University of Puerto Rico

Río Piedras Campus

Eugenio María de Hostos College of Education

Standard 2. Clinical Partnerships and Practice

March, 2018

II: Standard 2. Clinical Partnerships and Practice

Evidence that is inconsistent with meeting the standard

1. Advisory committee creation, function, and procedures appear to be university driven with no collaborative efforts from P-12 partners. No evidence that school partners entered into such a formal agreement. No signed documents or MOUs provided.

The Advisory Committee (CAECE) Regulations was drafted by the CAEP Standard 2 committee, which is composed of a supervisor, a cooperating teacher and the coordinator of educational clinical experiences. The constitution of CAECE took place during the first semester of academic year 2016-17. In the first meeting the regulations were revised and approved by the advisory committee, the board and the working committee were elected by the constituents. This revised document was planned to be sent to the different practice centers, principals, and cooperating teachers to collect their recommendations and to obtain their endorsement. Due to the 3 month strike and the scourge of Hurricane Maria this process was delayed. During this semester, the regulations will be sent to practice centers, principals, and cooperating teachers so that they can make their recommendations on the CAECE's regulations. In addition, it is posted on the Teacher's Practice Blog (http://practicadocenteuprrp.wordpress.com) so that the community can find out and ask questions about the committee. (Addendum Report Evidence 2.1: Agenda of the Committee of standard 2, and Addendum Report Evidence 2.2: Minute of the Advisory committee, CAECE).

2. EPP does not support claims in Evidence 2.1.1. that P-12 and University expectations for candidate entry, preparation and exit are mutually agreeable throughout the program e.g. documentation of stakeholder involvement, co-constructed assessment instruments, jointly scheduled meetings and minutes, documentation of a shared responsibility model for clinical experiences

In the following courses EDFU 3012, EDES 4006, TEED 3017, TEED3018 and EDCO 4125 and EDES 4006, in which teacher candidates complete their initial field experiences, candidates are placed in diverse settings with a diverse students population; such as the type of group, students with special needs, students of diverse socioeconomic status, rural and urban environment and private and public schools. This means that there are no established field experience centers. For this reason, the college professors who offer the EDFU 3012, TEED3017 and 3018, EDCO 4125 and EDES 4006 courses constantly revise the field experiences according to the principles and competencies established by the EMH College of Education. At this time, the common rubrics used to evaluate the initial field experiences by the professors and directors of the units are being revised. These will be reviewed by the CAECE and implemented with the recommendations made by this committee. This process has been delayed by the strike process and Hurricane Maria. It is expected that this revision will be completed by the

end of this academic year. Therefore, the documents employed in the courses that offer the initial field experiences will be implemented as soon as this revision process is completed. Regarding the field experiences required in the following developmental phase, that takes place in the different methodology courses, each program has drafted and revised their field experiences documents in accordance with the principles and competencies of the EPP (see Self Study Report Evidence 2.3.2). These documents will be revised with the CAECE and the cooperating teachers of each program to strengthen the shared responsibility of field experiences. In regard to the clinical experiences of refinement, that occur in the practice teaching, a thorough revision of the Clinical Practice Evaluation Instrument (CPEI) was completed between 2009 and 2011. A committee was constituted to work on the revision of the CPEI, which was revised by the supervisors, cooperating teachers and candidates. Table 1 includes excerpts from the minutes of the supervisors' meetings. These quotes demonstrate that the revision of the CPEI took place in a collaborative manner.

Table 1: Evidence of collaboration between practice supervisors, candidates, and cooperating teachers in the revision of the Clinical Practice Evaluation Instrument (CPEI)

Minute # 3 2008-2009 February 27, 2009	P. 2 "4. The process that has been carried out to revise the instrument was explained. Four phases of this process were presented. The first was to temper the competencies to the revision of the Conceptual Framework of the Unit. The second was to receive feedback from teachers to the previous phase and incorporate the corresponding in the document. The third and fourth phases consist of the revision of the most recent version of the document that includes representation of the various levels and a process of content validation by different sectors such as teachers, professors, candidates and administrators. In addition, it involves a comparison of terms of written language".
Minute # 4 2008-2009 May 14, 2009	P. 4 "13. The process followed to validate the CPEI was shown and explained-broadly. Dr. Ana Miró, former director of the Practicum Office, invited the supervisors to participate in this process".
Minute # 1 2009-2010 September 25, 2009	P. 3 "Returning to the topic of the objectives, it was recommended to add two objectives: 1) Maintain a data collection system for the evaluation of practitioners' performance in the 10 competencies; 2) Add "admission" for the selection process, orientation before the teaching practice".

Minute # 2 2009-2010 December 10, 2009	P. 3 "11. The results of the validation process of the revision of the CPEI were presented. The process carried out through the past semesters was summarized. The documents proved to be relevant, clear and adequate in writing "
Minute # 4 2010-2011 October 1, 2010	P. 2 "2. a: A summary of the process carried out for the revision of the CPEI was presented to align it with the review of the EPP Conceptual Framework, including integrating the provisions towards diversity, as well as increasing its accuracy, clarity and consistency in the descriptors and levels of execution in each competence to promote validity in the use of the instrument. The review process was described as a participatory process with supervising teachers, cooperating teachers and candidates from the various programs. 2.b. The revised version should be analyzed by each practice supervisor during October to be able to incorporate the recommendations and have them ready for the beginning of the next semester. It is recommended that the revised version be compared with the version still in force to identify the changes that were made, and can pick up from the current version what it should be maintained in the revised version. A template will be sent to each teacher to collect their recommendations for the instrument in general for each particular competence. Each supervisor will identify cooperating teachers and candidates to discuss the instrument and obtain its recommendations. With the recommendations compiled from each supervisor, the final version of the instrument that everyone should use from January 2011 will be prepared. The need to review the quantitative part of the Instrument, that is, the school and its scores, was discussed. 2 C. It is important at the beginning of the next semester, once the revision of the instrument is finished, to have a meeting to discuss among all the supervisors their interpretation of the levels of achievement of the competencies and the scoring scale " P. 2-3 "2.d.i. The revised instrument will be sent as soon as possible to Practicum supervisors, who will use it as a working tool with some cooperating teachers and candidates; this in order to review it. Practicum supervisors will send their comments and

	recommendations to the Office of Teaching Practice on or before October 29. (note: this date runs to November 5). All Teaching Practice candidates will be evaluated this semester with the current instrument. The revised instrument will be used to evaluate all practitioner beginning in academic year 2010-2011 " P. 3 "6.c.ii. It was agreed that: ... A common evaluation instrument be developed, based on the revised evaluation instrument in the Practicum, to evaluate the experiences of Method 1 and Method 2. "
Minute # 2 2010-2011 January 20, 2011	P. 3 "8. The agenda was changed to advance number 5 in the Agenda. Revision of the Evaluation Instrument by Dr. Sandra Macksoud, former EMHCE assessment coordinator. She indicated that the instrument continues to be used to evaluate candidates of teaching practice. In specific, use of technology is now a competence. b. She mentioned that she has a fairly final version of the instrument. c. The difference between categorized: achieved and outstanding was refined. d. She added that some of the comments offered by the teachers were: with regard to learning technologies, there was a concern that some schools do not have technology equipment. To understand that specific issue, it was agreed to hold an extraordinary meeting to discuss the following two points of the instrument: technology and research. Specifically, what is related to the operational component.
Minute # 4 May 27, 2011	Reactions to the CPEI. During this semester the evaluation instrument was used with some changes to the rubric. b. Some supervisors showed their dissatisfaction with the rubric. i. Once the candidate has achieved the competence, there are no gradations of quality; all are achieved because the last outstanding line is described in the instrument as something "out of this

	world". Cooperating teachers do not dare to use it. (Yolanda Turull – clinical supervisor)
	ii. The curve is based on a maximum of points according to achieved in all competencies and does not contemplate that the candidate exceeds that rating. (Yolanda Turull – clinical supervisor).
	iii. A candidate of C had B. (Maritza Enriquez – clinical supervisor)
	iv. The scale must be revised (Marcos Martínez – cooperating teacher)
	v. Let's go back to using the 4. (Iris Goytía – clinical supervisor)
	vi. Simplify the descriptions of the alternatives (Ivonne Pasarell – clinical supervisor)
	vii. Adjust the scale to the use of 4. (Ana Miró – former Coordinator of Clinical Practice [name of the office by May 2011]
	c. Professor Luis López, coordinator of clinical practice, will consult with two experts in evaluation and then request our recommendation".
Minute # 1 2011-2012 December 16, 2011	P. 2 "8. The paper evaluation document will be retained in which the three evaluations are downloaded and signed by cooperating teachers, supervisors and students. " P. 3 "14. The professor showed and discussed the graphs that show the statistics of the evaluation process of the second semester 2010-2011 and the results of the evaluations of the seminars of the first semester 2011-2012. "
Annual report Academic year 2010-2011	P. 11 "2. Reflection on the revision of the CPEI. The Preschool and K-3 areas revised the document, tempering it to the standards of their professional organization but maintaining the competencies and components".

3. The EPP does not provide evidence of performance evaluations of university supervisors, clinical educators, and candidates (2.2.)

An instrument was developed to evaluate performance of university supervisors, and clinical educators, in the practice teaching course. It was revised by the CAECE committee in April 2016 and administered once as a pilot. Due to the strike situation and Hurricane Maria, the completion of the revision process was delayed. However, it is planned to carry out a thorough revision of the instrument and a discussion of the findings with practice centers, principals, cooperating teachers, CAECE, and clinical supervisors. See ARE: 2.3 The instrument to evaluate the practice teaching course and presentation of data of the administration of the pilot and ARE 2.4: The instrument of evaluation of the professor by the student in university course. The evaluation of the performance of the candidates in the practice teaching is found in the Self Study Report Evidence: 1.1.2 InTASC and the CPEI Data Disaggregated by Specialty Licensure.

Data is not reported for purposes of modifying clinical experiences (2.2.)

The EMHCE co-constructs its clinical experiences with its partners; for example, the Puerto Rico Department of Education (PRDE) has a program of Clinical Experiences where, with the coordinators of clinical experiences and the deans of the universities that have a teacher preparation program, co-constructs the policies, course, and documents of the clinical experiences. Another evidence of the co-construction and participation of the partners is the instrument of evaluation of the course of teaching practice. Since 2002, this instrument has been co-constructed with cooperating teachers, supervisors, and students of the teacher preparation programs. A pilot project was carried out where the partners participated in the construction of the instrument and made recommendations. Table 2 shows some data of this process; more evidence will be available for the visit if necessary. This process of co-construction and decision making will continue to be reinforced with the CAECE, that has representation of all the EMHCE partners.

Table 2: Processes of co-construction of CPEI by cooperating teachers, clinical supervisors, and candidates

December 12, 2000.	In a meeting of the Coordinator of Teaching Practice with Andrés Collazo [a scholar in quantitative methods of research and evaluation], they dealt with problems with the validity and reliability of the instrument. The pertinence of granting grades or levels was questioned; the need to work with the Department of Education; and the need to expose themselves to evaluation models that are used in other places. There was a reflection on evaluation as an aid process and how the current instrument counteracts this objective. It was proposed to add a more qualitative component in the evaluation, in which the student is compensated for the work done.
September 18, 2001.	A letter was sent to the teacher supervising professor who included the distributions in working groups to work in each of the areas of the Evaluation Instrument.
2002-2003	The urgent review of the CPEI was suggested. "It does not respond to the changes, trends and approaches that evaluation has acquired as a discipline facing 2000."
2002-2003	In a questionnaire administered to 75 cooperating teachers, problems that they face in the process of evaluating the teacher candidate were collected. Some of these referred to the rigidity of the instrument; that tends to repetition; to the need for guides or information about the process; the need for revision in its structure, the values of each criterion, and the content; the presence of confusing topics; the need for planning skills on the part of the student teacher, among others. When asked how they feel when valuing the candidates, some of their answers were: "Satisfied, calm and at peace", "I am very fair", "The instrument as a jacket of force", "Uncomfortable", "Productive", among other.

June 5, 2002.	In a meeting convened by the Institute for cooperating teachers, in its first space of collaboration, the recommendations cited below were made:

I. Divide the evaluation by phases.

A. Purpose

a. That the areas or competences be progressively evaluated, that is, that in the first evaluation with points it does not include all the competences.

II. Change the order of the competences according to the progress of the candidate.

In this meeting, each of the eight competences was worked on, making adjustments to the content of the rubrics. For example, for Competence # 3, Planning of teaching, the order of the components to be evaluated was inverted and the content of the execution levels was modified.

For Competence # 4, Implementation of the teaching, the recommendation was offered to change the names of the components: Unsatisfactory, Basic, Satisfactory, and Superior; and that a fifth level of execution be added.

For Competence # 5, Evaluation of Learning, some teachers wrote narratives for the Exemplary (performance) level. The suggestions took into consideration the integration of technology as a method of assessment and information gathering by the candidate.

On the other hand, for Competence # 6, Creation of learning environment, changes were proposed to the rubric in various aspects such as the division of the components, the writing of the narratives at all levels, and they were added -in the same way-, completely new narratives for all levels (as it happened for the Exemplary level). The corrections were intended to improve the clarity of the descriptions and the distinction between the levels of each component.

In the rubric corresponding to Competence # 8, Professional Performance, it was suggested to add a legend with the levels of each competence.

Suggestions regarding the assignment of scores in the rubrics and the evaluation, indicated that "the evaluation |

	sheets do not match with the document of execution levels (it does not include the same number of components)"; "The evaluation sheets must include a space for subtotals by level and a total by competence"; and that they should "include the evaluation key: Unsatisfactory = 0, Basic= 1, Competent = 2, and Exemplary = 3. Finally, a rubric model was constructed for the Summary of the Evaluative Report, which included spaces for each competence, total scores, average, total grade, additional comments that support the evaluation, recommendations, and the signatures of the cooperating teacher, the supervising teacher, and the candidate. Other recommendations gathered from this collaborative meeting highlighted the need to shorten the length of the document and that it was in accordance with the new trends of "Assessment"; that the evaluation process be computerized; and, that the training of the candidates be strengthened in the writing of instructional objectives and in other subjects (e.g. dressing code, crisis intervention, self-esteem, among others) as support to fulfill the objectives of teaching practice that, likewise , make up the CPEI.
August 2002	To facilitate the implementation of the pilot project to validate the new evaluation instrument, a guide was prepared, which was intended to facilitate the work of the supervisors and participating cooperating teachers. In this guide the following text is cited: "Teacher practice supervisors have identified the need to review the document to evaluate candidates in the reports submitted each semester. They have presented their dissatisfaction with 'very subjective instruments', 'the instrument as the only means of evaluating', 'the question of whether we are incorporating the vision of the EPP in the procedures we use'. For their part, the cooperating teachers have recommended reviewing the instrument in the dialogues that are generated in the visits to schools and in the seminars organized by the Teaching Practice Office. [Name of the Office of Clinical Experiences August, 2002]"

	"It is hoped that this pilot project will help to refine the preliminary instrument that has been produced through this collaborative effort. The feedback from cooperating principals, teachers, supervisors and candidates will help produce an instrument whose focus is the professional and personal development of the candidate." In other areas of the document the collaboration of practice supervisors and cooperating teachers in making the rubrics for the new instrument is indicated. It also mentions the recommendation of the representative professors in that the evaluation instrument was kept generic and used at all levels and academic areas; they consider that every teacher must demonstrate the competencies stipulated therein. Through the literature review, the work team determined the convenience of using a scale with the execution levels: Outstanding, Achieved, In progress and Start (Initial).
August-December 2002.	A candidate participating in the pilot project issued her opinion regarding the instrument, indicating her preference to the instrument under test because it was more objective than the previous one: it seemed very complete and explanatory; and noted the importance of both the supervisor and the cooperating teacher and the candidate studying the instrument in depth, to understand the levels of each competence, the method to award the score and the process of explaining why the score was awarded.
August 20, 2002.	The Puerto Rico Department of Education authorized the attendance of ten cooperating teachers in the first meeting of the process of implementation of the new evaluation instrument.
August 29, 2002.	Professor Cynthia Lucena of the Department of Technology of the EPP, wrote an email to Ms. Bonilla, former coordinator of the Office of Teaching Practice, in which she expressed her concern about the approach given by the Instrument of Evaluation to the integration of technology in the teaching-learning process. She said: "It seems to me that the vision reflected in the document is one in which technology is a support to the teacher and not the candidate. I think it permeates the audiovisual approach and not the process." She suggested, in this way, tempering the instrument to the use of technology as a cognitive tool, just as it is already working on the teacher preparation program to make technology a pragmatic component.

November 20, 2002.	In the 4th Meeting of the pilot project an exercise was carried out with the teachers present around the conceptions that they have of the concept of evaluating. They pointed out the importance of being a formative process, which facilitates the learning and reflection of the candidate to teacher; encourage their professional and personal development; take diversity into consideration, and its process reasonably accommodates the needs of the candidate teacher; that focuses on not evaluating people, but educational practices and procedures; be this a continuous process; and, that is not used to make a person look good or bad. In addition, a concept map was constructed of the process of evaluating the candidate who verifies achievement indicators verified by Observations, Representative Evidence, Reflections of the candidate, Attitudes of the candidate, and the professional projection of the candidate; and whose performance of the candidate is documented in the CPEI, based on the skills of the teacher in training. In this way, it is sought that the instrument evidences the development of the candidate, while allowing him/her to reflect and review the processes of teaching practice.
September 6, 2002.	A circular addressed to the director of the Elementary School of the UPR requested the presence of some of its teachers in a meeting as part of their participation in the pilot project to validate the new evaluation instrument.
September 6, 2002.	Mrs. Maritza Enríquez de Muñiz, supervisor of Teaching Practice of the School of Family Ecology and Nutrition of the EPP, addressed a letter to the former Coordinator of Teaching Practice of the EPP, Neldy Bonilla, in which she congratulated the project team pilot for the excellent work done in the development of the instrument, highlighting the achievement of "uniform criteria, useful to all supervisors and cooperating teachers." As for the recommendations, suggested modifying a sentence on page 1, paragraph 2 of the CPEI to read: "It is committed to preparing excellent education professionals for Preschool-12 grades to demonstrate ...", rather than as indicated: "It is committed to preparing excellent education professionals for grades K-12 that show ..."

September 27, 2002.	Nivia Fenandez, María Irrizarry and other professors who are directors of the Academic Departments, extended their recommendations to the Teaching Practice coordinator in relation to the evaluation instrument through a letter. Some of these were to include the statement 'Vision of the Conceptual Framework' in the documents and materials of the pilot project; include in any of the competences 1,2 or 3, an area directed to the development of the educational philosophy itself; include among the participants and sample of the pilot study the directors, cooperating teachers and supervisors of the schools; include, in some instances, the participation of professors from other faculties; and, to coordinate, in parallel with the pilot study, the guidelines of the Project (Pilot) of Training for the Integral Community Development of the Master Students (DICEM).
October 17, 2002.	The Teaching Practice Coordinator writes a letter to the supervisors announcing a meeting to be held with the directors of the practice centers and another with the supervisors, teachers and student-teachers participating in the pilot project.
October 30, 2002.	Mariana Bula, a candidate performing the teaching practice in Spanish at the Pachín Marín Community School, addressed a letter to the coordinator of the Office of Teaching Practice suggesting the irrelevance of several of the criteria exposed for the first evaluation. She brought the example of the criterion about fraternization with the community, teachers or other personnel, attendance at professional meetings and short and long-term work. The candidate argued that "you can't evaluate something that has not yet been discussed (because it still does not correspond) or has not been provided by the Teaching Practice Center. These are criteria that, simply because they are the first evaluation, do not apply." Finally, she suggested the revision of the instrument: eliminate criteria in some competences or make adjustments in the score; because -in certain aspects- it harms the candidates to whom it is addressed.
October 31, 2002	María Nadal, teacher of Physical Education at the Amalia Marín School recommended the creation of "intervals in the averages of the evaluation, since in the curve of the instrument, candidates leave with a very low average", which -understanding- does not reflect the actual qualification of the candidate. It also reflects the concern of the candidate who commented that they would like to be evaluated, in addition, with the previous instrument.

	Finally, it points to a small mismatch in the order in which the components of the rubric of Competence # 7 vs. as they are in the corresponding answer sheet.
November 8, 2002.	The Coordinator of Teaching Practice meets Mr. Juan Cortés, of the Ramón Vilá Mayo School, for the last meeting of the semester of the pilot project, which will take place on November 20.
November 8, 2002.	The director of the School of 'Troquelaría y Herramentaje' authorizes one of his teachers, Eligio Ríos, to attend the last meeting of the pilot project to be carried out in the semester.
February 24, 2003.	A letter from the former Director of Teaching Practice, Neldy Bonilla, notes, among other matters, the agreements taken at the meeting on February 18. One of the points approved unanimously was the use of the candidate's first evaluation as a means to know their strengths and needs. Along the same line, the recommendation was made to modify the Evaluation Summary sheet with the objective of giving greater emphasis to the aspects indicated and not to the note.
May 15, 2003.	In the last meeting of supervisors of teaching practice of the semester, where the work of the cooperating teachers who participated in the project was recognized, some of the expressions of the participants were collected regarding the evaluation process they carried out with the new instrument: "Being a cooperative teacher I found out (realized) that I like to be an adult teacher"; "Enriching experience. I evaluated myself, while evaluating the student"; "The constructive criticism of all has been the success of every project. The pilot project proved that it can be used with all students"; "The project provides for fair evaluation. It is flexible"; "I felt comfortable evaluating because of the rubrics"; "Since 1987 I have been a cooperative teacher. I was always protesting the instrument's dissatisfaction. It is much more just"; "I have been a cooperative teacher for many years. I was always dissatisfied with the previous instrument"; "We have been participants. I thank the Teaching Practice program"; "It was uncomfortable to work with the previous instrument. Everything is very specific. It helps the student"; "I've learned a lot"; "The first semester was very stressful. The instrument pleases everyone. A

	lot of professional growth"; "It was interesting. The previous instrument did not provide the opportunity to define how to evaluate. It was liberating. It facilitates dialogue and reflection with the student. I never had a complaint. Everything was clear"; "The document has been miraculous in the evaluation process. Clarify what areas the student needs to improve."

4. Standard 2.3. No description of clinical experience glad and operational design along with documentation that clinical experiences are being implemented as described. No scope and sequence matrix that charts depth, breadth and diversity of clinical experiences.

The field experiences program is a vital one in our teacher preparation programs. The field experiences program of our unit is structured in a systematic and sequential manner that culminates with the practice teaching of the candidate. It provides candidates the opportunity to develop and demonstrate their continuous acquisition of the knowledge, skills and dispositions required to get their students to learn efficiently. An effective teacher in a classroom is constantly designing and carrying out appropriate learning experiences that encourage learning. A solid theoretical knowledge, and a repertoire of professional skills are necessary to make appropriate decisions on time. During the field experiences we intend to help teacher candidates understand that teaching is a holistic process and recognize the complexity and interrelation of the components of planning, the activities implemented for learning, and the evaluation of the student.
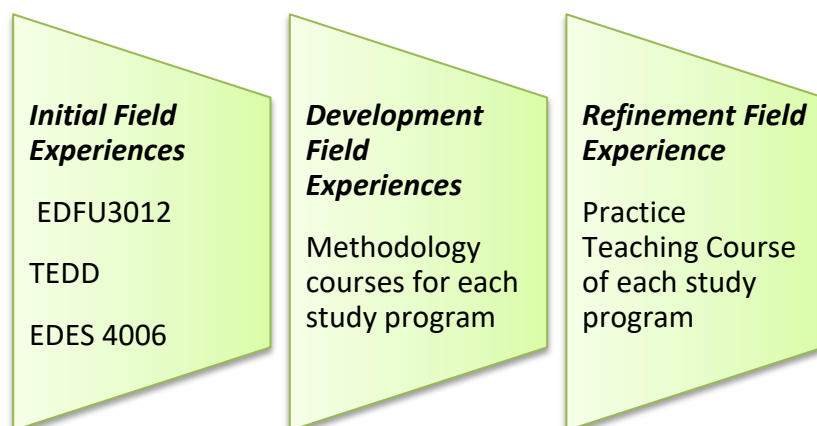
An essential and necessary part in the preparation to be teachers is to obtain real experiences in the classroom. Although as a student, the candidate has spent a lot of time in classrooms and has been impacted by different teaching and learning methodologies; this does not mean that he/she is capable of teaching and that his/her students learn efficiently. For this reason, in our, unit we have designed the field experiences with particular objectives that, alongside the courses develop, in candidates the knowledge, skills and dispositions that prepare them to be teachers. On the other hand, these field experiences allow candidates to reflect continuously on their vocation to be teachers, and above all, their pedagogical models of how to teach and those that are developed in the courses, critically contrasting pedagogical theory and practice in real classroom environments.

The objectives of the field experiences for the teacher candidates in the -Eugenio María de Hostos College of Education are:

1. Provide a continuum of experiences that gradually develop in the candidates the skills, knowledge and dispositions that enable them to be efficient teachers in the classroom.
2. Provide experiences in a structured and systematic manner in all areas related to the function of being a teacher so that the candidate understands the duties and responsibilities of a teacher in and out of class.
3. Help candidates understand the function and structure of the schools including their academic environment.

4. Help candidates understand the importance of the role of school to provide an academic program that meets individual needs and interests, that considers the potentials of apprentices, and to respect cultural diversity (socioeconomic status, race, religion, language, values, and gender differences).

5. Provide the candidate with the opportunity to develop and demonstrate their ability to address the teaching and learning processes of their students.

6. Help candidates to test different theories of teaching and learning in a real classroom environment.

7. Provide candidates the opportunity to master their subject area in the context of the classroom.

8. Provide candidates the opportunity to identify and act on their strengths and weaknesses as it relates to the continuum of the teaching and learning competencies.

Diagram showing the sequence of field experiences through all teacher preparation study programs:

Initial Field Experiences	Development Field Experiences	Refinement Field Experience
EDFU3012 TEDD EDES 4006	Methodology courses for each study program	Practice Teaching Course of each study program

5. No evidence is provided that document clinical experiences are deliberate, purposeful, sequential, and assessed using performance-based protocols across programs

The Field Experiences of the EPP are designed in a continuum throughout the candidates´ years of study so that they see the relationship between knowing, doing, and being. During this continuum of experiences, the candidate increasingly demonstrates more complex knowledge, skills, and attitudes through specific activities in the educational centers.

This continuum of knowledge, skills, and dispositions culminates in the Teaching Practice, where the teacher candidate refines all these skills and adds others that are specific to their practice teaching. The continuum of field experiences is structured into four courses that are

common to all programs (although there may be additional courses specific to each program). In these cases, the knowledge continuum of skills and dispositions may be segregated in more courses but always maintaining the continuum of skills outlined here. During this continuum of experiences, the candidate increasingly demonstrates more complex knowledge, skills and attitudes through specific activities in educational centers. The three stages are:

- Initial stage: It includes the basic courses of EDFU, EDES and technologies (TEED and EDCO). It is the stage to observe the teaching and learning processes applied to the classroom and in a variety of environments. Each clinical experience is ten hours.
- Development stage: In this stage the programs of the Unit are divided into two groups which complete the information in this area according to the requirements of their agency (SPAs) and those that complete an internal institutional evaluation, which is the group to which we address in this document. In this stage, the candidates begin to work directly with the students and to practice different contents, such as the appraisal. Contacts also begin with the family and the professional staff of the school. The clinical experiences in the methodology courses are thirty hours.
- Refinement Stage: This is the final cycle in which all the student's skills are evaluated and consolidated in the Practice experience. It also demonstrates the mastery of specialized knowledge of their discipline. This clinical experience is 300 hours.

Table 3: Continuum of field experiences at the Faculty level

Areas or Dimension	Initial phase		Development phase	Refinement Phase
	EDFU 3012 EDES 4006	TEED	Methodology Course	Teaching practice
I. Knowledge and skills	Observe the teaching-learning process and link it with the theories studied. The clinical experiences are ten hours in each course.	Use information technology to support teaching and learning. The clinical experience is ten hours.	1. Offer individual tutoring or a group of students 2. Participate in community-related events, e.g., parent-teacher conferences. 3. Interact with the families of the students. 4. Attend school faculty meetings, area meetings or similar. Be a teacher's assistant or another school professional. 5. Analyze data on learning all of your students. 6. Implement continuous assessment system and examine systematically the learning outcomes of the students. 7. Develop strategies to improve the learning of all his or her students. 8. Participate in experiences with groups of diverse characteristics, for example:	Extensive and intensive participation as a teacher to demonstrate mastery of the professional role The teaching practice is 300 hours.

			students of special education, different linguistic, ethnic and other groups. The clinical experiences are 30 hours in each methodology course.	
II. Reflection	Apply and reflect on content, professional and pedagogical knowledge, skills, and professional dispositions in a variety of environments with students and adults. Extension to the practice of the conceptual framework of the faculty by modeling teachers and teachers and structured opportunities to learn in practice.			

A. Evidence in need of verification or corroboration

Evidence is needed that documents if, when, and/or how school partners were involved in the con-construction of the clinical placements (Self Study Evidence 2.1.1.)

In the beginning phase of the clinical experiences, in the EDFU, TEED, and EDES courses the goal of the clinical experience is to observe the teaching-learning process and link it with the theories studied in class as well as to use technology to support teaching and learning. The professors of the courses of the initial stage determined that the schools to carry out the clinical experience will be of free selection if they meet the evaluation criteria established in each rubric that evaluates the initial clinical experiences. This is done this way so that candidates have as much as possible contact with diverse environments and with a diversity of students, such as type of group, students with special needs, of different socioeconomic status, rural and urban environment, and private and public schools.

The Department of Education of Puerto Rico, which is one of the school partners, co-constructs the criteria for the selection of the teaching practice centers as a whole to its schools and university coordinators of teaching practice. This is evidenced in the circular letter 2-2012-2013, which establishes 10 criteria for selecting practice teaching centers (see Self Study Report evidence 2.1.3 Circular letter 02-2013-2014). In addition, the university professors visit the centers to evaluate them before placing the candidates in these centers so that they can carry out the field experiences of development and refinement stages.

This process of choosing the places where the clinical experiences will take place will be reinforced with the CAECE advisory committee that will participate in re-evaluating and incorporating criteria that are necessary for the selection of field experience centers at all stages.

Evidence of P-12 partner involvement in the development and approval of the document (Self Study Evidence 2.1.6.)

A revision of the rubrics used to evaluate the initial field experiences of each course by the professors and directors of the units was carried out; these rubrics will also be reviewed by the CAECE committee and implemented with the recommendations made by the advisory committee. This process has been delayed by the strike and Hurricane Maria. This revision should be completed by the end of this academic year, and the documents employed to evaluate the candidates´ initial field experiences will be administered. Each program has drafted and revised the rubrics and instruments used to evaluate the field experiences that teacher candidates complete in the development stage in the methodology course. This revision was completed in accordance with the principles, competencies of the Unit, and the standards established by the SPA of each Program (see examples of evidence in ARE 2.3. submitted in this report). It is planned to revise these documents with the CAECE committee and the cooperating teachers of each program to strengthen the shared responsibility of designing, implementing, and assessing the field experiences at the development stage. With regards to the clinical experience of refinement, completed by teacher candidates in their practice teaching, a thorough revision of the rubrics and assessment instruments employed to assess performance in this stage was carried out. The revision process began in 2009 and finished in 2011. A committee was appointed to revise the Clinical Practice Evaluation Instrument. This instrument was revised by practice teaching supervisors, cooperating teachers, and candidates. Table 1 presents excerpts from the minutes of several practice teaching meetings that serve as evidence of the collaborations that took place between the Unit and the P-12 partners during the revision process. A revision of the CPEI is projected to be completed by the end of the next semester by the CAECE advisory committee.

Evidence of a signed collaborative agreement (SSR Evidence 2.1.5.)

**Signed collaboration agreements are included. (*ARE 2.5 Signed collaborative agreements)*

Minutes from the October 29, 2016 seminar meeting

The activity on October 29, 2016 was a seminar held with the schools that are part of the project. As a seminar no minutes were taken. However, evidence of the program of the activity was presented in the Self Study Report. ARE 2.6 presents a table with samples of minutes of other meetings that have been made with the participating schools. In CAEP's visit there will be more evidence of meetings and minutes.

B. Excerpt from SSR to be clarified or confirmed- N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews

2.2.3. Who was involved in the development of the course? Who is the course delivered? Are clinical educators required to "pass" the course prior to hosting a candidate? Is there data to support how many teachers have successfully completed the course and what were their outcomes?

The cooperative teacher course (codified in the Rio Piedras Campus as EDPE 4070) is developed by the Puerto Rico Department of Education and the coordinators of educational clinical experiences of higher education institutions that have teacher preparation programs. This course is offered by professors of each institution. Every teacher who serves as a mentor must meet eleven requirements established by the Department of Education in Circular Letter number 2-2012-13: Public Policy Related to the Rules that Regulate the Organization and Operation of the Practice Teaching Program. The fifth requirement states that the cooperating teacher must have a minimum of three years of experience as a classroom teacher at the level and subject and that he or she has passed the forty-five hour preparatory course to serve as a cooperating teacher. The course is either "approved or not approved." To approve, the teacher must meet the assessment requirements established in the course. Teachers who take this course must complete the requirements with 75% or more. Table 4 shows the teachers who passed and those who did not complete the course. Table 5 shows the list of teachers who passed the course, their schools and the specialties for academic years 2014-15, 2015-16 and 2016-17. Priority is given to teachers recommended by supervisors, as they visit schools and interview them to verify that they meet the requirements established in Circular Letter 2-2012-13 of the Puerto Rico Department of Education and endorsed by the College of Education of the University of Puerto Rico of the Río Piedras Campus. Beginning in the first semester of the 2017-2018 academic year, teachers must be also recommended by the school principal to take the course. (See ARE 2.7: Endorsement of the school principal for the cooperative teacher course). This course is also offered to teachers who request it and who meet the requirements established by DEPR in the circular letter 2-2012-13. Teachers who are not recommended by supervisors after meeting the established requirements are included in a list and sent to all supervisors for their information. If the need arises, the supervisor will visit the school to conduct another interview to confirm that the teacher meets the established requirements.

Table 4: Teachers who passed and did not complete the cooperative teacher course

Academic year	Percent of teachers who passed the course	* Percentage of teachers who did not complete the course
2014-2015 n=26	54	46
2015-2016 n=38	32	68
2016-2017 n=24	54	46

* They did not complete for personal or work reasons

Tables 5: Teachers who passed the course of cooperative teacher academic years 2014-2015, 2015-2016, 2016-2017

Program	Number of teachers that pass the course 2014-2015	Number of teachers that pass the course 2015-2016	Number of teachers that pass the course 2016-2017
K-3	3	3	3
4 to 6	1	Not complete for personal or work reasons	2
EDES	2	1	1
INGE	1	There were no matriculations of this program	1
EFIS	1	1	1
EESP	1	Not complete for personal or work reasons	Not complete for personal or work reasons
ECOM	3	There were no matriculations of this program	There were no matriculations of this program

Program	Number of teachers that pass the course 2014-2015	Number of teachers that pass the course 2015-2016	Number of teachers that pass the course 2016-2017
ETEA	2	1	Not complete for personal or work reasons
EHIS	There were no matriculations of this program	2	Not complete for personal or work reasons
EMAT	Not complete for personal or work reasons	2	1
INGS	Not complete for personal or work reasons	1	Not complete for personal or work reasons
EPRN	There were no matriculations of this program	1	There were no matriculations of this program
EMUS	There were no matriculations of this program	There were no matriculations of this program	1

Part A. Outcomes as a cooperative teacher

Module	Topic	Outcomes
Module 1	Public Policy (PP) Teaching Practice Program **Goals: 1, 2**	PP of the PRDE (Law, Regulation, Circular Letter of the Program) PP of the university institution Teacher Professional Standards (PRDE), Professional Ethics Roles, functions and expectations
Module 2	Adult learning **Goal: 3**	Theories and prevailing models Pedagogy vs Andragogy Similarities and differences regarding the teaching and learning process Best practices in the adult teaching and learning process
Module 3	Effective supervision of the teacher candidate **Goals: 4, 5, 6**	1. Teacher candidate standards (alignment with the teacher's professional standards) 2. Elements for effective supervision Supervision styles Effective supervision strategies Skills of effective supervision Characteristics not associated with effective supervision Challenges for supervision 3. Supervision cycle Relationships between the cooperating teacher and the teacher candidate Observation and communication skills What does the teacher candidate expect in the interviews with the cooperating teacher? The interview Critical reflection Criteria and supervision instruments Evaluation of the execution of the teacher candidate Assessment strategies Evaluation criteria Evaluation instruments Skills to write short, clear and precise reports with recommendations

Part B. Outcomes aimed at improving teaching and learning

Module	Topics	Outcomes
Module 1	Decision-making based on data **Goal: 7**	Reliable data Laws and regulations for the protection of data (FERPA, FOIA, Student Rights Charter) Privacy, confidentiality, and security Data collection strategies Use and management of data Representation and analysis of the data
Module 2	Research in action **Goal: 8**	Theory and application Processes and protocols Models, examples Exchange of previous experiences How do I start? Instrument/metric models
Module 3	Differentiated Instruction **Goal: 9**	Successful models Diversity Multiculturalism Strategies to support the diversity of learning in the same group for all students How do I do it?
Module 4	Integration of technology in education **Goal: 10**	ISTE Technology Standards (Intellectual Standards for Technology in Education) Best practices for integrating technology in the classroom