

University of Puerto Rico
Río Piedras Campus

Eugenio María de Hostos College of Education

Standard 3. Candidate Quality, Recruitment, and Selectivity

March, 2018

II: Standard 3. Candidate Quality, Recruitment, and Selectivity

Evidence that is inconsistent with meeting the standard:

1. Limited or no evidence that EPP has identified employment opportunities/needs in schools, districts, and/or region.

EPP has identified employment opportunity/needs in schools, districts and regions from various sources. According to the Teacher Shortage Areas Nationwide Listing 1990–1991 through 2016–2017, published in August 2016 by the U.S. Department of Education, the areas for 2014–2015 were Chemistry, Earth and Environmental Sciences, Elementary English, Physics, Secondary English, Mathematics and Special Education (See Addendum Report Evidence 3.1, page 199). For 2015–2016 and 2016–2017 the areas were Biology, Chemistry, Earth and Environmental Sciences, Elementary English, Physics, Secondary English and Mathematics and Special Education. The Dean of Academic Affairs of the EMH College of Education participates in regular meetings with the Department of Education staff to discuss their needs and academic policies. The main purpose of these meetings is to adjust the curricula of the Colleges of Education programs to satisfy the PRDE needs. In addition, they requested the help of the EPP faculty to train their staff and school communities in those areas of need identified. Last year, the Secretariat of Academic Affairs of the Department of Education requested proposals that would present ideas for the education of their personnel and students in these priorities. The EMH College of Education responded with proposals to provide services in differentiated instruction, learning-based projects, use of technology in the teaching/learning process, discipline: innovative strategies in the management of the conduct in the lounge, special education, educational leadership, bilingualism and vocational/occupational counseling (See Addendum Report Evidence 3.2).

In 2016, a new Professional Certificate in Autism was approved under the EPP BA in Elementary Education, Special Education, to respond to employment, and schools' needs. See Addendum Report Evidence 3.3 Certification number 120 (2015-2016) of the UPRRP Academic Senate.

2. STEM opportunities are not addressed in the EPP analysis of shortage area employment needs.

At present, the EPP have several STEM projects, see [www.http://ideastem.uprrp.edu/](http://ideastem.uprrp.edu/) Two projects are integrated in the pre-practice and practice courses. The aim is to prepare candidates with the skills to apply STEM once they are in their working areas. The other two STEM projects focus to enhance public schools students' skills and abilities to work with STEM and robotics projects. In 2013, an Institute for the Development of Education and Learning was established using the "Science, Technology, Engineering and Mathematics" approach (IDEA-STEM) under the Deanship of Academic Affairs of the EMH College of Education. The IDEA-STEM Institute has created scenarios for research applying robotics and automation in various

projects in the EPP and in the Campus. In the development of projects and initiatives, it has used an inclusive approach to serve the community with learning problems. This population poses particular educational challenges and needs that can be developed and researched under IDEA-STEM.

See SSR Evidence 5.1.4 Operational Effectiveness 2015-16 EPP Work Plan, Section: Support to the IDEA-STEAM Project, pages 22-25. NASA, NSF, and EPP funds have been allocated.

Examples of outcomes are:

Participation of 120 candidates from the EMH College of Education in the application and use of robotics using the STEM approach and 15 candidates from the Natural Science College.

Train students and teachers to apply robotics and automation for the development of concepts using the STEM approach.

Program Organizations impacted: Department of Education, NASA, G Works, School of Science and Technology of the Municipality of San Juan, 25 Department of Education schools, Aspira of P.R., Boys and Girls Club, UPR Secondary School, Kinesis Foundation, and World Computer Exchange.

Special activities related to robotics: Rescue robotics in areas impacted by an earthquake, training workshops for teachers and students of schools participating in the earthquake activity.

Creation of a chapter of the World Computer Exchange at UPR.

Creation of scenarios linked to interdisciplinary, multidisciplinary, and transdisciplinary educational practices that can strengthen research, dissemination, and creation of knowledge in STEM.

Strengthening of institutional connections between the EMH College of Education and the PR Department of Education and the community in general. Over 20 schools were impacted.

Around 15 workshops were offered.

3. The EPP monitors candidate progress on established nonacademic criteria at multiple points and takes appropriate actions based on results.

See narrative on pages 40 - 41.

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

(1) Evidence verifying that the average score of each admitted cohort meets CAEP minimal: GPA of 3.0 and performance on a nationally normed test of academic achievement in the top 50% or similar average cohort performance using a state normed test, corresponding with a national normed test, of academic achievement in the top 50%.

What is the evidence verifying the above requirement? (3.2 in Standard 3)

Table 3.1 shows that the average score of each admitted cohort meets the CAEP minimal GPA of 3.0. The HS GPA average scores of EPP candidates who were admitted from 2012-2013 until 2016-2017 was above 3.5 in a scale of 4.0.

The national normed test (CEEB) have two sections, aptitude and knowledge area. The scores in the aptitude test are the ones considered for general admission to the university. As shown also in Table 3., the average score of the CEEB tests for each cohort year represents the top 50% of the candidates. Regarding the group average performance on nationally normed ability/achievement assessments, data shows that the median score on the CEEB Verbal and Mathematical Reasoning has changed from 409 to 449 points and from 399 to 430 points over the past three years. Scores in the 450-499 range were in the 60th to 70th percentile range on these exams. All candidates admitted in our regular admission program scored above the nation norm on standardized college admission test. They are constructed and managed by the Puerto Rico and Latin American Office of the College Board (<https://latam.collegeboard.org/>).

Table 3.1: Average scores of Admitted Candidates HS GPA and CEEB scores by Cohort years.

	2012 Average (range)	2013 Average (range)	2014 Average (range)	2015 Average (range)	2016 Average (range)
HS GPA	3.62 (2.56-4.00)	3.69 (2.88-4.00)	3.56 (2.53-4.00)	3.58 (2.36-4.0)	3.53 (2.16-4.00)
CEEB- Math Aptitude	561 (352-755)	565 (387-793)	555 (353-784)	525 (331-779)	513 (257-761)
CEEB- Verbal Aptitude	568 (417-750)	563 (393-800)	560 (354-799)	529 (310-744)	530 (336-757)
CEEB Spanish Knowledge	550 (295-790)	545 (340-742)	537 (258-740)	527 (298-698)	517 (310-724)
CEEB- English Knowledge	567 (307-790)	556 (282-780)	582 (258-775)	556 (304-748)	546 (263-761)
CEEB- Math Knowledge	567 (384-741)	566 (373-775)	564 (353-741)	526 (324-780)	520 (324-728)
Total of Students	173	172	281	386	448

Source: SAGA (MT-OFFICIAL-NRG)

Title: Forms and/Documents

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

(1) Rubric for Interview Protocol

See Addendum Report Evidence 3.5

(2) Pre-practicum application

See Addendum Report Evidence 3.6

(3) Course syllabi (FAED 4001, FAED 4002, and FAED 4003)

See Addendum Report Evidences 3.4; 3.7; and 3.8

What is the rubric for the interview protocol? How were these data derived?

See Addendum Report Evidence 3.5 and the following narrative.

(2) What is the pre practicum application? How is this utilized?

See Addendum Report Evidence 3.6 and the following narrative.

(3) Regarding the course syllabi above, where are these syllabi and how are the candidates applying the dispositions identified by the EPP in each course?

During their second year of study, all candidates take the seminar FAED 4001, (See Addendum Report Evidence 3.4) concurrent with a course of Education Psychology (EDFU-3012). In FAED 4001 candidates are introduced to the College of Education dispositions. The first exercise they do is called “Trayectoria Educativa” My Educational Pathway. They reflect about: Who am I?; Where did I come from?, Why am I here?, What motivated me to study in the College of Education and prepare myself as a teacher?, Where do I go?, What are my aspirations and career goals?. In the field experience of Educational Psychology course, they identify, evaluate and reflect about the teaching and learning process and identify and reflect on the implications of what was observed for his/her role as an educator.

The rubric for the interview protocol (See Addendum Report Evidence 3.5) is used to rate the interview. The score obtained in the interview is used to rank candidates’ qualifications. When a candidate has completed all the required courses they can, in consultation with their advisor, fill a pre-practicum application (See Addendum Report Evidence 3.6). This application is used to evaluate candidates’ readiness to take the Pre-practicum course. Candidates in Elementary programs must have completed 50% of the concentration courses, the professional courses and the general courses before taking the pre-practice course. Those in Secondary programs must complete 85% of the core courses, the professional courses and the general courses. Simultaneously, both groups of candidates also take the FAED 4002 course (See Addendum Report Evidence 3.7). In FAED 4002, candidates elaborate his/her portfolio, where he/she reflects about the College of Education dispositions during his/her preparation. The monitoring of candidates teaching dispositions continues during FAED 4003 (See Addendum Report

Evidence 3.8). FAED 4003 is taken concurrent with their clinical practice. In each seminar, candidates write an essay in which they reflect on their experience toward their teacher preparation. These essays provide the opportunity to observe their progression and the strengthening of their teaching dispositions.

Preliminary recommendations for new AFIs including a rationale for each Area for Improvement:

Rationale

It is unclear as to whether the EPP sets admissions requirements that meet the minimum criteria for CAEP and/or the state minimum criteria.

Evidence verifying that the average score of each admitted cohort meets CAEP minimal: GPA of 3.0 and performance on a nationally normed test of academic achievement in the top 50% or similar average cohort performance using a state normed test, corresponding with a national normed test, of academic achievement in the top 50% was not clear.

See Response on page 39 of this Addendum Report Table 3.1