

UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
EMH COLLEGE OF EDUCATION
SELECTED IMPROVEMENT PLAN
ADDENDUM REPORT

Eugenio María de Hostos College of Education
V: Response to the Selected Improvement Plan (SIP)

March, 2018

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V: Response to the Selected Improvement Plan (SIP)

Area for improvement:

Enhance the institutional support system called Induction Project of novice completers (4 years of experience) in order to ensure that they have a positive impact on their students, school communities and their own professional development.

Rationale:

The knowledge about the professional and working status of our completers and their experiences in the teaching practice is fundamental to the fulfillment of the mission of the EMH Teacher Preparation Program (EPP). One of the mechanisms developed by EPP to generate knowledge about our completers is the monitoring of these through the Induction Component. The candidates' assessment model of the EPP was established to demonstrate and evaluate the training of future teachers. The induction project was active until 2009 and it was reactivated again in 2015. The goal is to support completers in their first four years as teachers. In addition, it allows us to gather data regarding their satisfaction, the employer's satisfaction, and the impact they have on K-12 students. Through a data gathering system, that was initiated recently, we are able to know their grasp of the competencies and to develop strategies for professional development. However, in order to gather data, we need to establish communication and collaboration with the Puerto Rico Department of Education (PRDE), the Private Schools System, Municipal Systems and Laboratory Schools. The PRDE has three databases that do not connect with each other. This makes it difficult for higher education institutions (HEI) to identify their completers to know their performance in the public system - the major teachers' employer in our country-. This is also medullary to gather reliable data and to ensure the professional support to our completers. In addition, having a strong Induction Project contributes to have a closer relationship with partners (stakeholders).

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PROJECT		Strengthening of the EMH College of Education Induction Project						
GOALS		1. Support completers in their effort to have a positive impact on the learning and development of their students.	OBJECTIVES			1a. Identify areas of need or professional development for completers. 1b. Aid completers with their ongoing development as teachers.		
STRATEGIES/ Interventions	TIMELINE	RESPONSIBLE	Budget			Assessment Plan		Indicators(I)/Results(R)
			Time	salary	Other	Person(s) Responsible		
<p>1a1. Complete the database of novice completers (2013-2017) by the end of 2018 to assure that all candidates register pertinent data to achieve a representative sample for the Induction Program database.</p> <p>1a.2. Regular meetings and communication with high management personnel of the PRDE to institutionalize the Demographic Form to identify the HEI from which teachers graduated.</p> <p>1b. Parents' Survey about their satisfaction with their children's learning and development. The Pilot study will be conducted in</p>	December 2018	Induction Project Evaluation Office (EO)	6% TARE Coordinator Induction Project (IP) 10% time of RA	\$1,653	Computers, audiovisual equipment, travel, time and effort of other personnel, including the deans , the Director of the OE, support personnel are human and material resources that have not been estimated	Coordinator Induction Project	<p>1a1. Record and documentation of survey data by statistics. Ongoing assessment of internal consistency of items will be performed.</p> <p>1a.2. Progress recorded in the minutes of the meetings. Collaboration work to establish a memorandum of understanding (MOU)by Jan 2019 with the PRDE to establish the online form to keep track of our teacher preparation program.</p> <p>1b. Tendencies reported in the Pilot Study will be analyzed in order to evaluate the feasibility of this method to have parents' satisfaction opinions about their children's learning and development.</p>	<p>1a.1(R) The induction project currently has 178 novice completers (graduated from 2014-2017) on its database. The study will strive to have a representative sample of novice completers. The sample size will be calculated using a 5% margin of error with a confidence level of 95% and assuming a response distribution of 50%.(I) The induction project expects that by 2019 it will have a representative sample of that year corresponding cohort of novice completers.</p> <p>1a1. (I) The database will be used to identify the different needs or areas of improvement of our completers in order to plan key activities to address them.</p> <p>1b. (R) The induction project</p>
	2016-2018	Dean and Associate Dean of Academic Affairs Coordinator IP	4% TARE Coordinator IP	\$1,102		Coordinator Induction Project		
	2019-2020	Coordinator IP Director EO	8% TARE Coordinator IP 10% time of RA	2,204 \$1,200		Coordinator Induction Project Project Assistant 18hrs		
					Survey			

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three schools - public, private and municipal- with 50 parents in each school (n=150).				300.00 plus monthly payment	Monkey Package			<p>developed a survey to help identify EMHCE EPP completers currently working in the PRDE. The survey was adopted by the PRDE in 2017 and was used in their homepage to identify where their employees received their training and acquire their contact information.</p> <p>1b (I). The feasibility study will be considered successful if 70% percent of participants complete 80% the survey. We expect that 70% percent of parents will be satisfied with learning and development of their children that is promoted by our completers.</p>

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GOALS	2. Engage in action research projects aimed at strengthening completers teaching effectiveness		OBJECTIVES	2.a Promote action research as an important activity for professional development. 2.b Inquiry on the completers impact to their students learning.				
STRATEGIES/ Interventions	TIMELINE	RESPONSIBLE	Budget			Assessment Plan		Indicators(I)/Results(R)
			Time	Salary	Other	Person(s) Responsible		
2a. Create a support group to conduct action research projects with novice completers in order to strengthen their competencies.	Academic Years 2018-2022	Induction Project Practicum Office	8% TARE Coordinator IP 10% time of RA	\$2,204 \$1,200		Induction Project Coordinator, Research Assistant	2a. Teachers will self-evaluate their progress three times a semester and provide their areas of need. Each self-evaluation will project their progress towards the final goal. The success of the Research Group will be evaluated with the qualitative process evaluation for each meeting using rubrics.	2a. (I) Eight to ten completers will be recruited to participate in a group. Completers self self assessment of their strength and weaknesses in their competencies.
2b. Encourage researchers to share the results of their impactful action research initiatives through questionnaires, academic forums and the biennial EPP Puerto Rican Educational Research Congress	2019 2021	Coordinator IP, Center of Educational Research	5% TARE Coordinator IP 1 % time and effort other personnel EO	\$1,377 \$2,000			2b. The Induction project will track completers' participation in the biennial research congress and questionnaires to ensure continuous sharing of impactful activities by completers. (I) We will measure success of this initiative by the amount of completers that complete the questionnaire and participate in the biennial research congress.	2b. (R) Completers have presented their experience as researchers and shared results on their impact of student learning. However we want more completers to attend to the congress and present their projects.

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GOALS	3a. Develop a multi-source data gathering system to share information and make decisions about the EPP programs with appropriate valid and reliable data that will help improve the completers' impact on student learning.		OBJECTIVES	3a. Identify data needs with stakeholders. 3b. Assess novice completers' practices that have an impact on their students' academic achievement.				
STRATEGIES/ Interventions	TIMELINE	RESPONSIBLE	Budget			Assessment Plan		Indicators/Results
			Time	Salary	Other	Person(s) Responsible		
3a. Conduct meetings with private, municipal and public schools officials where EPP completers work, and Teachers Associations, to make agreements and working plans.	1st semester 2018-2019	Induction Project Associate Dean of Academic Affairs	5% TARE Coordinator Induction Project (IP) 10% time RA	\$1,377 \$1,200		3a. IP Director and Assistant School directors and officials or designated person	3a. Minutes of meetings and agreements are taken. They will be discussed at the same meeting and signed by all parties.	3a (I). A representative sample of novice completers evaluations from the private and public system.
3b. Assess the reliability and content validity of the EPP developed indicator: "student achievement promoted by completers".	1st semester 2018 -2019	Assessment Coordinator (AC) of the EO Research Assistant	3% AC 15% time RA	\$1,500 \$1,800			3b. Analyze the categories of "student achievement promoted by completer" indicator in order to assess the validity and reliability of each construct.	3b. (I) Gather a representative sample on the "student achievement promoted by completers" in order to complete a proper analysis.

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GOALS		4. Provide opportunities for the professional development of completers and community outreach leadership activities.			OBJECTIVES		4a. Organize comprehensive educational events. 4b. Continue efforts to have school-community activities with the completers' leadership.	
STRATEGIES/ Interventions	TIMELINE	RESPONSIBLE	Budget			Assessment Plan		Indicators (I) /Results (R)
			Time	Salary	Other	Person(s) Responsible		
4a 1. Conduct biannual comprehensive workshops and educational activities regarding current teaching trends according to completers and employers' needs. 4a2. One annual forum regarding a current educational topic. 4a3. Conduct annual educational webinars with the collaboration of the campus center for academic excellence. 4b. Strengthen the collaboration with the EPP Practice Office, CAECE, and collaborative schools projects	February 2018 October 2018	Center for Educational Research, EPP Deanship	3% TARE Coordinator IP	\$826	EPP Facilities and equipment	4b. Research Assistant	4a1. Each workshop will be evaluated by completers related to content, methodology and time to practice. The registry also will compile information of completers' knowledge of topics which will help the lecturer evaluate their learning after the workshop. 4a2. The annual forum will be evaluated through an online form which will also provide the space to suggest the topic for the next encounter. 4a3. The webinars participants will have the opportunity to evaluate their experience through an online form.	4a1. (I) Complete two comprehensive workshops (total of 8 hours) carried out each semester where 80% of the registered completers attend, evaluate the workshop positively and learn from it. 4a1(R). The Induction Project has been implementing various activities to support our completers' transition to teaching. These activities topics comes from the information compiled in the completer contact form and the satisfaction survey. In 2016 completers participated in the 4 activities of professional workshops about inclusive education (May 2016); the integration of arts in the curriculum (May 2016); reading and oral discourse (March 2016) and a planned visit to the University with students (Dec 2016). In 2017 completers participated in 9 activities developed by IP including workshops on
	2019 Congress 2021 Congress Annual Ed Week and Reading Day	Coordinator IP, EPP Deanship CAE	7% TARE Coordinator IP	\$1,928				
	2016-2017 2018-2022	Coordinator IP, EPP Deanship	7% Tare Coordinator IP	\$1,928				

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GOALS	4. Provide opportunities for the professional development of completers and community outreach leadership activities.		OBJECTIVES	4a. Organize comprehensive educational events. 4b. Continue efforts to have school-community activities with the completers' leadership.				
STRATEGIES/ Interventions	TIMELINE	RESPONSIBLE	Budget			Assessm ent Plan		Indicators (I) /Results (R)
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								Reading and oral discourse using authentic children's literature (March 2017)(February-March 2017); Mentoring sessions to develop own research projects related to their teaching practices (March 2017), Problem based and project based learning (June 2017), Democratic Participation and Community organization (Nov. and Dec. 2017) School and Community Encounters; Reading, drama and drawing to express feelings after Hurricane Maria (three workshops Oct and Nov 2017). The Induction Project (IP) conducted 3 activities in February 2018: two workshops on PBL and one School Community Encounter on Educational Reform (Feb 24) held in Cayey, (a town in the center of the island) that had television coverture. The Induction Project will continue to develop activities that promote completers professional development based on their reported areas

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STRATEGIES/ Interventions	TIMELINE	RESPONSIBLE	Budget			Assessm ent Plan		Indicators (I) /Results (R)
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								<p>of need.</p> <p>4A2(R). Reform forum titled: Privatization and Educational Reform: Studies, Tendencies and Debates. Keynote Speaker: Dr. Samuel Abrams. March 2018, held at Amphitheatre #1 EMH College of Education.</p> <p>4a3. (I) Conduct three annual educational webinars that will be available in the induction project website.</p> <p>4b.(I) Conduct two annual meetings with the EPP Practice Office, CAECE, and collaborative schools' projects</p>

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GOALS		5. Enhance online interactions with novice completers and establish an effective communication system.			OBJECTIVES		5a Develop a web page for the Induction Project. 5b Recruit completers and monitor online visits to the page.	
STRATEGIES/ Interventions	TIMELINE	RESPONSIBLE	Budget			Assessment Plan		Indicators(I)/Results(R)
			Time	Salary	Other	Person(s) Responsible		
5a. Design web page for the Induction Program to enhance communication with novice completers.	2017-18	Coordinator IP	4% TARE Coordinator IP 5% RA	\$1,102 \$600	EPP Equipment and facilities	Coordinator Graduate Student - course Dr. Lucena	5a. The webpage will be monitored and evaluated by completers and EPP personal.	5a. (R) The Induction Project webpage is currently online and offers information about various educational activities to help the completers' professional development. 5a.(I) This tool will be used to connect completers with webinars and workshops 5b1. (I) Fifty novice completers will visit the page monthly and engage in the various resources the page has to offer. 5b2. (I) Link will be visible at the EPP homepage that will increase online visits.
5b1. Create a login section in the webpage where completers can register and login each time they enter the page.	2018-19	Coordinator IP Two interns from the first working experience	4% TARE Coordinator IP 5% RA Interns-30 hours/week each intern	\$1,102 \$600 \$868 per month each intern		Intern In First working Experience EPP Web master and IP coordinator	5b1. Carry out frequency statistics to determine traffic in the page. This will help determine the success of this tool.	
5b2. Add a link of IP page to the EPP home page.	2018-19	EPP Web master María Febres			EPP Personnel	Two Intern from the First working experience	5b2. Monitor online visits to the page to assess the link success in bringing in more completers.	