

**Addendum Report Evidence 5.2**

**University of Puerto Rico  
Río Piedras Campus  
EMH College of Education  
COMPLIANCE WITH THE NEW CAEP STANDARDS**

<b>Standard</b>	<b>Indicators</b>	<b>How to comply</b>	<b>Comments</b>
1. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	<i>Candidate Knowledge, Skills, and Professional Dispositions</i> 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	1.1.a Portfolio-e 1.1.b Field Experiences- Rubrics 1.1.c Appraisal of specialties 1.1.d Practical Evaluation 1.1.e PCMA's 1.1.f GPA Specialty and Graduation 1.1.g Workshop Area Evaluation Writing	1.1 Develop new instruments that measure dispositions 1.1.b Review rubrics field experience for measure provisions
	<i>Provider Responsibilities</i> 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	1.2 Teacher Work Sample	1.2 Through the portfolio-e
	1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).	1.3 "Assessments" Process of Appraisal of Specialties	1.3 Ensure that programs that do not have SPA's complete process of appraising your specialty

	<p>1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).</p>	<p>1.4.1 Rubric of plans that includes criteria based on standards 1.4.1 Competence (criterion) separate indicator</p>	<p>1.4 Analyze in depth this indicator to determine fulfillment Commitment: assistance, ethical criteria, practice</p>
	<p>1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>	<p>1.5 Teaching Practice Evaluation 1.5.2 Porta-e</p>	<p>1.5 Also analyze courses of technology to see compliance with this indicator - experiences of field 317-318</p>
<p>2. The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.</p>	<p><i>Partnerships for Clinical Preparation</i> 2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.</p>	<ul style="list-style-type: none"> <li>● The Faculty of Education Programs must demonstrate and demonstrate how they establish, maintain and evaluate the work between the Cooperating Teachers, Cooperating Director and Professors of the Faculty in the Schools Laboratories, Public / Private Schools, among other programmatic options.</li> <li>● Analyze and demonstrate the field experiences and clinics of the student - teacher in professional formation during the course of the Bachillerato, from the beginning to the end. That is, the field and research experiences prior to pre-practice, pre-practice and in</li> </ul>	<ul style="list-style-type: none"> <li>● In the initial meeting they must attend university, school and student.</li> <li>● Create a Macro-Plan to establish profile, content and skills (easier to identify strengths and weaknesses).</li> <li>● Receive the workshop from the portfolio and have access to it.</li> <li>● Create a biannual project based on a questionnaire about the needs of the school community that concludes with a concrete result using the practitioner as supervisor and mentor students.</li> </ul>

		<p>Teaching Practice. Through this analysis, the sequence, logistics and coherence in the constructive development of the competences and professional training of the students - teachers in each Program can be demonstrated.</p> <ul style="list-style-type: none"> <li>• The construction of the electronic portfolio through the three Seminars of Professional Development, are technological evidence of the reflective and progressive practice of the student-teacher in professional training of each teacher preparation program in the course of the bachelor.</li> <li>• Accreditation assessments of each program should serve to document, evidence, analyze and reflect on the gradual progress of the student-teacher in field experiences and clinics, by demonstrating the integration of educational theory and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Record two classes at the beginning and end and prepare a reflective essay.</li> <li>• Portafolio</li> <li>• In mathematics, the assessment 6 that we use to demonstrate compliance with the standards is: Rubric to evaluate field experiences.</li> </ul>
	<p><i>Clinical Educators</i></p> <p>2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12</p>	<ul style="list-style-type: none"> <li>• Each Program must ensure that it has the educational institutions that make up the Directors and Cooperating Teachers who have the EDPE 4070 course - Master Cooperator Course.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate the number of teachers who have approved the cooperative teacher course. Every teacher evidences that his cooperative teacher course is approved.</li> </ul>

	<p>student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.</p>	<p>Cooperating Teachers must take the course every five years, and thus keep up with the field experiences and clinics that are required of the students in training as future Masters.</p> <ul style="list-style-type: none"> <li>● • The professors of the courses with field experiences and clinics should guide the Directors and Cooperating Teachers around their functions and work of collaboration and support with the student - teacher in training during the field experiences and clinics of each Program.</li> </ul>	<ul style="list-style-type: none"> <li>● Use photos and videos of the performance of the student teacher, so that it can be self-evaluated and serve as evidence to the cooperating teacher of progress and possible areas for improvement.</li> <li>● For retention we must maintain greater communication between the supervisor, cooperating teacher and student teacher.</li> <li>● To collaborate more effectively, a meeting should be held between the cooperating teacher and supervisor midway through the semester.</li> </ul>
	<p><i>Clinical Experiences</i></p> <p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills,</p>	<ul style="list-style-type: none"> <li>● Activities by material, competitions, exhibitions, festivals, plays</li> <li>● Technology - use of the phone and PowerPoint</li> <li>● Three evaluations, evaluation document</li> <li>● Workshops that demonstrate their motor, fine and coarse development</li> <li>● Pretest and post test</li> </ul>	

	and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.		
3. The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.	<p><i>Plan for Recruitment of Diverse Candidates who Meet Employment Needs</i></p> <p>3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.</p>	<p>Develop a recruitment plan and the administrative structure that supports it.</p> <p>Create a profile that guarantees diversity in student recruitment that includes non-academic skills</p>	<p>How does the University select students to ensure diversity?</p> <p>Does the Faculty have a recruitment plan or program?</p> <p>How can programs participate in the recruitment process?</p>
	<p><i>Admission Standards Indicate That Candidates Have High Academic Achievement And Ability</i></p> <p>3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of</p>	<ul style="list-style-type: none"> <li>● Monitoring of the cohort of candidates who entered in 2014 on average admission and their progress through the program.</li> <li>● Create a model as specified in this standard that uses the admission criteria of the Faculty of Education.</li> </ul>	

	<p>candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:</p> <ul style="list-style-type: none"><li>▪ is in the top 50 percent from 2016-2017;</li><li>▪ is in the top 40 percent of the distribution from 2018-2019; and</li><li>▪ is in the top 33 percent of the distribution by 2020.[i]</li></ul> <p>If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.</p> <p>The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the</p>		
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	mean and standard deviation for the group.		
	<p><i>Additional Selectivity Factors</i></p> <p>3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.</p>	<ul style="list-style-type: none"> <li>● Input interview to measure dispositions and correlation with assessment processes of dispositions during the program.</li> </ul>	
	<p><i>Selectivity During Preparation</i></p> <p>3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.</p>	<p>GPA in specialty area Advisors report Academics Incorporate in core courses micro teaching experiences BEFORE the pre-practice.</p> <ul style="list-style-type: none"> <li>● Development of evolutive or progressive rubrics that address "content knowledge, pedagogical skills and the integration of technology", as established in the standard, especially for the TWS instruments and Porta-e</li> </ul>	<ul style="list-style-type: none"> <li>● The data collection platform must conform to these evolutionary rubrics</li> </ul>
	<p><i>Selection At Completion</i></p>	<p>Make sure you count the GPA.</p>	<p>Develop mechanism for make sure that those who</p>

	<p>3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.</p>	<p>Get recommendations from the content areas so that the candidate can take the PCMAS.</p> <p>Create a document so that academic advisor recommend courses that strengthen the development of competences. (Whether courses with credit, without credit, seminars, studies independent, etc.</p> <p>Academic affairs of the Faculty can provide access to the progress data Academic. You can create a format for such purposes.</p> <p>Evidence taken from the Porta-e; FAEDs; Practice; assessment of SPA's.</p>	<p>do not get the go-ahead of the areas can be trained to take same in the future.</p>
	<p>3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.</p>	<p>Suggest that the course of laws school</p> <p>And create a code of ethics that be discussed in the first courses that candidates take in the different programs.</p> <p>Incorporate this content in the practice instrument.</p>	
<p>4. The provider demonstrates the impact of its completers on P-12 student learning and</p>	<p>4.1 The provider documents, using multiple measures that program completers contribute to an expected</p>	<ul style="list-style-type: none"> <li>• Teacher Portfolio-Review to include focus on Teacher Work</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements with the Department of Education</li> </ul>



<p>development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</p>	<p>level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.</p>	<p>Samples with aggregate data on student learning</p> <ul style="list-style-type: none"> <li>• Puerto Rican Tests (PPAA); data on schools where graduates work</li> <li>• Notes, assistance; Teacher Work Samples with aggregate data of Teaching Practice on student learning</li> <li>• Establishment of collaborative agreements with public schools so that they can send us information about students of "completers" (professional schools).</li> <li>• Review the 3 FAED courses to incorporate a Teacher Work Sample from the first in each for a total of three.</li> </ul>	<p>through the Vice Presidency of Academic Affairs for the entire system, in order to designate profess. schools</p> <ul style="list-style-type: none"> <li>• Collaborative agreements with schools, student data of our "completers"</li> <li>• Analyze how the Flexibility Plan will be operationalized Department of Education</li> <li>• Identify the baccalaureate courses where you work with TWS</li> </ul>
	<p>4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	<ul style="list-style-type: none"> <li>• Instrument for Practical Evaluation</li> <li>• Questionnaire to students of schools where "completers" practice</li> </ul>	<p>Design questionnaire for students of "completers" version K-3, 4th. to 6th, secondary</p>
	<p>4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.</p>	<ul style="list-style-type: none"> <li>• Annual Parent Sponsorship Questionnaire and Directory- This semester 2nd semester 12-13</li> </ul>	<p>In process administer this semester as a pilot</p> <p>Include in the employer questionnaire "promotion and retention"</p>

	<p>4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>	<ul style="list-style-type: none"> <li>• Data Bank 1st semester 2013-14</li> <li>• CIE graduates questionnaire task: revise it, shorten it</li> </ul>	<p>In progress review it</p> <p>The five key questions are already included in PCMAS (College Board)</p> <p>Annual questionnaire for graduates: Annette, Consuelo and Claudia review the College Board, they have already reviewed the questionnaire</p>
<p>5. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</p>	<p>5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.</p>	<ul style="list-style-type: none"> <li>• Authentic evaluation model with quality criteria</li> <li>• Strategic plan</li> <li>• Digital platform that expands the database in three directions: candidate progress, completers achievements provider</li> <li>• Incorporate criteria of "quality assurance" in each "transition points"</li> <li>• Revised rubrics that monitor the progress of candidates throughout their training</li> </ul>	<p>Review and adapt both task: Consuelo will send by e-mail</p> <p>2-The Assessment Committee will work standards 1, 2 and 3</p> <p>Incorporate the criterion of quality assurance in each transition points</p> <p>AF1-Rubrics are designed with limited capacity to "monitor" candidate's progress</p>
	<p>5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.</p>	<p>Recruit experts to verify data quality in measurement, statistical analysis, in terms of reliability and validity</p>	

	<p>5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.</p>	<p>Bridge Program (Induction) BIM monitoring and evaluation</p> <p>Annual meetings with "stakeholders" to analyze results on the "completers" in terms of achievement of goals; compare against the profile of the graduate at the Faculty level and in the concentration area</p> <p>Determine how the results will be used to improve program elements and processes / operations of the "provider"</p>	<p>Compare against the profile of the graduate of the Faculty and the concentration area</p> <p>PCMAS Academic index Portfolio Teacher Work Sample (TWS)</p>
	<p>5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.</p>	<p>Teacher Work Sample in FAED Learning data students added Collect in Teaching Practice-framed the PPAA; Standards Department of Education are "external benchmarks"</p>	<p>How are the results used to improve the elements programmatic and processes? Examples: FAED's -Teaching practice -Field experiences -clinical experiences</p>
	<p>5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</p>	<p>Advisory Committee: Dept. of Education Private Schools Representative Graduates COOP teachers Laboratory schools Schools practice centers</p>	<p>task: Consuelo check and review model of the Dept. of Graduate Studies</p> <p>Reorganize the Interaction Committee P-12</p>