

ANNUAL REPORTING MEASURES

Impact Measures (CAEP Standard 4)

4.1 Impact on Students' Learning and Development

Graduate teachers from the University of Puerto Rico, Río Piedras campus, evidence their impact in students through technology classroom projects

Source:

López, K. (2019, March 29) Maestros puertorriqueños competirán en París con sus proyectos de innovación. *El Nuevo Día*. Retrieved from

<https://www.elnuevodia.com/noticias/locales/nota/maestropuertorriquenoscompetiranenparisconsusproyectosdeinnovacion-2485011/>

López, K. (2019, April 5). Celebran talento de maestros innovadores. *El Nuevo Día*. Retrieved from

<https://www.elnuevodia.com/noticias/locales/nota/celebrantalentodemaestrosinnovadores-2486485/>

Delgado, J. (2018, March 10). Seis educadores llevan a Singapur proyectos de innovación. *El Nuevo Día*, Retrieved from

<https://www.elnuevodia.com/noticias/locales/nota/seiseducadoresllevanasingapurproyectosdeinnovacion-2405391/>

When a bold educator dives into the emerging technologies, the result can be masterly. Such was the experience for **Jan Carlos de la Paz**, who graduated in May 2015 with a Bachelor's Degree in Education Arts, and **Alex Tirado**, who graduated in 2011 with a Bachelor's degree in Commercial Education. Both educators were invited to present in Microsoft's Education Exchange, which is to be celebrated from April to to April 4. Microsoft is inviting these graduates as experts in technologic innovations.

Jan Carlos de la Paz proudly won three prizes in the 7th Forum of Innovative Teachers, celebrated by Microsoft in May 2018. Our graduate from the Faculty of Education was awarded with the "*Microsoft Award Driving Impact and Making a Difference*", the "Teachers Choice Award" and second place in the category "*Extending Learning Beyond the Classroom*". His winning project is titled "**Lluvia, truenos, estragos y esperanza**".

The link to his project is the following:

<https://education.microsoft.com/Story/Lesson?token=hGeJl>. De la Paz is currently working since **2016** in the Mathematics, Sciences and Technology Specialized School of San Juan's Municipality Educative System. In **2017** he finished a Master's degree in Management and Strategic Leadership and courses in School Administration from the

Metropolitan University in **2018**. He is determined to complete his Doctorate Degree in his Alma Mater, the University of Puerto Rico.

Alex Javier Tirado Hernández, one the other hand, is in charge of the Technology Class in the Mathematics, Sciences and Technology Specialized School of San Juan's Municipality Educative System. He finished his Master's Degree in Leadership in Educational Organizations of the Faculty of Education of the University of Puerto Rico, in **2014**. He is also taking his doctoral studies in our institution. Tirado Hernández will participate this year in Microsoft's Education Exchange as a Minecraft Global Mentor. Alex Javier has been competing three years in Microsoft Forums. He has been awarded with the following prizes: *third place in the STEM category (2018) and first place in Creativity (2017)*. *At the same time, he carries out educational inclusion projects for deaf students, a puppets project for tourism using Microsoft technology, among others works.*

In the 2019 edition of Microsoft Educational Exchange, held in Paris, **Alex Tirado** won **second place** in the Inclusion category for a project based in developing strategies to teach his students to recognize women's legacy, particularly in the scientific field. He collaborated with competitors in Colombia, Holland, United States and Senegal. The project, which was developed in 48 hours, originated from the observation that within the scientists' names that surround the iconic Eiffel Tower, not one of a woman is to be found. To make this project a reality, not only did they investigate the legacy of diverse women scientists, they reprogrammed technological programs, like a Minecraft game, to present more inclusive information. *All of this educative material was designed keeping in mind students with auditory or visual limitations.*

In spite of the arduous trajectory of Puerto Rico's young teacher, our graduates are known for having a solid a solid formation in leadership, in curricular and teaching competencies, in educative investigation and in educative technologies, which enables them to be successful and impactul on their students. Our harvest of teachers who got to be finalists of the 7th Forum of Innovative Teachers serves as evidence (4.1): **Nicole Méndez, Sugeily Ortiz, Natalie Báez, Alex Tirado, Solange Vázquez, Fransua Fernández, Jan de la Paz, Bryan Rivera, Vivianne Fournier, Wilfredo Feliciano y Gretchen Torres (all completers UPR RP)**. Their projects are an excellent example of talent, audacity and dedication for their students.

Vivianne Fournier (Robinson School- private system), Gretchen Torres (Sciences and Technology Specialized School of San Juan's Municipality Educative System- municipal system) and Bryan Rivera (Esc. Nueva de Quebrada Arenas, Guaynabo- public system), represented Puerto Rico in the Microsoft's Education Exchange celebrated on **Singapore in April 2018**.

4.1, 4.2 and 4.3; Ability of completers to be reemployed

The Municipal School System information on the performance of UPRRP completers who are part of that System: The faculty of the municipal schools includes sixty alumni (60) from the University of Puerto Rico, Rio Piedras Campus. This number represents

approximately forty-five percent (45%) of our faculty. Of these, twenty eight percent (28%) have been members of our faculty for more than five (5) consecutive years. The preparation and dedication of this personnel constitutes a great contribution to the excellent educational endeavor that takes place in our schools: The School of San Juan, the School of Sports, and the Specialized School in Mathematics and Technology. According to the results of standardized tests that are administered each year, over 80% of our students evidence superior academic achievement. Besides, the results of the College Board show that our twelfth-grade students have the highest averages in comparison with the public and private schools in Puerto Rico.

The benefit of having professionals who are competent in the classroom as well as in the administrative area leads to the high quality education offered by our municipal school system. Therefore, the municipal school system declares to continue benefiting from UPRRP alumni for the sake of the students and community.

The Laboratory School of the Universidad Interamericana, Metro Campus (CEDIN), has in its faculty/staff several graduates of the UPR/ Río Piedras Teacher Education program. Our school opened in 2010. Of the four teachers hired, 3 were graduates of UPR-RP program. As of 2011, the CEDIN enrollment and faculty increased significantly. At present, it has 18 of 37 full-time teachers who UPRRP completers (48.6% of CEDIN teachers).

CEDIN experience has been very favorable. Completers of UPR / Río Piedras, in general:

- Are prepared teachers, able to plan with a constructivist approach, integrating diverse resources for learning.
- Handle technology and various strategies, for example, collaborative groups, problem-based learning, projects, and curricular integration.
- Have demonstrated knowledge of development principles and appropriate teaching practices.
- Use research techniques and dedicate time to their professional development.

4.3. Report of Questionnaire Opinion of Directors, Administrators and School Supervisors of the Teacher Preparation Program of the University of Puerto Rico of the Rio Piedras Campus , School of Education

The Faculty of Education of the University of Puerto Rico, of the Río Piedras Campus (UPRRP) has great interest in learning about the perception of Directors, Administrators and School Supervisors about the quality of the graduate students pursuing their academic degree as professional teachers. The purpose of this questionnaire is to gather information to maintain and improve the quality of the programs of the Faculty of Education of the UPRRP Campus. It will also help to present reliable data in the process of re-accreditation of the Program.

The questionnaire was completed by a sample of 7 where all are school directors. Around 42.9% direct public school, 14.3% direct private school and specialized public schools and 28.3% direct a Montessorri school. According to the directors the schools present a big amount of completers from the Faculty of Education of the UPRRP Campus employed at there school. One of the directors has 20 teacher completers in its school.

Indicators of teaching effectiveness

The survey also investigate the teachers effectiveness, the academic and professional growth of the students.

The directors describe some initiative of the teachers which has had a positive impact on the academic growth of the students. The director present the strategies made my the teachers of the Teacher Preparation Program. Some present the following strategies: an Integration of themes with planet conservation and strategic planning in urban environments; development of literacy activities; project-based learning; field studies; and differentiated learning experience in mathematics for 5th grade students.

The directors also demonstrated student achievements supported by teachers. Over 71.4% participates in educational competitions and activities present. Around 57.1% present academic achievements and personal achievements of students. Director expose that 42.9% of the teachers developed and coordinate student groups, help in the Admission to academic programs and hold prizes in fairs, competitions or expositions. Only 28.6% present achievements in research and contributions to the school, center or community.

4.3 Satisfaction of Employers

The questionnaire also measure the 10 competencies that are establish by the Teacher Preparation Program and the satisfaction of the employers(directors). The competence that promotes the program are: 1) Knowledge of the subject, 2) Knowledge of the student and his learning process, 3) Planning of teaching, 4) Implementation of teaching and research, 5) Creation of learning environments, 6) Communication, 7) Integration of educational technologies, 8) Evaluation of learning, 9) Relationship with the community, and 10) Professional performance. These competencies are presented as the profile expected by the undergraduate student that a future teacher must develop and demonstrate as part of their preparation as a teacher.

The completers' opinions indicate a high level of competence in the areas of Knowledge of the subject (1), Planning of teaching(3) and Evaluation of learning(8). All the sample (100%) presented high satisfaction on: the comprehension and profound knowledge of the content of the subject taught, planning of the distribution of time to achieve the learning objectives; Organization and clearly communication of results in the evaluation of students and family members.

Other competences with high scores in satisfaction are: the organization of meaningful learning experiences of the subject for all students; the alignment of instructional objectives and activities with subject standards and goals of the school curriculum; in the competences of creation of learning environments; property and coherence in oral expression; projection and effective articulation in verbal and non-verbal expression; integration of technology to strengthen and promote the active and meaningful learning of its students and the teaching process; use of technology to support and strengthen the evaluation of learning; and analysis of the information collected to make decisions regarding the learning and continuous development of each student and their educational practice.

Standard 4 Program Impact 4.1, 4.2 and 4.3; Ability of completers to be reemployed

March 30, 2017

Dr. Nellie Zambrana Ortiz

College of Education

University of Puerto Rico

Rio Piedras Campus

PO Box 23300

San Juan, Puerto Rico 00931

Dear doctor Zambrana:

Re:Alumni, Faculty Municipal Schools, Municipal School System

Greetings! This letter is to respond to your request on information on the performance of Puerto Rico Alumni who are part of our System. The faculty of the municipal schools includes sixty alumni (60) from the University of Puerto Rico, Rio Piedras Campus. This number represents approximately forty-five percent (45%) of our faculty. Of these, twenty eight percent (28%) have been members of our faculty for more than five (5) consecutive years. The preparation and dedication of this personnel constitutes a great contribution to the excellent educational endeavor that takes place in our schools: The School of San Juan, the School of Sports, and the Specialized School in Mathematics and Technology. According to the results of standardized tests that are administered each year, over 80% of our students evidence superior academic achievement. Besides, the results of the College Board show that our twelfth-grade students have the highest averages in comparison with the public and private schools in Puerto Rico.

The benefit of having professionals who are competent in the classroom as well as in the administrative area leads to the high quality education offered by our municipal school system. Therefore, we hope to continue benefiting from your alumni for the sake of our students and community.

Cordially

Evelyn La Fontaine.

Director

Municipal Education System

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April, 2017

Dear doctor Zambrana:

CeDIn, Laboratory School of the Universidad Interamericana, Metro Campus, has in its faculty/staff several graduates of the UPR/ Río Piedras. Our school opened in 2010. Of the four teachers hired, 3 were graduates of your program. As of 2011, our enrollment and faculty increased significantly. At present, we have 18 of 37 full-time teachers who are graduates (48.6% of our teachers).

Our experience has been very favorable. Graduates of UPR / Río Piedras, in general:

- They are prepared teachers, able to plan with a constructivist approach, integrating diverse resources for learning.
- They handle technology and various strategies, for example, collaborative groups, problem-based learning, projects, and curricular integration.
- They have demonstrated knowledge of development principles and appropriate teaching practices.
- They use research techniques and dedicate time to their professional development.

If you need any other information, please contact us.

Mayra Dávila

CeDIN School Director

4.4 Completers' Satisfaction with the Program

According to the video- examples of testimonials

00:00:30

I consider that in the University of Puerto Rico, especially the Faculty of Education, **has given me many tools for my performance as a teacher during these 5 or 6 years that I have been practicing the profession.**

00:00:40

The experience in the Program is **extremely rewarding for me; I could study with the best professors in the country and greatly expand my characteristics and personality that now distinguishes me as a teacher.**

00:00:51

My preparation is in Special Education. I am very grateful to my professor, because he has been a good resource for me. **Even now, if I call [for help], he answers. Therefore the accessibility of the professors is a great aspect of the Program.**

00:01:51

I understand that I was best prepared **in test design; assessment; criterion tests, rubrics and so for.** I also feel well prepared **in the approach that one as a teacher should have towards students, and how one should implement the skills and knowledge of the subject matter.**

00:01:13

Another important aspect, ...I think **the philosophical, psychological and social foundations of education were strong**. Several times I found myself having the need to apply theories or remember them. I think that in that aspect it has also been very, very good. In this sense, **also the Assessment Guide of the Teaching Practice, with the tools that they gave us in the professional courses, helped me a lot**.

00:01:59

I acquired **a lot of knowledge that has strengthened me as a teacher, and the drive to continue my learning along the way**.

00:02:02

I have done several **projects using Microsoft and technological tools**, since our school participates annually in innovative Microsoft forums. **We have (my students and I) participated with two projects which have won prizes**.

00:02:05

One of the things I treasure most of the Faculty of Education is precisely that **it never closes its doors to its graduates [completers]**. **We have the opportunity, every two years, to organize the Student Research and Creation Symposium that we celebrate, sponsored by the Educational Research Center and the Dean's Office**. This research seminar brings the opportunity to alumni to come and present their research projects and those developed in their schools with/for their students.

00:02:59

Therefore, studying at the Faculty of Education **has been an enriching experience that brings us benefits for our graduate studies in our professional area** and research work.

00:03:10

I recognizes the academic body; and it shows that there is excellence in terms of academic writing; the library services and the workshops given to us, as how to use the databases and the search strategy. . I still use the databases, I still need to look for some things for my practice and I use those valuable materials and resources that, even though I am not there [as student] at this moment, I am still taking advantage of.

00:03:36

It was a **tremendous preparation that I had in the Río Piedras Campus. And for now, I can participate in the Project Based Learning (PBL) Seminar of the Teacher Induction Project**.

00:03:43

The **University has kept in touch with the alumni, through social networks and through email... letting us know about all the academic events** and what they are working on day by day.

00:04:56

And we keep up-to-date on new practices and new methodologies. We maintain contact with the professors and they keep coaching us at all time. So, I invite each of you to be part of the group of graduates of the Faculty of Education and that we keep in contact with our *alma mater*.

[Links videos Inducción](#)

5. Graduation rates: (initial) For the 2012 cohort: 43.9% (after 6 years of enrollment) Advanced:100%

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial).



University of Puerto Rico –Río Piedras Campus

State Licensure Test Score as reported by the College Board

March, 2018

| Areas | UPRRP Pass-rate |
|--------------------|------------------------|
| Elementary General | 96% |
| Secondary General | 97% |
| Spanish | 82% |
| English | 100% |
| Science | 100% |
| Social Studies | 100% |
| Math | 100% |

Summary Pass Rates

| Group | Number taking test | Number passing test | Pass rate (%) |
|---------------------------------|---------------------------|----------------------------|----------------------|
| All program completers, 2017-18 | 98 | 91 | 93 |
| All program completers, 2016-17 | 89 | 89 | 100 |
| All program completers, 2015-16 | 149 | 137 | 92 |

7. Ability of completers to be hired in education positions for which they have prepared (initial)

The tendency is that 66% of our completers are hired as teachers, being the public system slightly superior in number than the private sector. The 11% manage to work in educational endeavors, using their knowledge and skills at other level. The EPP will strengthen the Induction Project to gain knowledge about the diversification potential of the EPP curriculum.

8. Student loan default rates and other consumer information (initial & advanced levels)

The EPP does not have access to that information.