidates are assessed in the initial electronic portfolio, foundation courses, and assessment by specialty areas. At the second transition point, before entering teaching practice, candidates are assessed in specialization courses, assessments by specialty areas, evaluation of intermediate e-portfolio, evaluation of writing skills, critical thinking and research. At the third transition point, candidates are assessed at specialty courses, teaching practice evaluation, Teacher Certification Exam, and summative evaluation of the e--portfolio.

Clarify how CPEI data are reported in exhibits, e.g., M equals what? Met equals what?

Response:

Description of N, M and Met In the Clinical Practice Evaluation Instrument Data

This description applies to the data presented in the Clinical Practice Evaluation Instrument found in the evidences: 1.1.2, 1.1.4, 1.1.6, 1.1.8, 1.1.9, 1.2.1, 1.3.2 and 1.5.3.

The meaning of the letters used in the tables are the following:

N = Number of students evaluated

M = The average obtained by the students evaluated

Met = Approval averages range

The purpose of presenting the data in this way is to compare the average obtained by the students with the approval averages range.

Method to calculate the approval averages:

The EPP competencies evaluated with the Clinical Practice Evaluation Instrument (CPEI) are composed of one to four learning outcomes (See Addendum Report Evidence 1.1). The level of execution of each learning outcome is evaluated using a scale between one to four points which means the following:

4 points = **Exceeds the expectations** - The student teacher's (candidate) performance provides clear, convincing, and consistent evidence of his/her exceptional mastery of the competencies, excelling what is expected from teacher candidates during their practicum.

3 points = **Meets Expectations** - The student teacher's (candidate) performance demonstrates a high level of achievement regarding the mastery of the components of the competency, in an effective and consistent manner.

2 points = **In Progress** - The student teacher's (candidate) performance demonstrates a moderate level of achievement, and it is not always consistent regarding the mastery of the competencies.

1 point = **Initiated** - The student teacher(candidate) demonstrates an initial, emerging mastery of the competencies, thus showing that there are many aspects that he/she needs to improve in order to achieve an adequate mastery of the competencies.

In order for candidates to pass the learning outcomes, they have to earn three or more points. The results of each competence will vary according to the number of learning outcomes that each competence has. The scores of the competences according to the learning outcomes are the following:

The competences have between one and four learning outcomes.					
	One Learning Outcomes	Two Learning Outcomes	Three Learning Outcomes	Four Learning Outcomes	
Scale	Multiplication of the number of learning outcomes by the scale score				
4 points	4	8	12	16	Approval points according to the number of learning outcomes.
3 points	3	6	9	12	
2 points	2	4	6	8	
1 point	1	2	3	4	

If the competence consists of one learning outcome, the average to be approved will be between 3 and 4 points; if it consists of two learning outcomes it will be between 6 and 8 points; if it consists of three learning outcomes, it will be between 9 and 12 points, and, if it consists of four learning outcomes, it will be between 12 and 16 points. See Addendum Report Evidence 1.1 Example.

3. Candidate Dispositions:

Identification of EPP candidate dispositions and assessment of candidate dispositions

In the SSR Evidence 1.1.10 EPP Dispositions aligned with InTASC Dispositions, there is a description/alignment of EPP Dispositions with EPP principles and competencies.

Describe how EPP candidate dispositions data are analyzed using data from the Exit Survey which identifies the InTASC dispositions.

See Addendum Report (AR) Evidence 1.2 Data-Exit Survey InTASC Dispositions.

As part of recommendations made by the Task Force created by the EPP in 2013 to analyze compliance of the EPP's assessment model and processes to CAEP's new standards, as well as

those made by members of the Committee of Standard 1 (CS1), and discussed and approved by the EPP Accreditation Steering Committee in 2014, an exit survey was developed by members of the CS1. The exit survey developed follow an established process of construction or instruments approved by the Steering Committee, (See AR Evidence 1.3) to assess EPP candidate' dispositions according to InTASC dispositions among other competencies. The analysis of results of Exit Surveys administered to completers in 2015, 2016, and 2017 consisted of disaggregating data by programs. The candidates answered the question of "How competent you feel regarding the dispositions promoted by the Teaching Preparation Program", using the following scale: 1 = Poorly Competent, 2 = Moderately Competent, 3 = Competent and 4 = Very Competent. The meaning of the letters used in the tables are the following: N = Number of students evaluated and M = The average obtained by the students evaluated. Averages of three or more means that students considered themselves competent or very competent in the evaluated dispositions. Therefore, the programs demonstrated high performance in candidate's dispositions.

Data results analyzed by CAEP's SSR Steering Committee, evidencing the importance for Standard 4 to determine effects of EPP candidates' preparation in dispositions when they perform as teachers in a changing society. Data results will be shared with stakeholders, professors, and candidates.

4. Data on EPP Competency 6, Communication:

**How does the EPP assess candidate proficiency on competency 6, communication?
Are these data available?**

The EPP assess candidate proficiency on competency 6, communication in the Practicum, and in the Exit Survey.

See Self-Study Report Evidence 1.5.3 (Practicum) and Addendum Report Evidence 1.4 Exit Survey, Competency 6 Communication.

5. **What is the status of the AAHPERD review of physical education?**

The Physical Education Program was recognized in 08/01/2017with conditions, through 08-01-2019, see AIMS Program Review System S17. Professors are working to submit a response to conditions report by the date specified by the SPA: 03-15-2019.

What is the status of the curricular revision of social studies/history programs?

The EPP Curriculum Committee evaluated and made recommendations to the curricular revision proposal of Social Studies/History Programs in December 2017. Professors are working on recommendations to re-submit the proposal to the EPP Curriculum Committee. The approved proposal will be submitted to the Deanship of Academic Affairs and to the Academic

Senate of the Río Piedras Campus. Further follow up at the Central Level of the UPR will be enacted.

What is the effective date for program approval by the Board of Trustees Internal Evaluation of art, business education, family ecology, music, secretarial program, Spanish, and theater programs?

Describe the program approval criteria and process for the Board of Trustees internal evaluation.

Board of Trustees Certification #43, Article 6-Required evaluations, Section B, states that “All the academic programs of the System of the University of Puerto Rico that are evaluated periodically by accrediting agencies or similar external evaluation agencies, shall be exempted from additional evaluative process, as long as it is evidenced and the Vice Presidency of Academic Affairs verify that the evaluation process for accreditation satisfies the purposes of this Regulation. The dean of the faculty, or the school, and the official responsible for the program should keep informed regularly to the dean of academic affairs of the unit on the state of the accreditation of the program and they will send the copy of the most recent report processed by the accrediting agency and the response of the latter, in order to address the procedures of this Regulation that are relevant to the evaluation of accreditation”. Family Ecology was evaluated and a curricular revision was submitted. The EMH College of Education submitted to the Campus Deanship of Academic Affairs all accreditation reports, accrediting agency decisions, and accreditation dates, to evidence compliance of all EMHCE Teacher Preparation Programs.