

Electronic Bulletin

March, 2023

BREVES APUNTES

Results of the Exit Questionnaire Academic Year 2021-2022

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Editorial

In this Bulletin we will share the results of the Exit Questionnaire administered to candidates for the 2021-2022 academic year. Of a total of 150 candidates, 108 or 72% answered the questionnaire. This questionnaire asks about:

- The degree of knowledge and/or mastery of the professional competencies established by the Eugenio María de Hostos, Faculty of Education.
- Perception of the degree of competence of the dispositions promoted by the program as established in the standards and dispositions of the Interstate Teacher Assessment and Support Consortium (InTASC).
- Proficiency in technology skills promoted by the teacher preparation program aligned with the International Society for Technology in Education (ISTE) standards.
- Management of library resources and information skills.
- Evaluation of various aspects of the teacher preparation program.
- Evaluation of general professional preparation and study and employment plans.

University of Puerto Rico

Río Piedras Campus

Faculty of Education

Faculty of Education Exit Questionnaire

Instrument Objectives

The purpose of the Exit Questionnaire is to collect information about candidates who are in the process of completing the Bachelor of Arts in Education at the University of Puerto Rico, Río Piedras Campus (UPR-RP). The aim is to understand what competencies and dispositions (attitudes) candidates have acquired through their academic preparation.

Semester 1S 2021-2022 64 (59.3%) 2S 2021-22 44 (40.7%)

Teacher Preparation Program

1. Identify your program and then identify the sub-specialty to which you belong.

Please, if you have two concentrations, **check the first concentration.**

	2021-2022
<i>Preschool education:</i>	
Preschool education:	8 (7.5%)
<i>Educación Elemental:</i>	
K-3	14 (13.1%)
4to-6to-Science	1 (0.9%)
4to-6to-Spanich	1 (0.9%)
4to-6to-Social Studies	
4to-6to-Mathematics	5 (4.7%)
4to-6to - Teaching English to Spanish Speaker	3 (2.8%)
Special Education	14 (13.1%)
<i>Secondary Education:</i>	
Science, General	3 (2.8%)
Physical science	
Chemistry	3 (2.8%)
Science, Biology	
Spanich	2 (1.9%)
Social Studies	2 (1.9%)
History	8 (7.5%)
English to Spanish Speakers	17 (15.9%)
Mathematics	3 (2.8%)
Physical education	11 (10.2%)
Theater (K-12)	1 (0.9%)
Art (K-12)	4 (3.7%)
Music (K-12)	7 (6.5%)

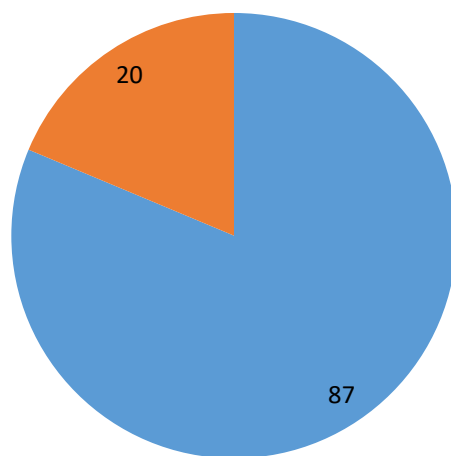
1a. Are you from another Faculty and are you taking the courses for teacher certification?

	2021-2022
No	101 (97.1%)
Yes	3 (2.9%)

2. Indicate the degree of knowledge and/or mastery of the professional competencies established by the Faculty. Use the following scale, marking only one answer per row:

4= Very competent 3=Competent 2= Moderately competent 1= Slightly competent

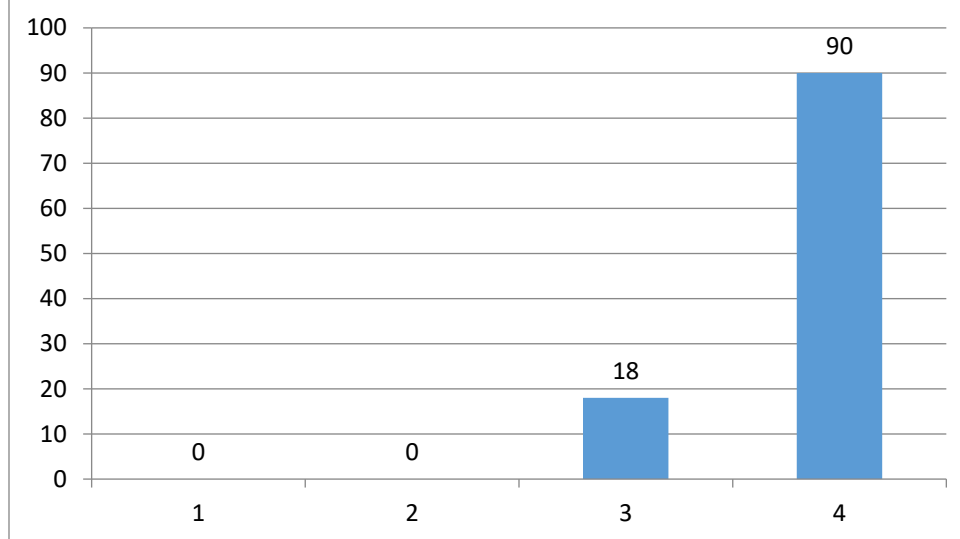
Professional competencies established by the Faculty				
1. Broad and deep mastery and knowledge of the subject/discipline to be taught.	4	3	2	1
2021-2022	87 81.3	20 18.7		



Broad and deep mastery and knowledge of the subject/discipline to be taught:

A total of 87 (81.3%) candidates are considered very competent and 20 (18.7%) competent.

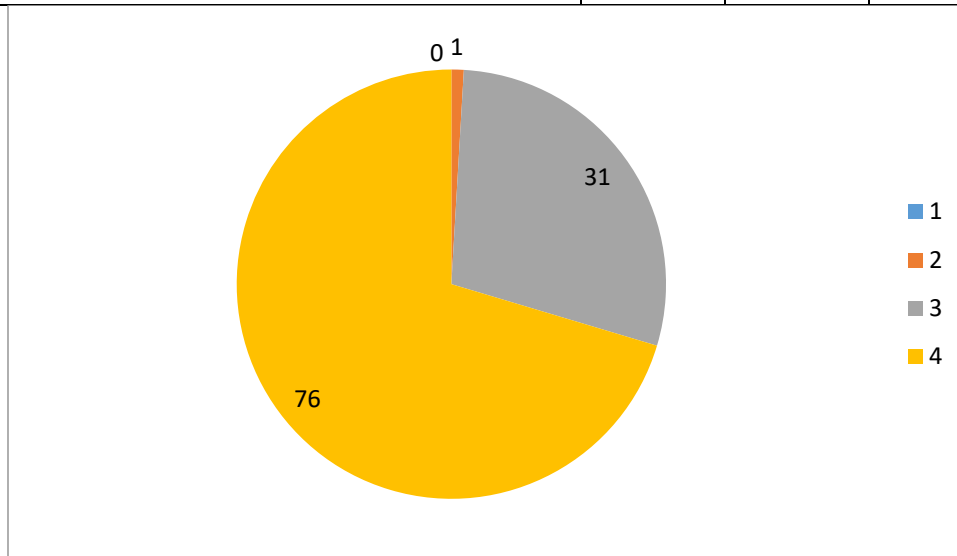
2. Knowledge of the various ways in which students develop and learn.	4	3	2	1
2021-2022	90 83.3	18 16.7		



Knowledge of the various ways in which teacher candidates develop and learn

A total of 90 (83.3%) candidates are considered very competent and 18 (16.7%) competent.

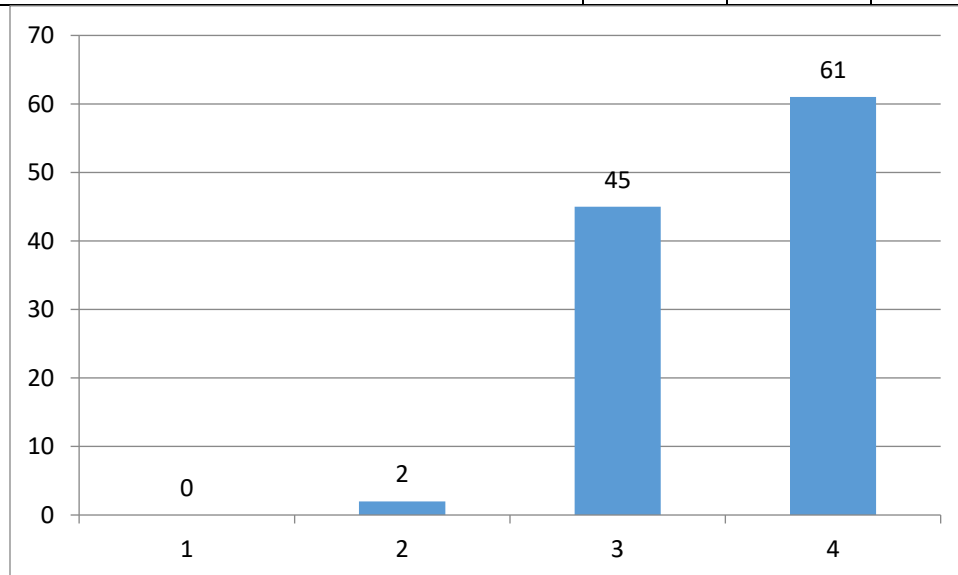
3. Teaching planning: having the necessary knowledge to plan, organize and adjust teaching to the different levels of students.	4	3	2	1
2021-2022	76 70.4	31 28.7	1 0.9	



Teaching planning: having the necessary knowledge to plan, organize and adjust teaching to the different levels of students

A total of 75 (70.4%) candidates are considered very competent, 31 (28.7%) competent, and 1 (.9%) moderately competent.

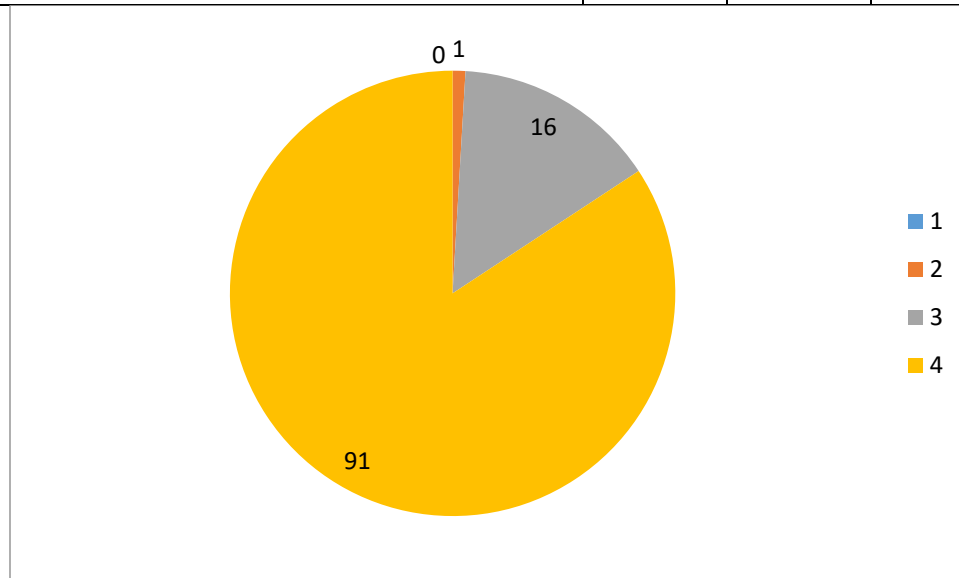
4. Teaching implementation and research: use and investigate various educational practices, strategies, methods and materials to promote learning for all students.	4	3	2	1
2021-2022	61 56.5	45 41.7	2 1.9	



Teaching implementation and research: use and investigate various educational practices, strategies, methods and materials to promote learning for all students.

A total of 61 (56.5%) candidates are considered very competent, 45 (41.7%) competent, and 2 (1.9%) moderately competent.

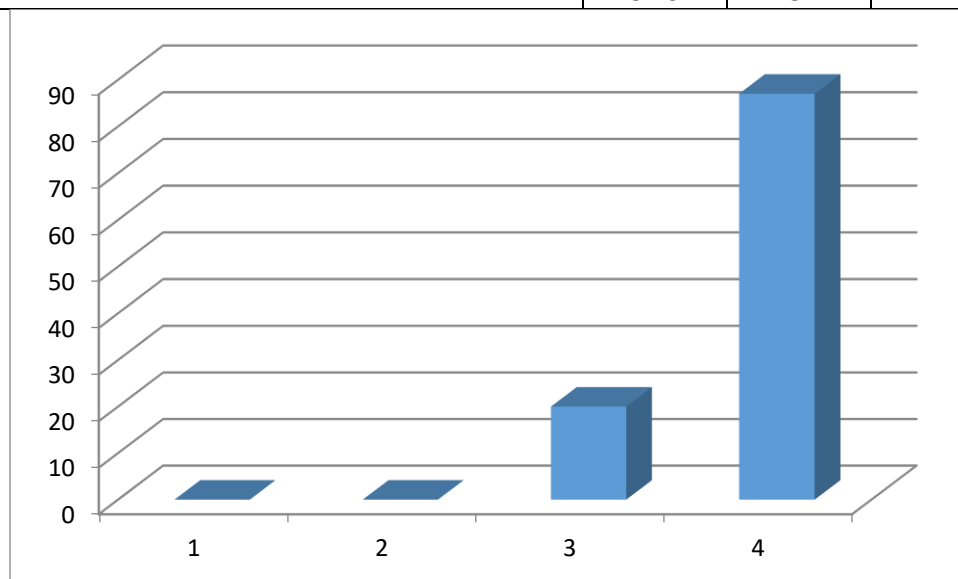
5. Creation of a learning environment: organize the classroom and distribute time according to the needs of the students.	4	3	2	1
2021-2022	91 84.3	16 14.8	1 0.9	



Creating a learning environment: organizing the classroom and distributing time according to the needs of the students

A total of 91 (84.3%) candidates are considered very competent, 16 (14.8%) competent, and 1 (.9%) moderately competent.

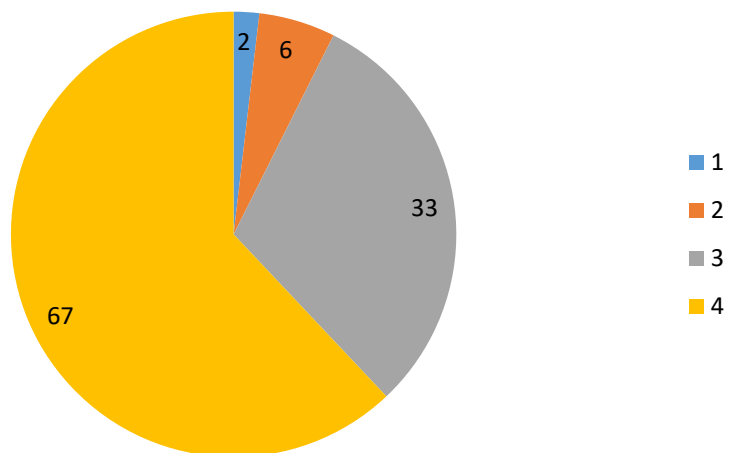
6. Verbal and written communication skills in the Spanish language.	4	3	2	1
2021-2022	87 81.3	20 18.7		



Verbal and written communication skills in the Spanish language

A total of 87 (81.3%) candidates are considered very competent and 20 (18.7%) competent.

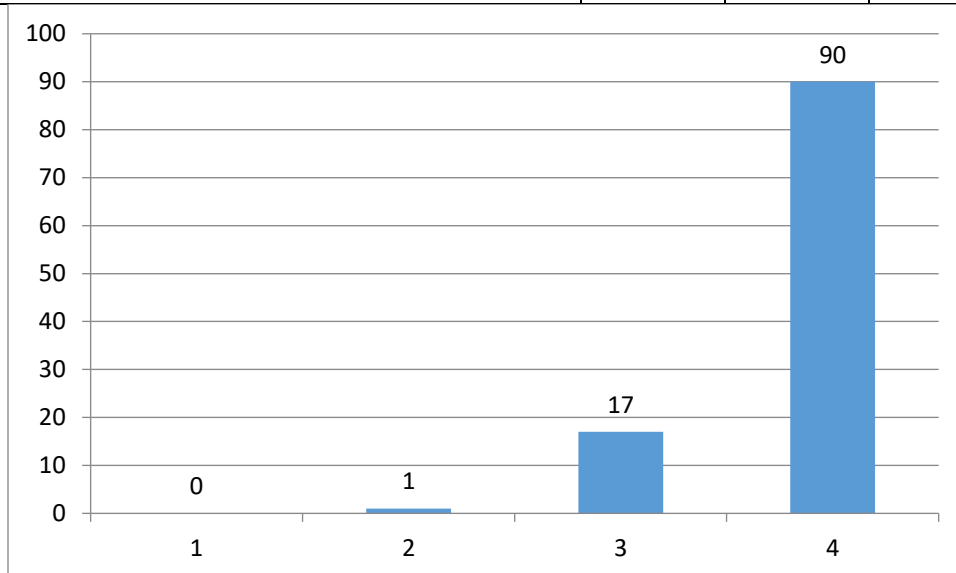
7. Verbal and written communication skills in the English language.	4	3	2	1
2021-2022	67 62.0	33 30.6	6 5.5	2 1.9



Verbal and written communication skills in the English language

A total of 77 (62%) candidates are considered very competent, 33 (30.6%) competent, 6 (5.5%) moderately competent, and 2 (1.9%) slightly competent.

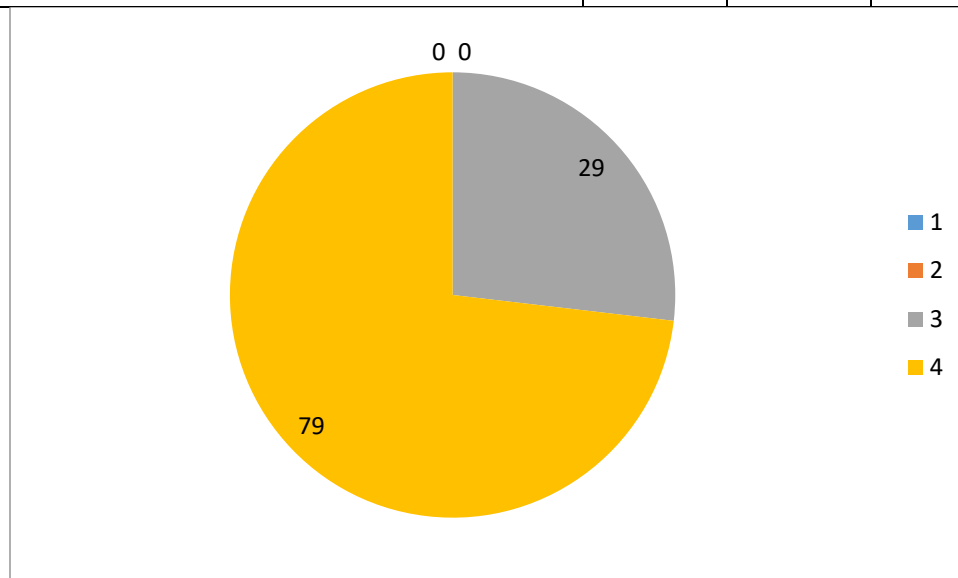
8. Integration of educational technologies: integrate technologies into the classroom practice to support and enrich teaching, learning and assessment.	4	3	2	1
2021-2022	90 83.3	17 15.7	1 0.9	



Integration of educational technologies: integrate technologies into ther classroom practice to support and enrich teaching, learning and assessment.

A total of 90 (83.3%) candidates are considered very competent, 17 (15.7%) competent, and 1 (.9%) moderately competent.

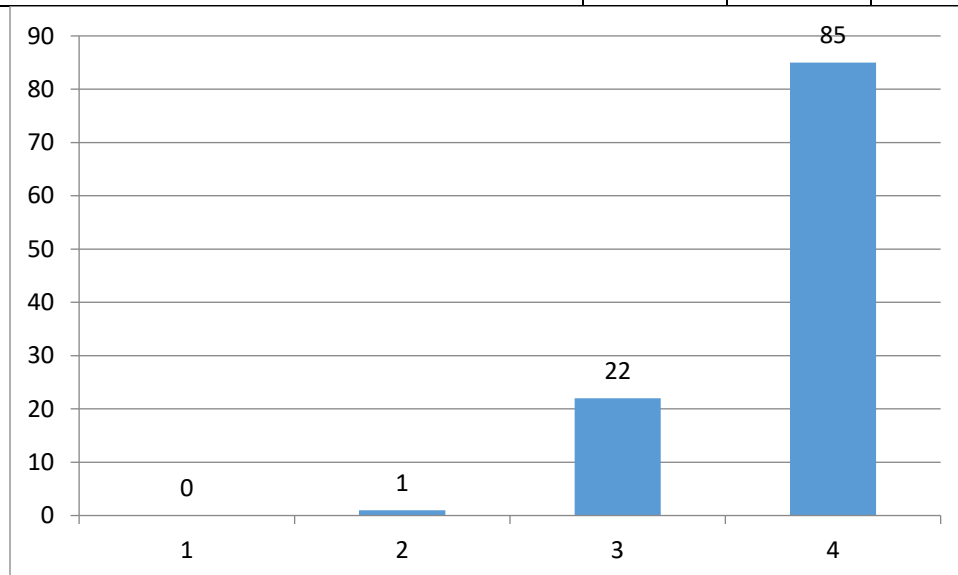
9. Learning evaluation: design, adapt and use “assessment” strategies and evaluation instruments to guarantee continuous development in the physical, cognitive, social and emotional aspects of the student.	4	3	2	1
2021-2022	79 73.1	29 26.9		



Learning evaluation: design, adapt and use “assessment” strategies and evaluation instruments to guarantee continuous development in the physical, cognitive, social and emotional aspects of the student.

A total of 79 (73.1%) candidates are considered very competent and 29 (26.9%) competent.

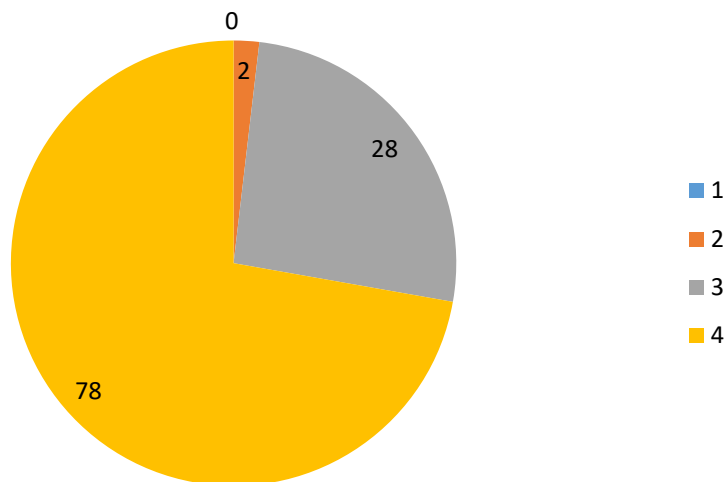
10. Relationship with the school community: establish positive relationships with colleagues and their students.	4	3	2	1
2021-2022	85 78.7	22 20.4	1 0.9	



Relationship with the school community: establish positive relationships with colleagues and their students.

A total of 85 (78.7%) candidates are considered very competent, 22 (20.4%) competent, and 1 (.9%) moderately competent.

11. Professional and personal development: Learn about and join professional associations and attend other activities that promote professional development.	4	3	2	1
2021-2022	78 72.2	28 25.9	2 1.9	



Professional and personal development: Know and join professional associations and attend other activities that promote professional development.

A total of 78 (72.2%) candidates are considered very competent, 28 (25.9%) competent, and 2 (1.9%) moderately competent.

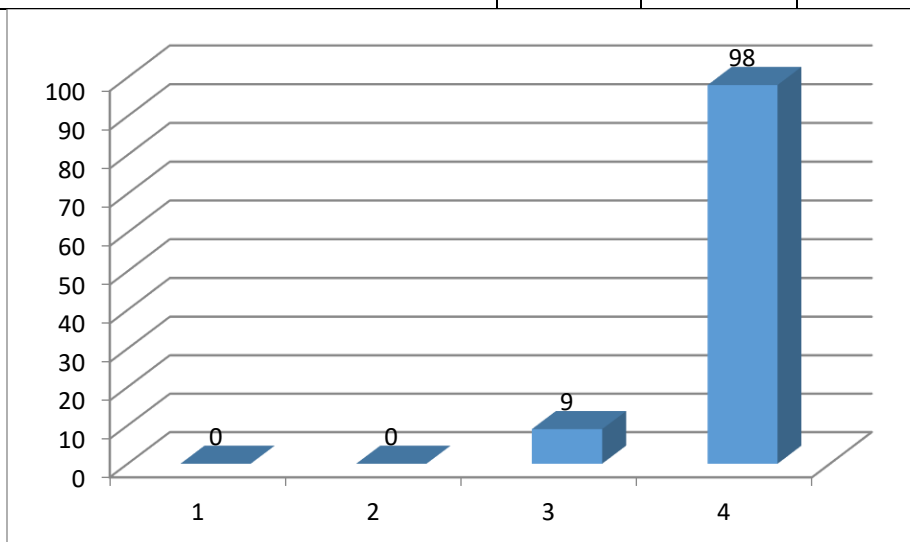
Based on the responses of the teacher candidates for the results obtained from the questions asked, the teacher candidates were considered very competent during the 2021-2022 academic year.

Candidates' results of how competent they feel with respect to the **dispositions** promoted by the teacher preparation program are as follows:

3. Please indicate how competent you feel regarding the dispositions promoted by the teacher preparation program. Use the following scale, marking only one answer per row:

4= Very competent 3=Competent 2= Moderately competent 1= Slightly competent

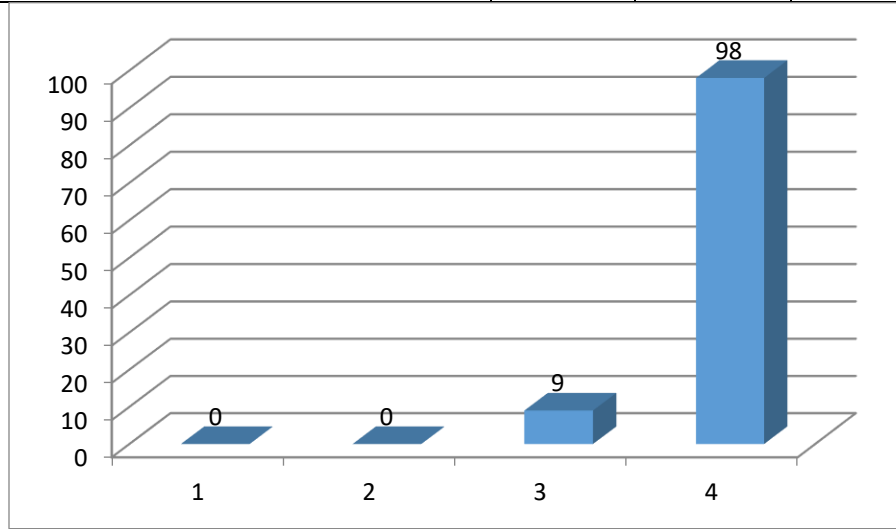
Teacher Preparation Program Dispositions				
Standard 1: Student Development				
1) Respect the multiple strengths and learning needs of students.	4	3	2	1
2021-2022	98 91.6	9 8.4		



Respect the multiple strengths and learning needs of students

A total of 98 (91.6%) candidates are considered very competent and 9 (8.4%) competent.

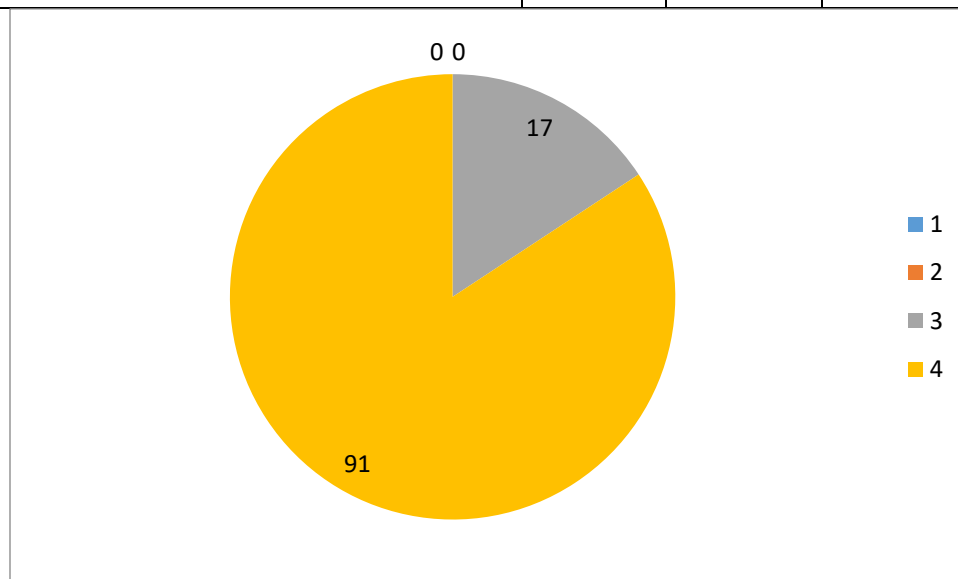
2) Use students' strengths as learning opportunities.	4	3	2	1
2021-2022	98 91.6	9 8.4		



Using students' strengths as learning opportunities

A total of 98 (91.6%) candidates are considered very competent and 9 (8.4%) competent.

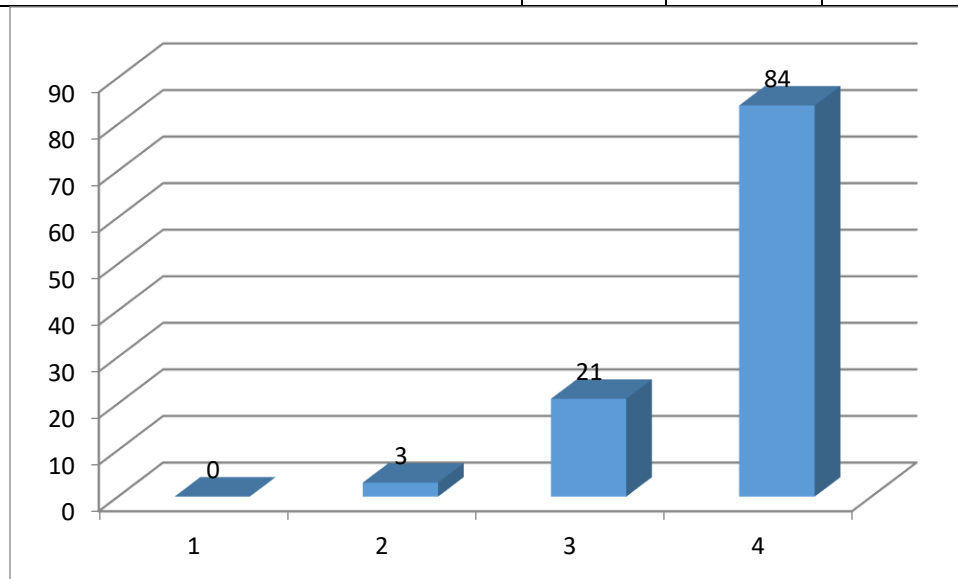
3) Promote the intellectual, socio-emotional and cultural development and growth of students.	4	3	2	1
2021-2022	91 84.3	17 15.7		



Promote the intellectual, socio-emotional and cultural development and growth of students

A total of 91 (84.3%) candidates are considered very competent and 17 (15.7%) competent.

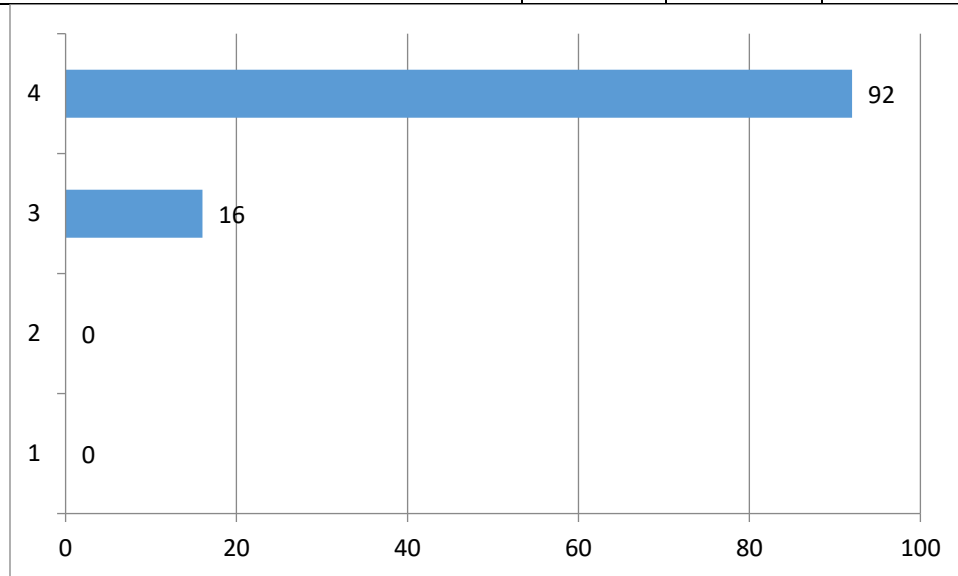
4) Value the contributions of the family and the community to support the development of each student.	4	3	2	1
2021-2022	84 77.8	21 19.4	3 2.8	



Valuing the contributions of family and community to support the development of each student

A total of 84 (77.8%) candidates are considered very competent, 21 (19.4%) competent, and 3 (2.8%) moderately competent.

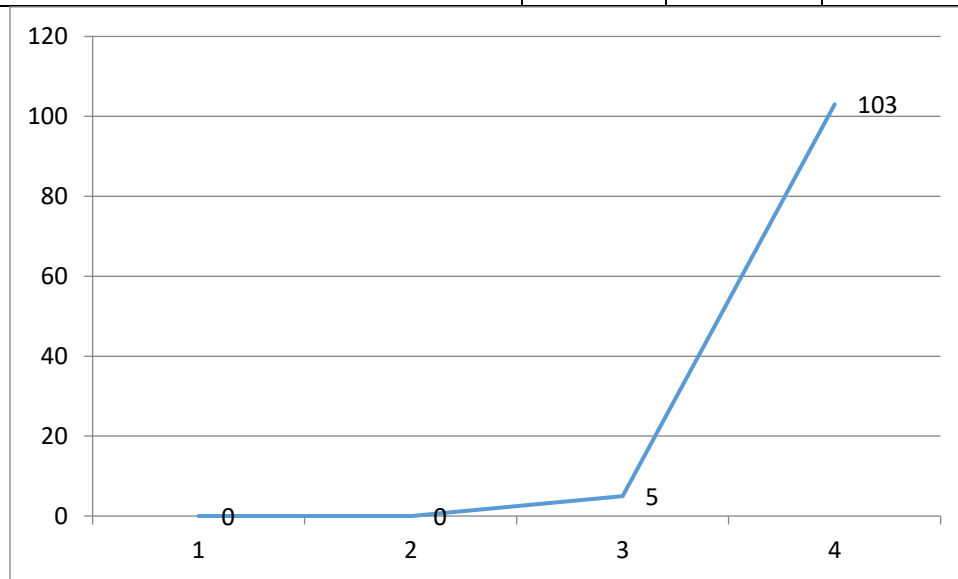
Standard 2: Differences in learning				
5) Set high learning expectations for all students and trust that everyone can learn.	4	3	2	1
2021-2022	92 85.2	16 14.8		



Set high learning expectations for all students and trust that everyone can learn

A total of 92 (85.2%) candidates are considered very competent and 16 (14.8%) competent.

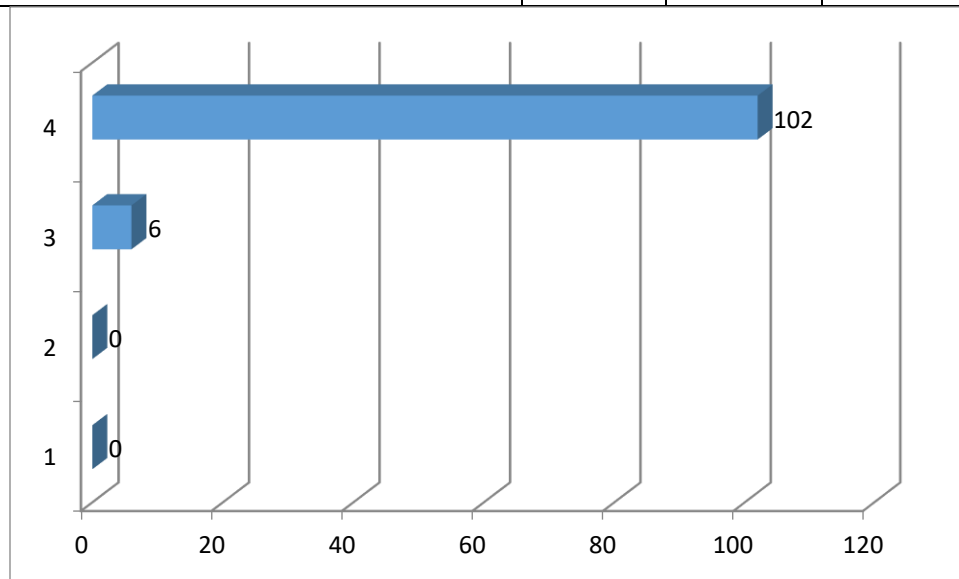
6) Respect the student as a unique being and attend to diversity.	4	3	2	1
2021-2022	103 95.4	5 4.6		



Respect the student as a unique being and address diversity.

A total of 103 (95.4%) candidates are considered very competent and 5 (4.6%) competent.

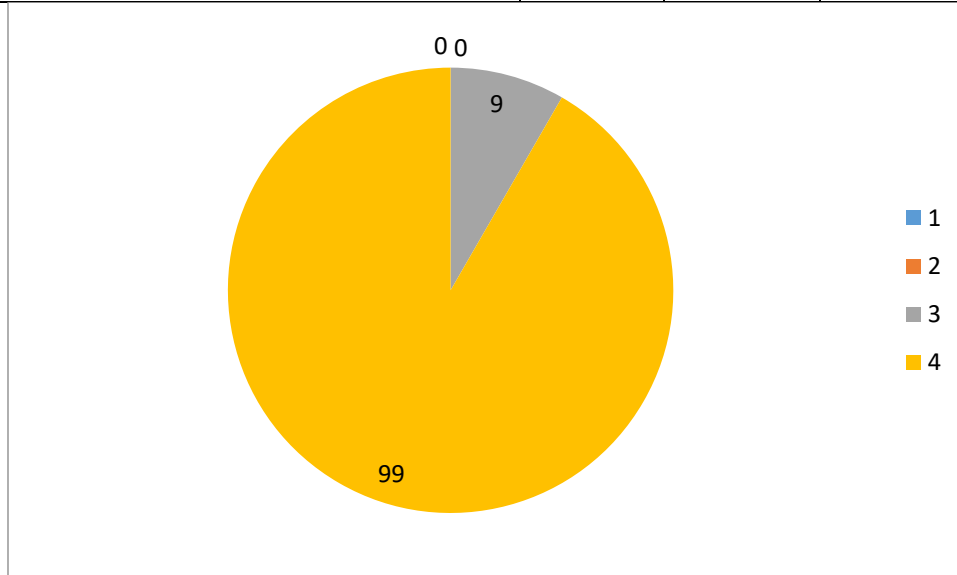
7) Promote students to feel valued and, in turn, value others.	4	3	2	1
2021-2022	102 94.4	6 5.6		



Promote that students feel valued and, in turn, value others.

A total of 102 (94.4%) candidates are considered very competent and 6 (5.6%) competent.

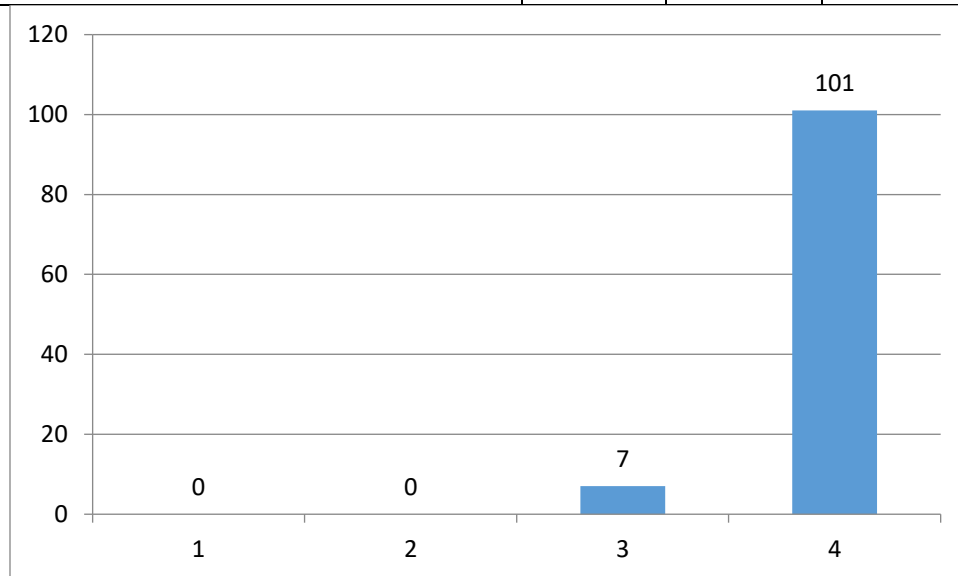
Standard 3: Learning Environments				
8) Promote and create a positive and inclusive environment that supports learning.	4	3	2	1
2021-2022	99 91.7	9 8.3		



Promote and create a positive and inclusive environment to support

A total of 99 (91.7%) candidates are considered very competent and 9 (8.3%) competent.

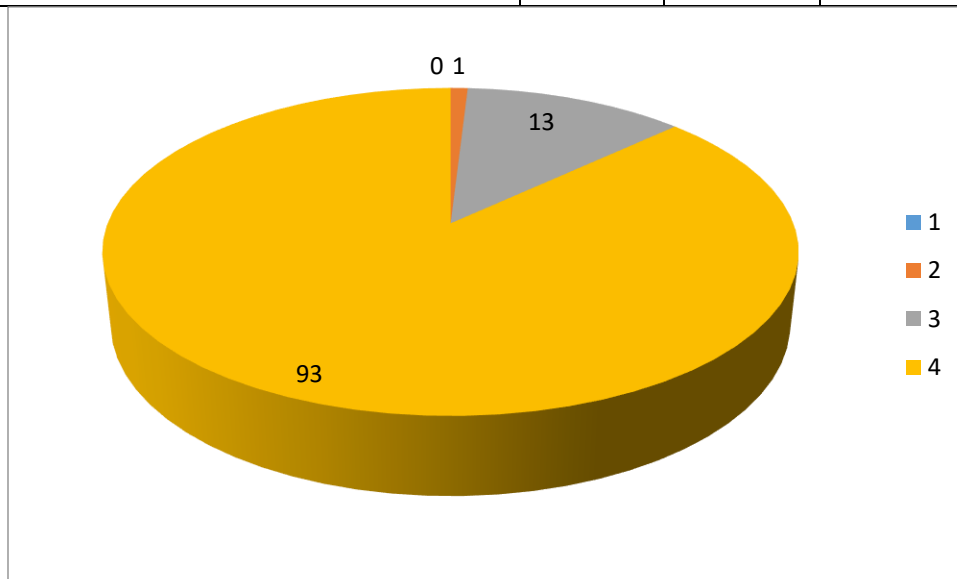
9) Value students learning from each other.	4	3	2	1
2021-2022	101 93.5	7 6.5		



Value students learning from each other

A total of 101 (93.5%) candidates are considered very competent and 7 (6.5%) competent.

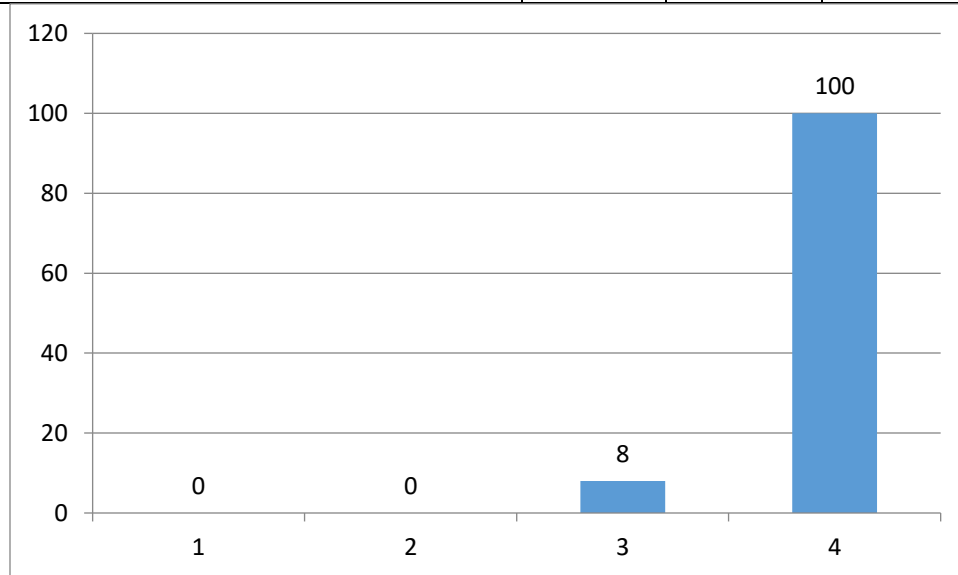
10) Facilitate and value the collaborative and independent work of students.	4	3	2	1
2021-2022	93 86.9	13 12.1	1 0.9	



Facilitate and value the collaborative and independent work of students

A total of 93 (86.9%) candidates are considered very competent, 13 (12.1%) competent, and 1 (.9%) moderately competent.

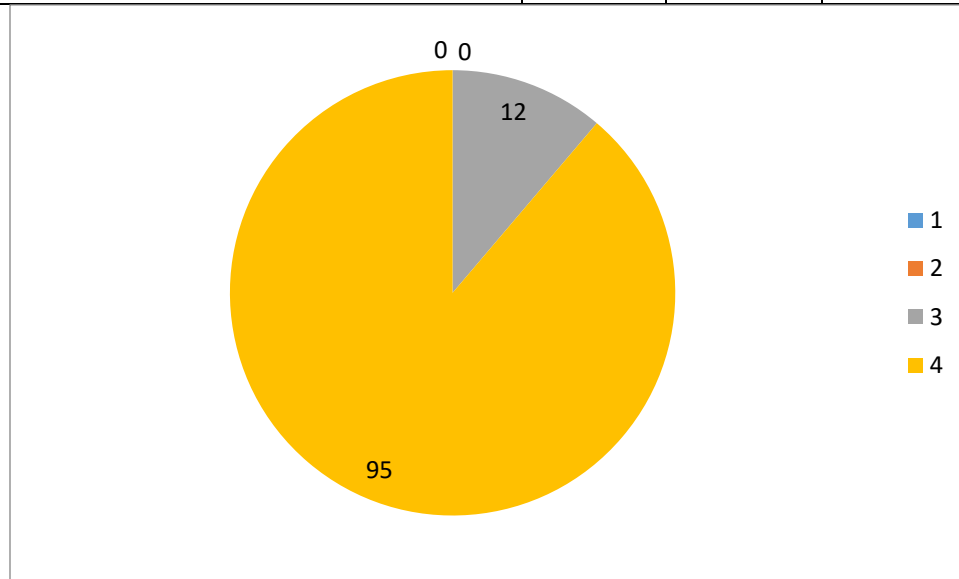
11) Promote respectful communication between all members of the educational community.	4	3	2	1
2021-2022	100 92.6	8 7.4		



Promote respectful communication between all members of the educational community.

A total of 100 (92.6%) candidates are considered very competent and 8 (7.4%) competent.

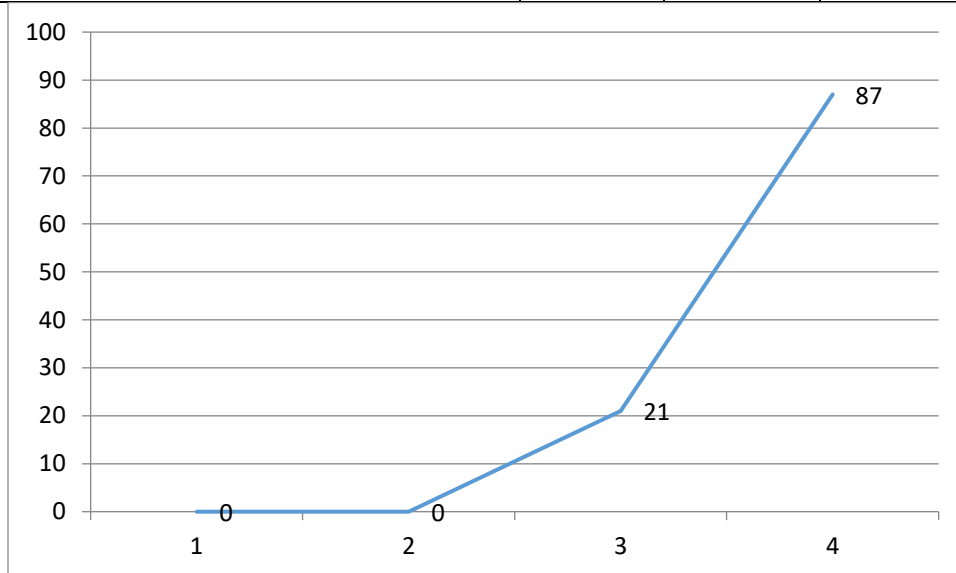
12) Be a reflective and empathetic observer of the learning process.	4	3	2	1
2021-2022	95 88.8	12 11.2		



Be a reflective and empathetic observer of the learning process.

A total of 95 (88.8%) candidates are considered very competent and 12 (11.2%) competent.

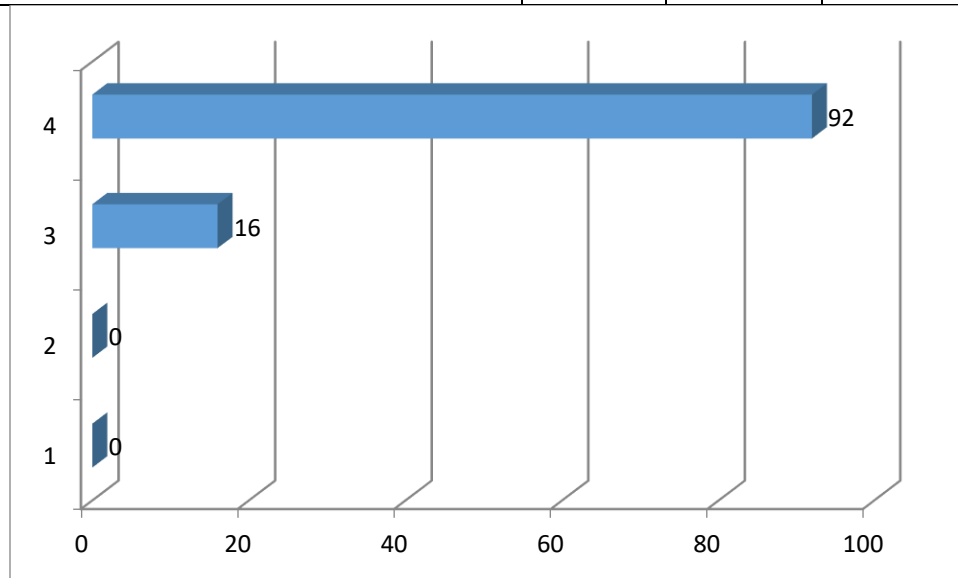
Standard 4: Content Knowledge					
13) Recognize that knowledge of curricular content is complex, that it is constantly changing and framed in a culture.		4	3	2	1
2021-2022		87 80.6	21 19.4		



Recognize that knowledge of curricular content is complex, that it is constantly changing and framed in a culture,

A total of 87 (80.6%) candidates are considered very competent and 21 (19.4%) competent.

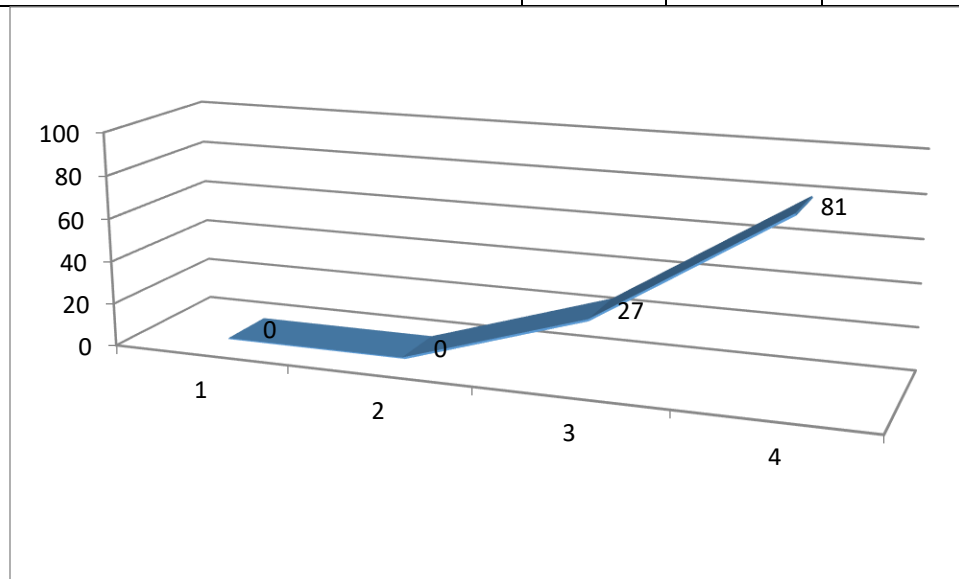
14) Respect the different perspectives that may exist on the contents of the discipline being taught and facilitate critical analysis by students.	4	3	2	1
2021-2022	92 85.2	16 14.8		



Respect the different perspectives that may exist on the contents of the discipline being taught and facilitate critical analysis by students.

A total of 92 (85.2%) candidates are considered very competent and 16 (14.8) competent.

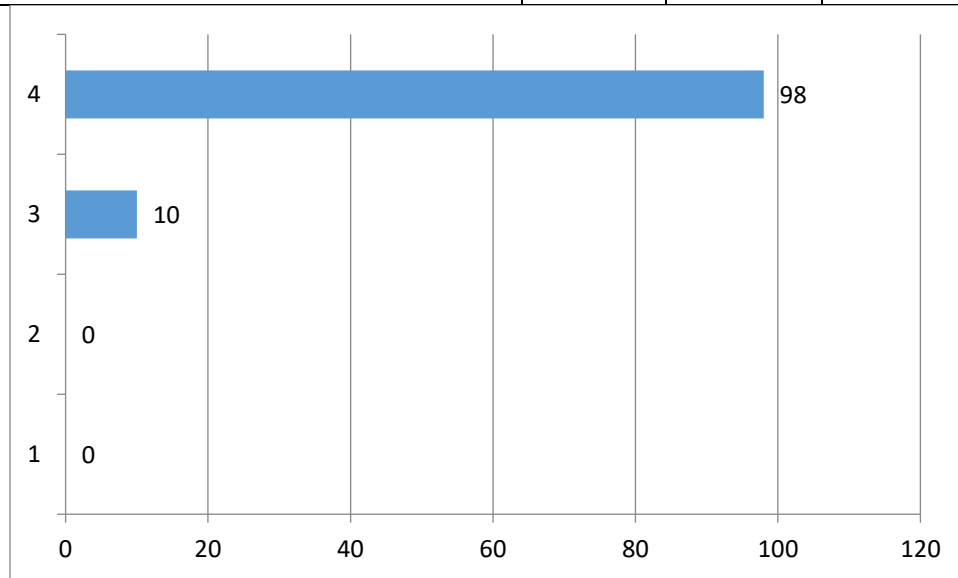
15) Recognize the prejudices that can be transmitted when teaching and look for ways to manage this problem.	4	3	2	1
2021-2022	81 75.0	27 25.0		



Recognize the prejudices that can be transmitted when teaching and look for ways to manage this problem.

A total of 81 (75.0) candidates are considered very competent and 27 (25.0%) competent.

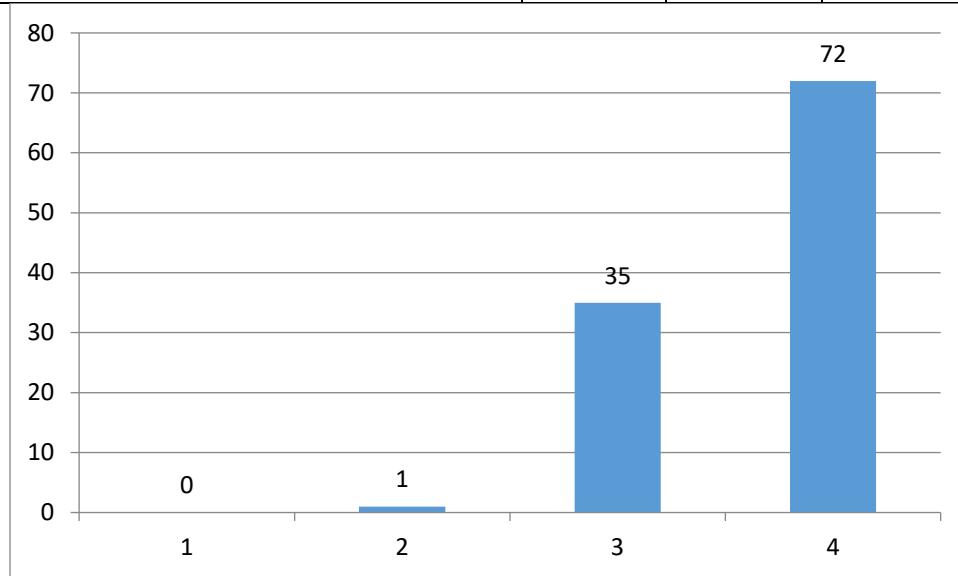
16) Commitment to work so that each student demonstrates mastery of the content and skills inherent to the discipline taught.	4	3	2	1
2021-2022	98 90.7	10 9.3		



Commitment to work so that each student demonstrates mastery of the content and skills inherent to the discipline they teach.

A total of 98 (90.7%) candidates are considered very competent and 10 (9.3%) competent.

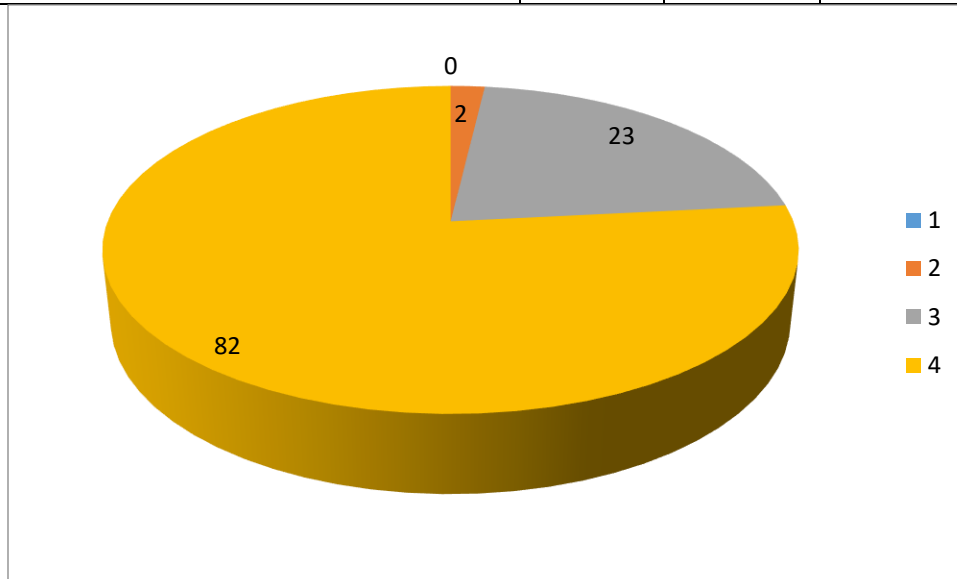
Standard 5: Application of content				
17) Explore how to use the knowledge of the discipline to address local and global situations.	4	3	2	1
2021-2022	72 66.7	35 32.4	1 0.9	



Explore how to use knowledge of the discipline to address local and global situations,

A total of 72 (66.7%) candidates are considered very competent, 35 (32.4%) competent, and 1 (.9%) moderately competent.

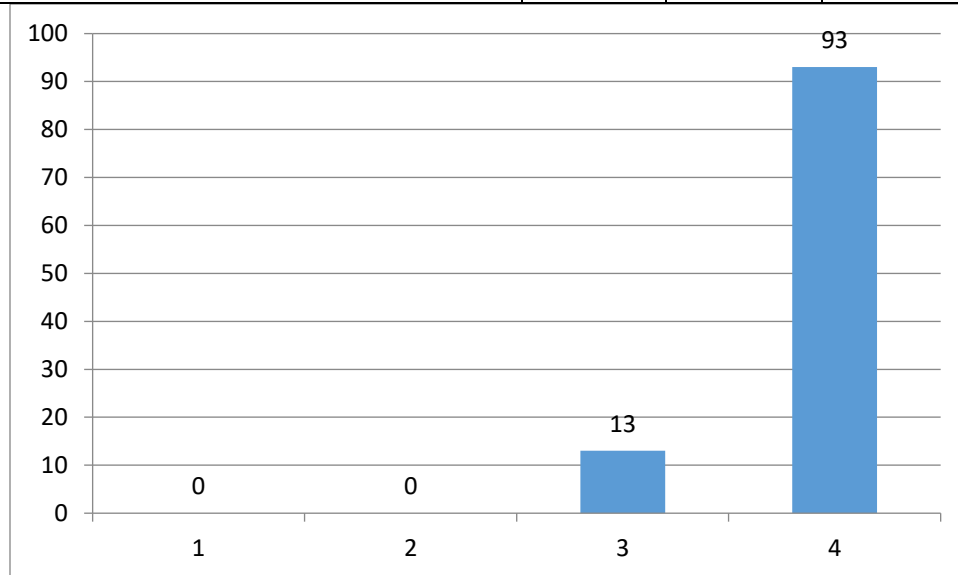
18) Value knowledge taught outside the content area to improve student learning.	4	3	2	1
2021-2022	82 76.6	23 21.5	2 1.9	



Value knowledge taught outside the content area to improve student learning

A total of 82 (76.6%) candidates are considered very competent, 23 (21.5%) competent, and 2 (1.9%) moderately competent.

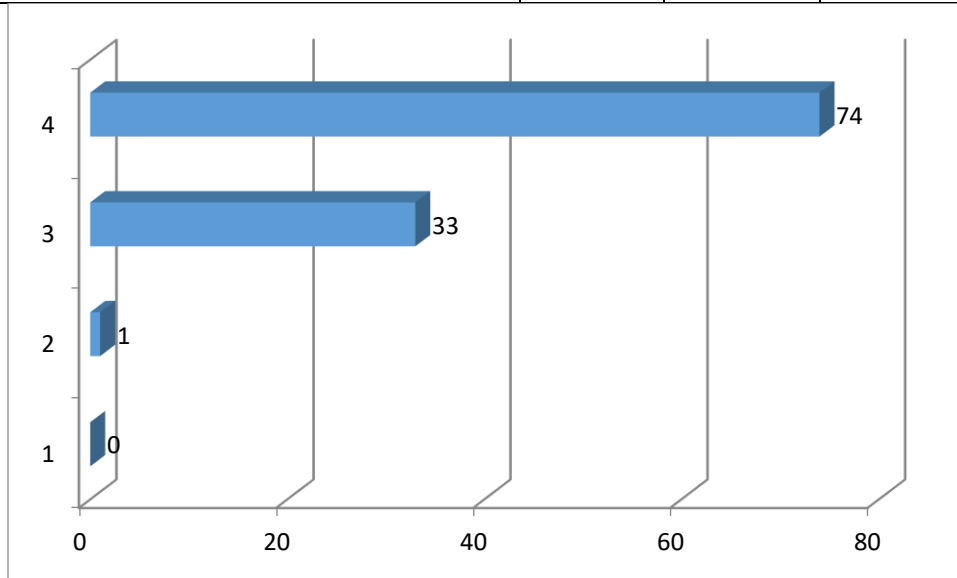
19) Value flexible learning environments that promote student exploration, discovery, and expression across all content areas.	4	3	2	1
2021-2022	93 87.7	13 12.3		



Value flexible learning environments that promote student exploration, discovery, and expression across all content areas

A total of 93 (87.7%) candidates are considered very competent and 13 (12.3%) competent.

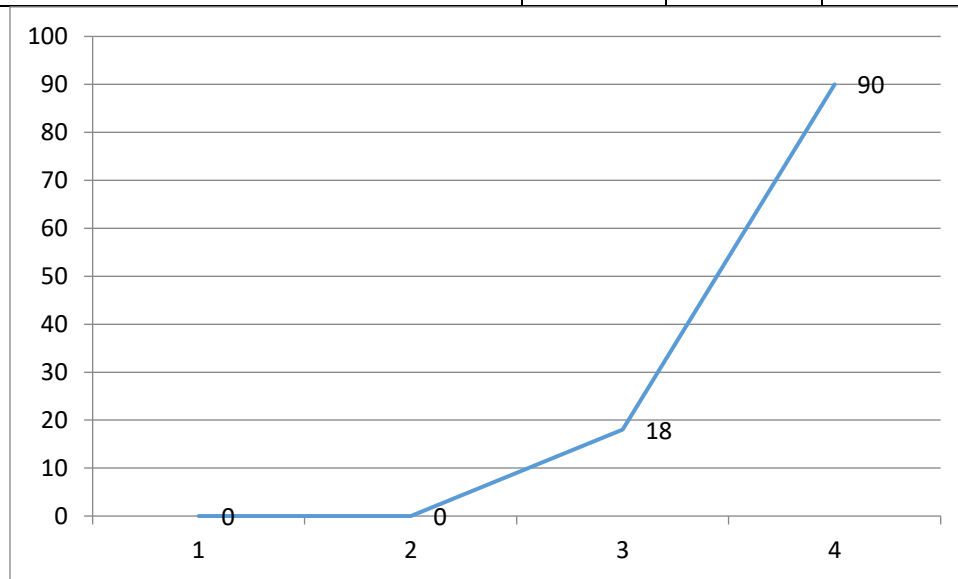
Standard 6: "Assessment"				
20) Actively involve students in the evaluation process.	4	3	2	1
2021-2022	74 68.5	33 30.6	1 0.9	



Actively involve students in the evaluation process

A total of 74 (68.5%) candidates are considered very competent, 33 (30.6%) competent, and 1 (.9%) moderately competent.

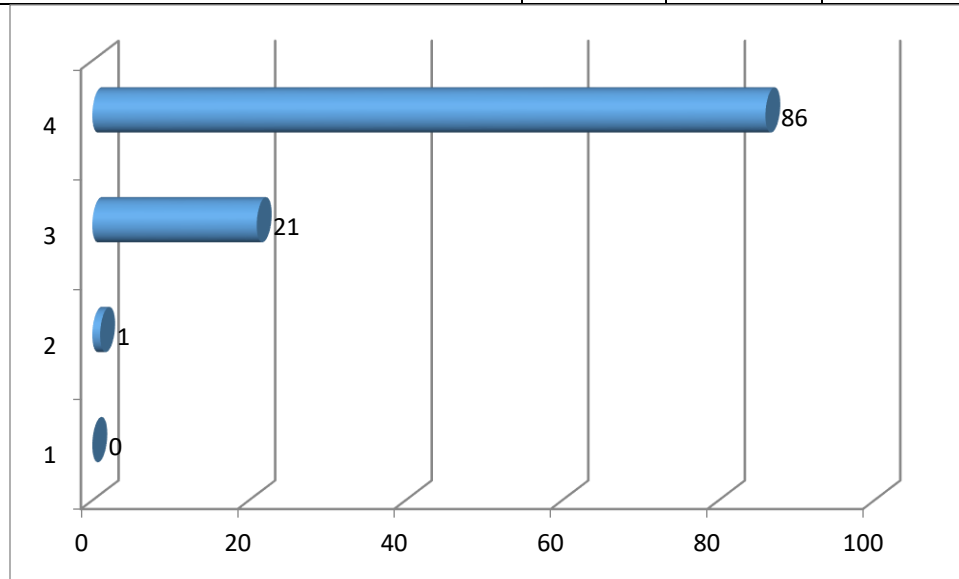
21) Assume responsibility for aligning instruction and assessment with learning objectives.	4	3	2	1
2021-2022	90 83.3	18 16.7		



Assume responsibility for aligning instruction and assessment with learning objectives

A total of 90 (83.3%) candidates are considered very competent and 18 (16.7%) competent.

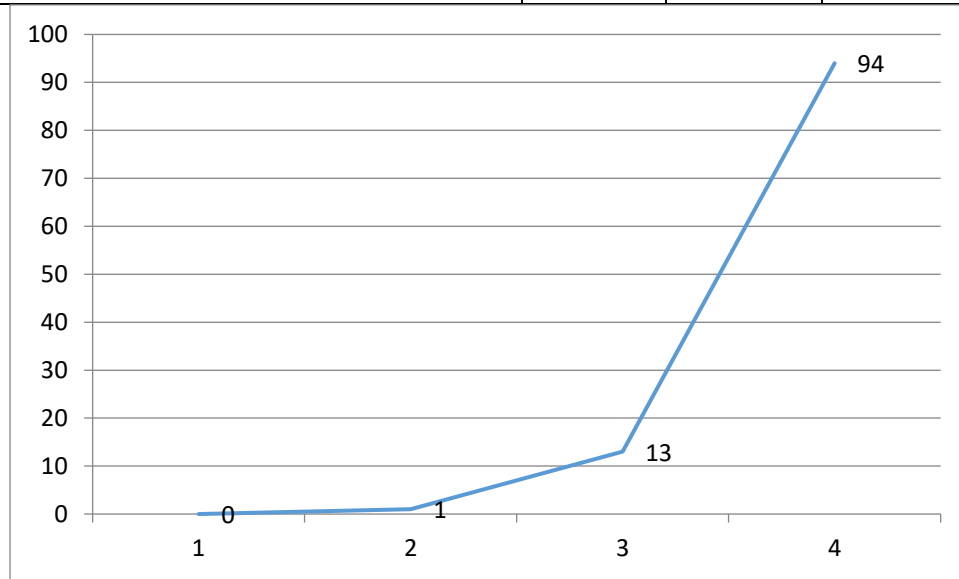
22) Provide feedback to the student about their academic progress.	4	3	2	1
2021-2022	86 79.6	21 19.4	1 0.9	



Provide feedback to the student about their academic progress

A total of 86 (79.6%) candidates are considered very competent, 21 (19.4%) competent, and 1 (.9%) moderately competent.

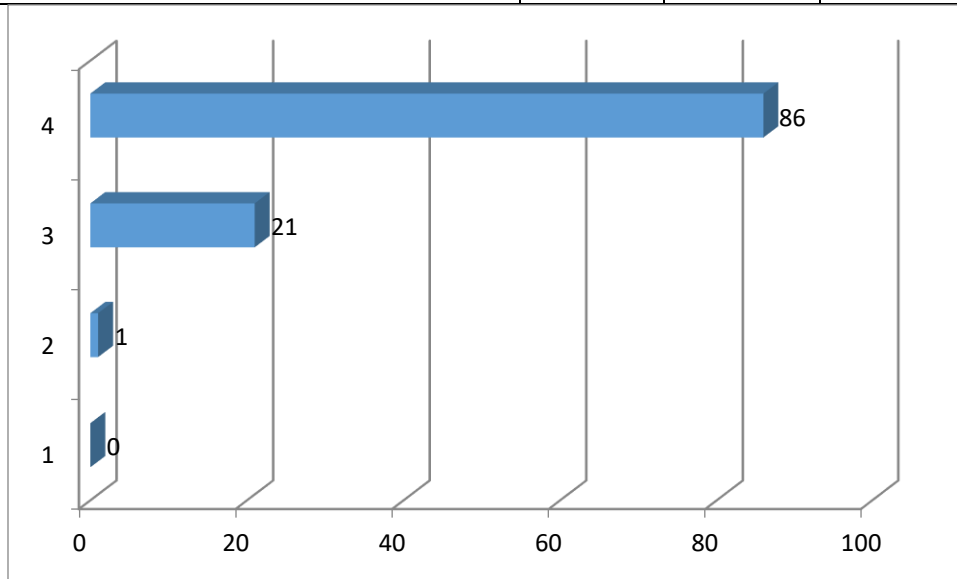
23) Use different types of evaluation processes to support, verify and document learning.	4	3	2	1
2021-2022	94 87.0	13 12.0	1 0.9	



Use different types of evaluation processes to support, verify and document learning

A total of 94 (87%) candidates are considered very competent, 13 (12%) competent, and 1 (.9%) moderately competent.

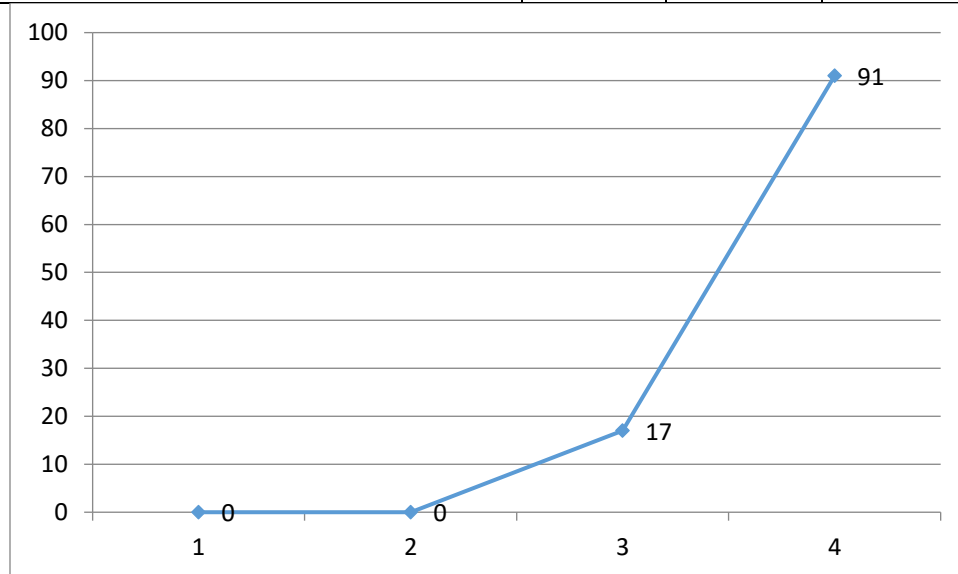
24) Make reasonable accommodations in assessments for students with special needs.	4	3	2	1
2021-2022	86 79.6	21 19.4	1 0.9	



Make reasonable accommodations in assessments for students with special needs

A total of 86 (79.6%) candidates are considered very competent, 21 (19.4%) competent, and 1 (.9%) moderately competent.

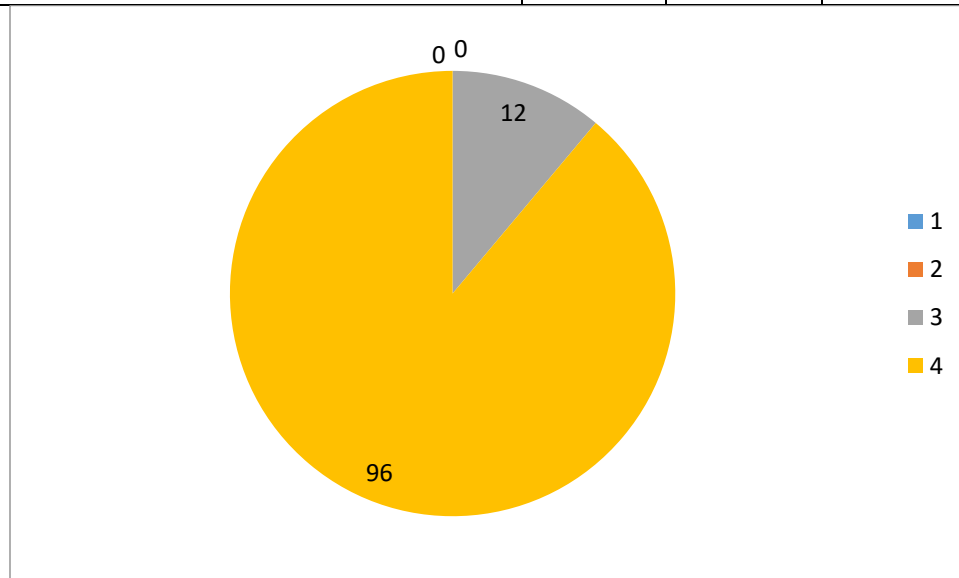
25) Use, ethically, the different evaluations and data analysis with the purpose of identifying the strengths and needs of students and promoting their development.	4	3	2	1
2021-2022	91 84.3	17 15.7		



Use, ethically, the different evaluations and data analysis with the purpose of identifying the strengths and needs of students and promoting their development.

A total of 91 (84.3%) candidates are considered very competent and 17 (15.7%) competent.

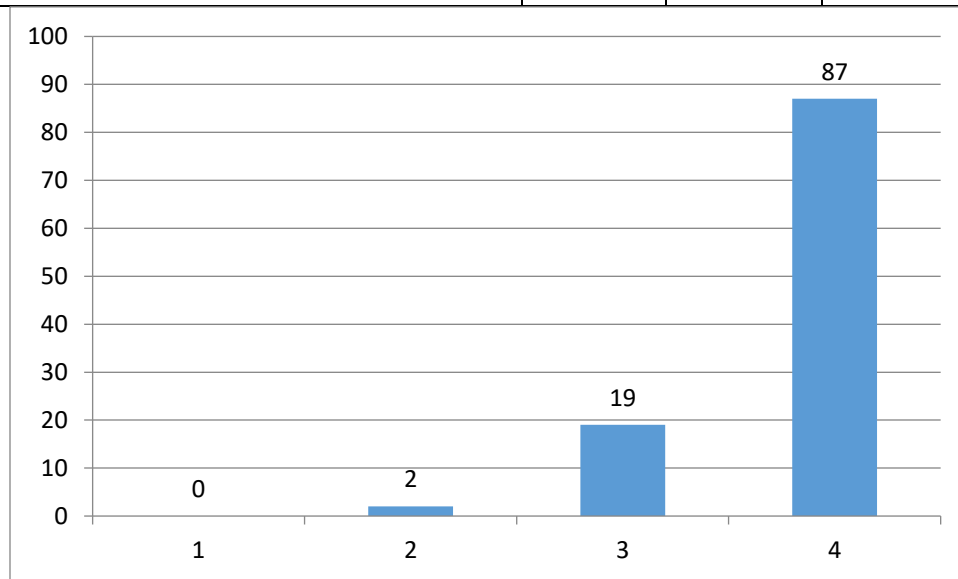
Standard 7: Instructional Planning				
26) Respect the student's diverse strengths and needs and commit to using this information to plan instruction effectively.	4	3	2	1
2021-2022	96 88.9	12 11.1		



Respect the student's diverse strengths and needs and commit to using this information to plan instruction effectively.

A total of 96 (88.9%) candidates are considered very competent and 12 (11.1%) competent.

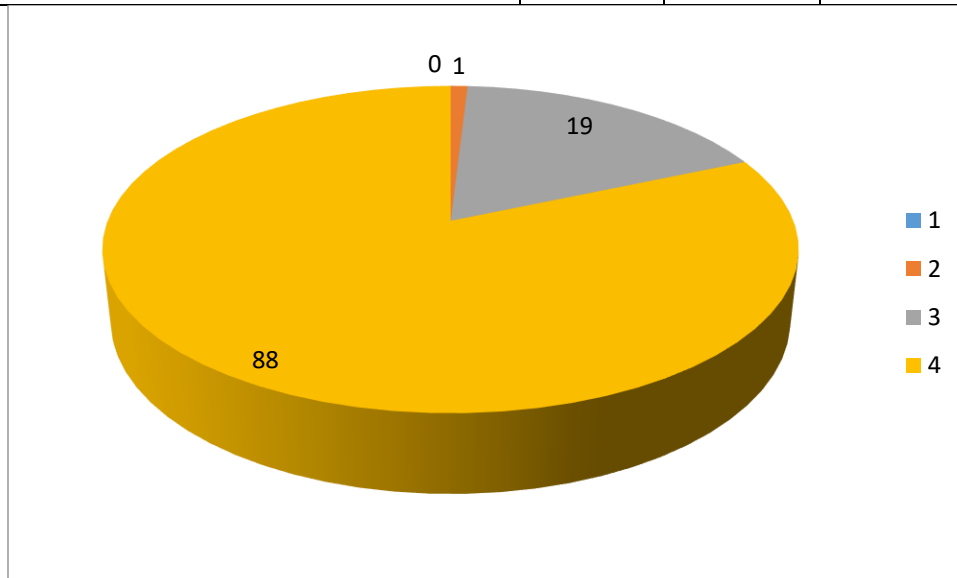
27) Value planning as an activity where students, colleagues, family and the community can contribute.	4	3	2	1
2021-2022	87 80.6	19 17.6	2 1.9	



Value planning as an activity where students, colleagues, family and the community can contribute

A total of 87 (80.6%) candidates are considered very competent, 19 (17.6%) competent, and 2 (1.9%) moderately competent.

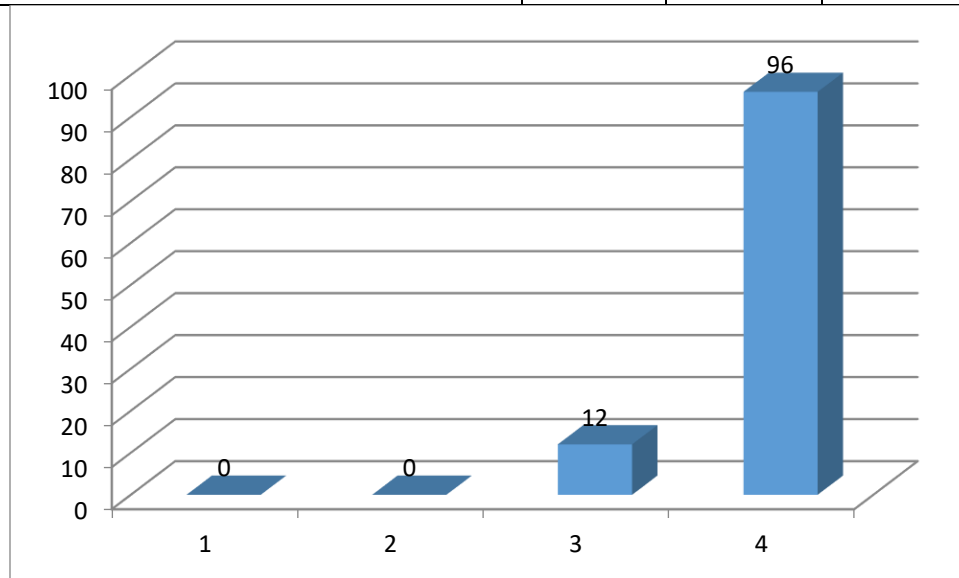
28) Assume the professional responsibility of planning in the short and long term and understanding it as a process that ensures student learning.	4	3	2	1
2021-2022	88 81.5	19 17.6	1 0.9	



Assume the professional responsibility of planning in the short and long term and understand it as a process that ensures student learning

A total of 88 (81.5%) candidates are considered very competent, 19 (17.5%) competent, and 1 (.9%) moderately competent.

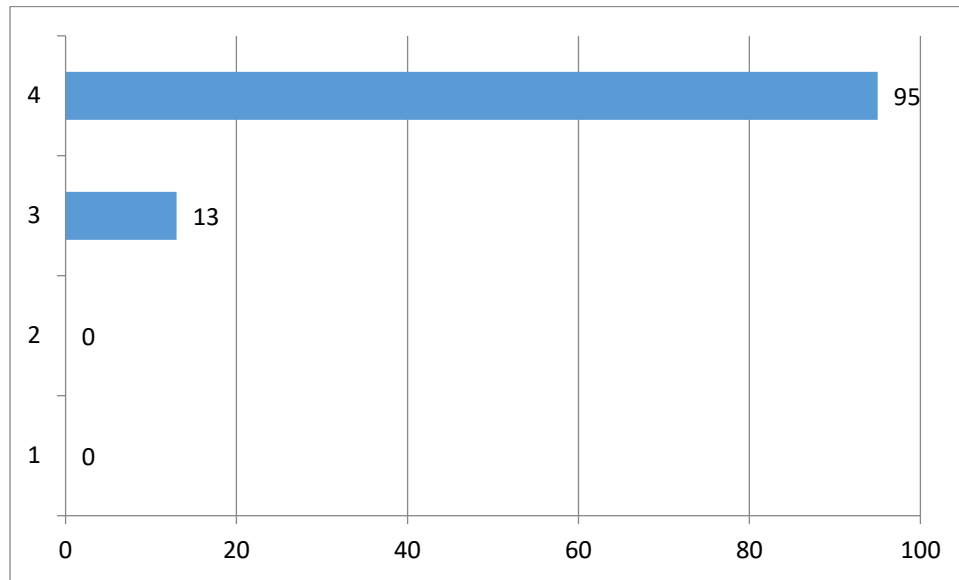
29) Recognize that planning is flexible, it is adjusted and reviewed according to the needs of students and changes that arise in the context.	4	3	2	1
2021-2022	96 88.9	12 11.1		



Recognize that planning is flexible, it is adjusted and reviewed according to the needs of the students and the changes that arise in the context

A total of 96 (88.9%) candidates are considered very competent and 12 (11.1%) competent.

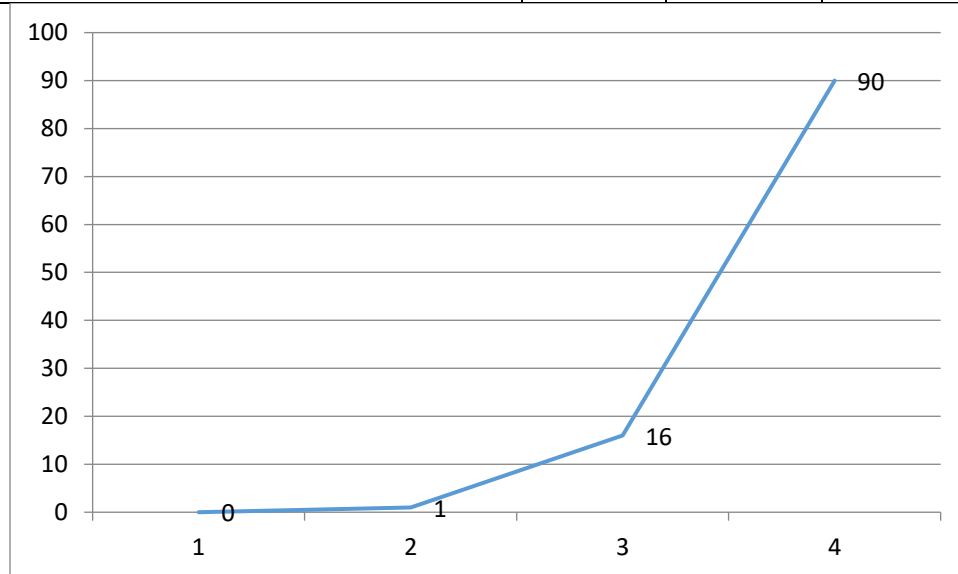
Standard 8: Instructional Strategies				
30) Commitment to understanding the strengths and needs of diverse learners when planning and adjusting instruction.	4	3	2	1
2021-2022	95 88.0	13 12.0		



Commitment to understanding the strengths and needs of diverse learners when planning and adjusting instruction

A total of 95 (88%) candidates are considered very competent and 13 (12%) competent.

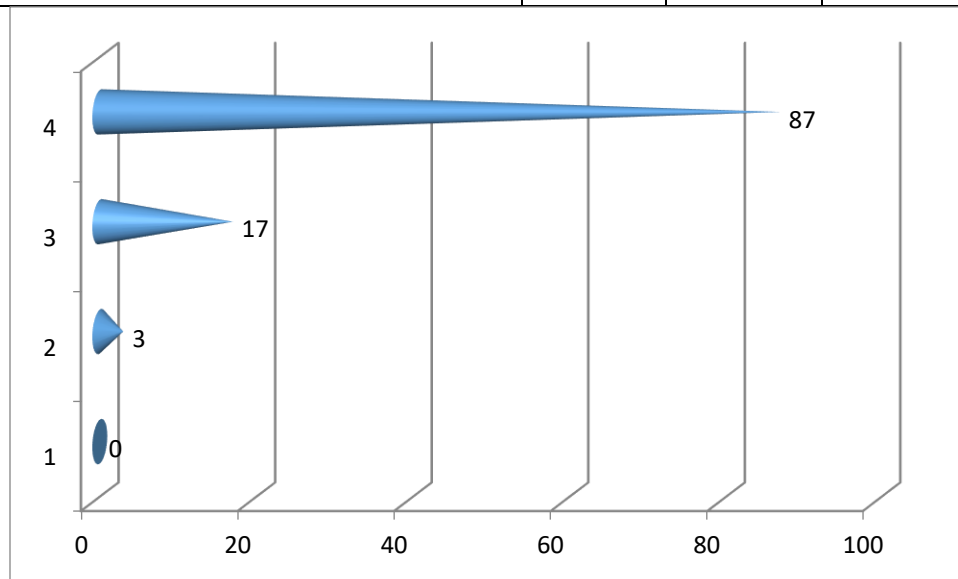
31) Value the various forms of communication that people use and encourage students to develop and use multiple forms of communication.	4	3	2	1
2021-2022	90 84.1	16 15.0	1 0.9	



Value the various forms of communication that people use and encourage students to develop and use multiple forms of communication

A total of 90 (84.1%) candidates are considered very competent, 16 (15.0%) competent, and 1 (.9%) moderately competent.

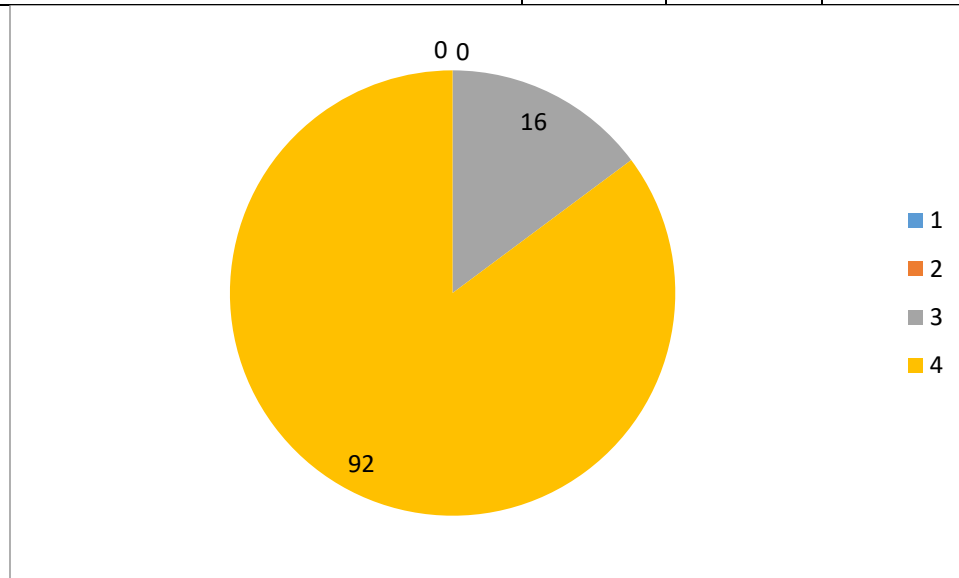
32) Explore ways to use new technologies so that they can promote and support the learning of all students.	4	3	2	1
2021-2022	87 81.3	17 15.9	3 2.8	



Explore ways to use new technologies so that they can promote and support the learning of all students.

A total of 87 (81.3%) candidates are considered very competent, 17 (15.9%) competent, and 2 (2.8%) moderately competent.

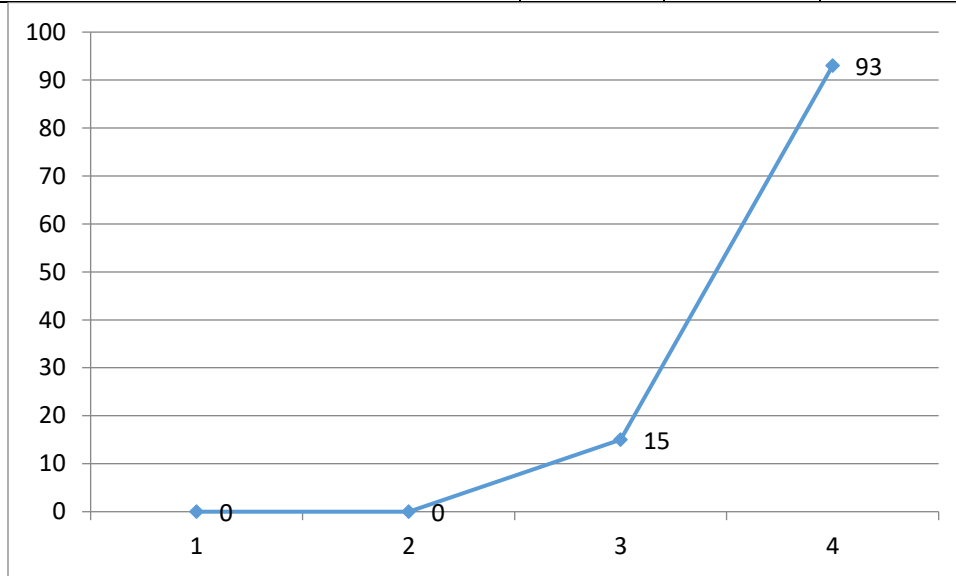
33) Value flexibility and reciprocity in the teaching process as a necessary principle to adapt instruction to the student's responses, ideas and needs.	4	3	2	1
2021-2022	92 85.2	16 14.8		



Value flexibility and reciprocity in the teaching process as a necessary principle to adapt instruction to the student's responses, ideas, and needs.

A total of 92 (85.2%) candidates are considered very competent and 16 (14.8%) competent.

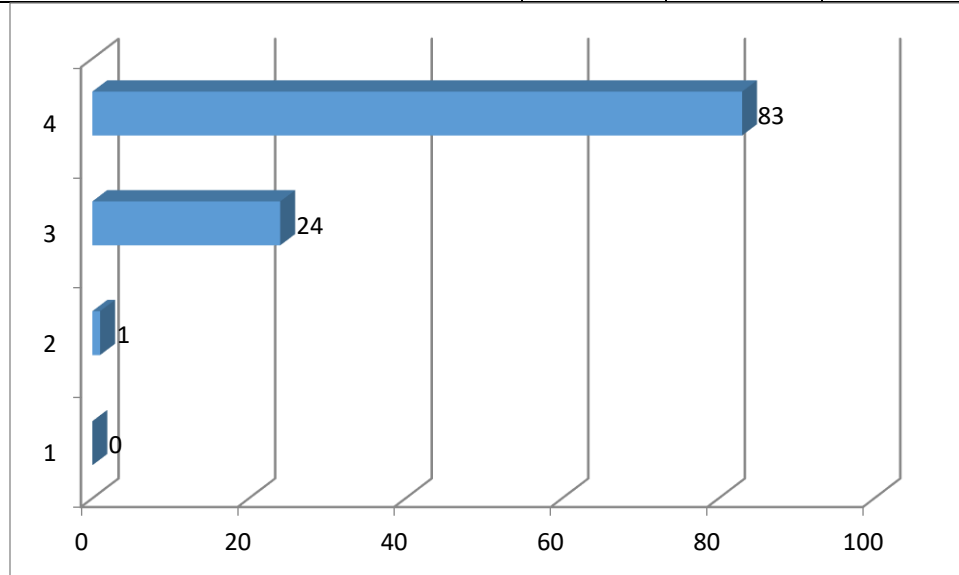
Standard 9: Professional Development and Ethical Practices				
34) Take responsibility for student learning using analysis and reflection to improve planning and practice.	4	3	2	1
2021-2022	93 86.1	15 13.9		



Take responsibility for student learning using analysis and reflection to improve planning and practice

A total of 93 (86.1%) candidates are considered very competent and 15 (13.9%) competent.

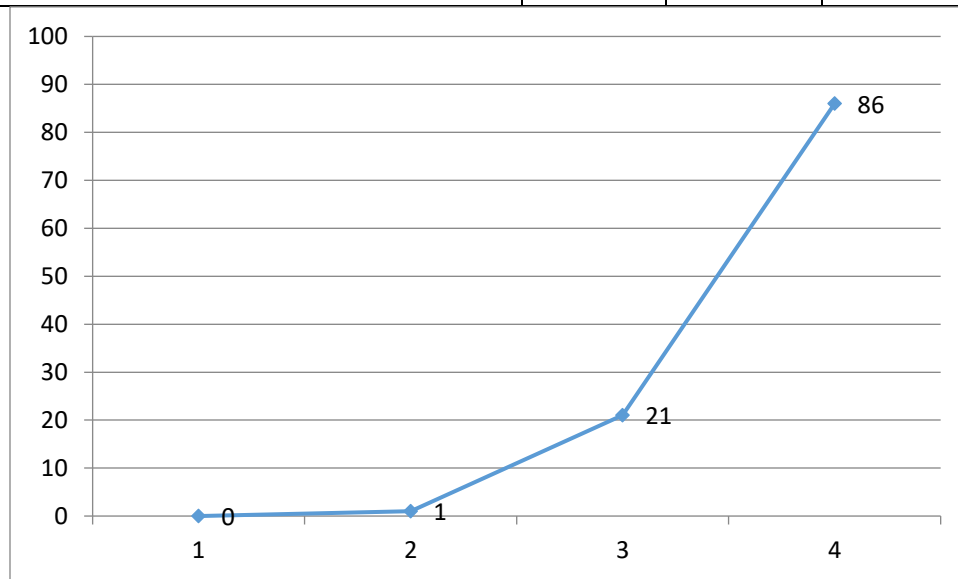
35) Reflect on the possible biases that one may have regarding culture, gender, language, skills and ways of knowing.	4	3	2	1
2021-2022	83 76.9	24 22.2	1 0.9	



Reflect on the possible biases that that one may have regarding culture, gender, language, skills and ways of knowing

A total of 83 (76.9%) candidates are considered very competent, 24 (22.2%) competent, and 1 (.9%) moderately competent.

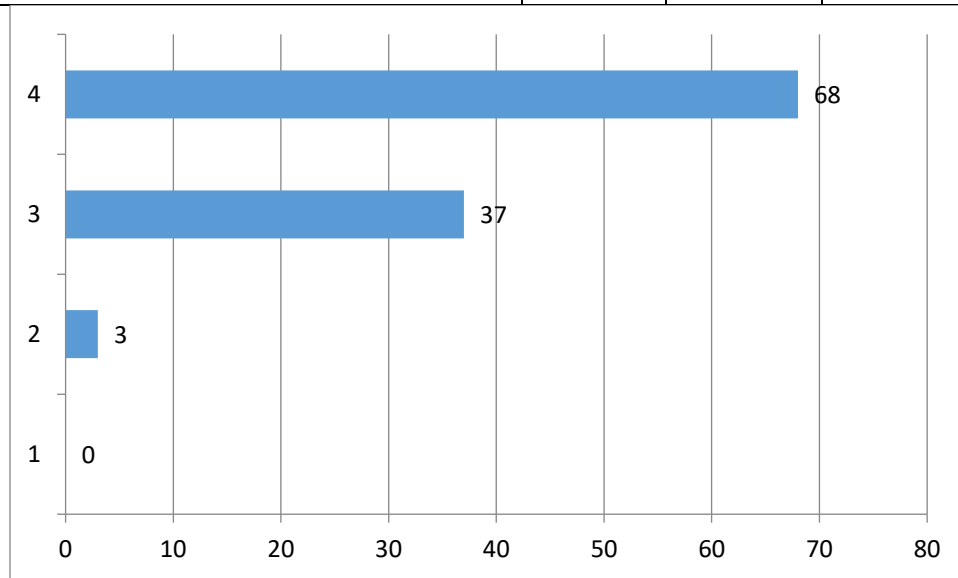
36) Look for opportunities to update professional knowledge and continuous learning.	4	3	2	1
2021-2022	86 79.6	21 19.4	1 0.9	



Look for opportunities to update professional knowledge and continuous learning

A total of 86 (79.6%) candidates are considered very competent, 21 (19.4%) competent, and 1 (.9%) moderately competent.

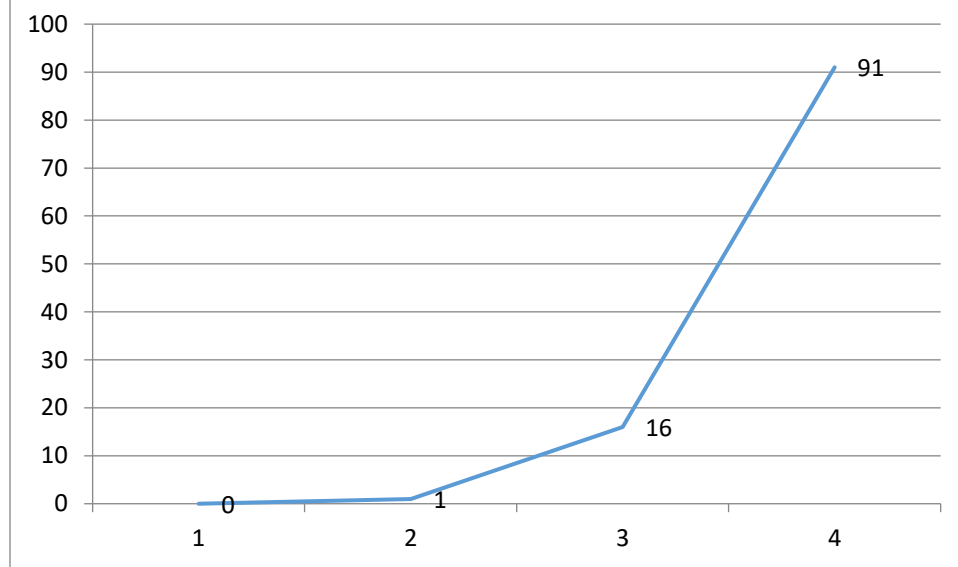
37) Understand the expectations of the profession regarding educational policies, legislation and practices of the profession.	4	3	2	1
2021-2022	68 63.0	37 34.3	3 2.8	



Understand the expectations of the profession regarding educational policies, legislation and practices of the profession

A total of 68 (63.0%) candidates are considered very competent, 37 34.3 (%) competent, and 3 (2.8%) moderately competent.

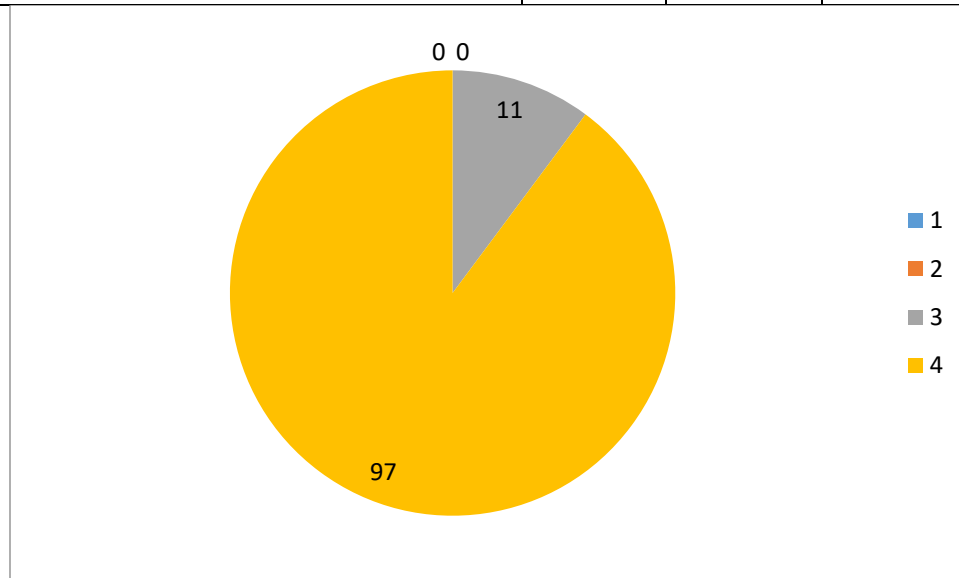
Standard 10: Leadership and Collaboration				
38) Actively share responsibility for shaping and supporting the mission of the school where you work as a means of championing and promoting student success.	4	3	2	1
2021-2022	91 84.3	16 14.8	1 0.9	



Actively share responsibility for shaping and supporting the mission of the school where you work as a means of championing and promoting student success

A total of 91 (84.3%) candidates are considered very competent, 16 (14.8%) competent, and 1 (.9%) moderately competent.

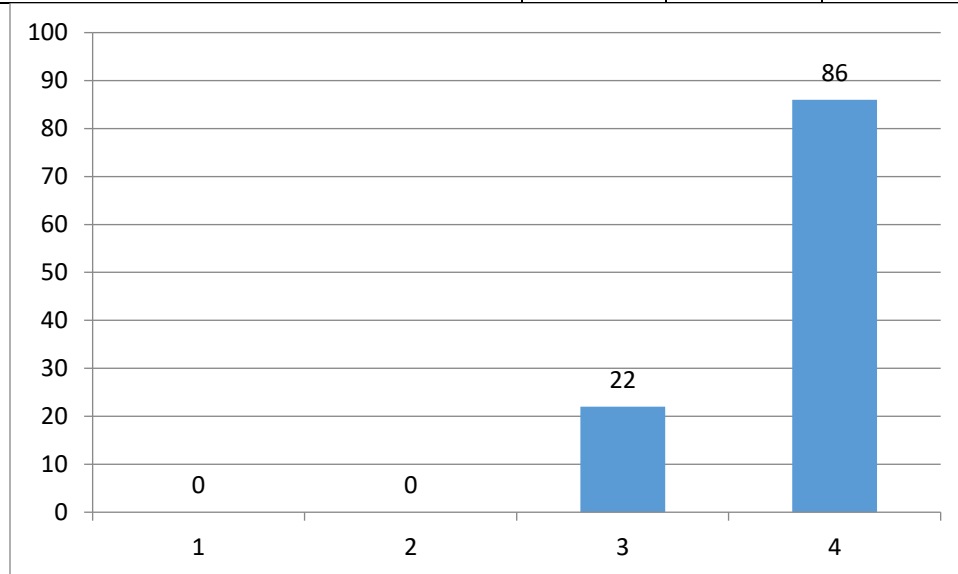
39) Respect the beliefs, norms and expectations of families in order to work collaboratively with students and their families.	4	3	2	1
2021-2022	97 89.8	11 10.2		



Respect the beliefs, norms and expectations of families in order to work collaboratively with students and their families.

A total of 97 (89.8%) candidates are considered very competent and 11 (10.2%) competent.

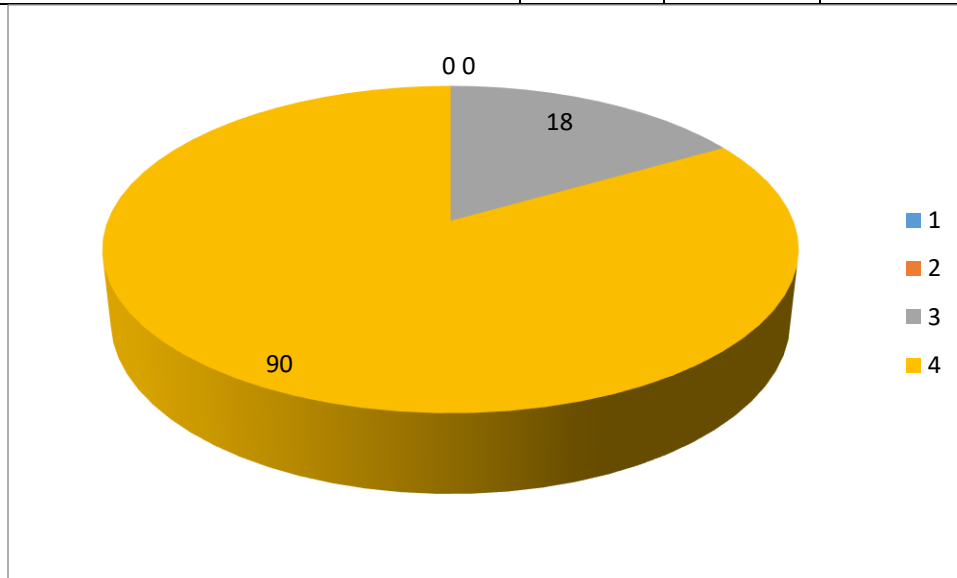
40) Take initiative to grow and develop professionally with colleagues through interactions that enhance practice and support student learning.	4	3	2	1
2021-2022	86 79.6	22 20.4		



Take initiative to grow and develop professionally with colleagues through interactions that enhance practice and support student learning.

A total of 86 (79.6%) candidates are considered very competent and 22 (20.4%) competent.

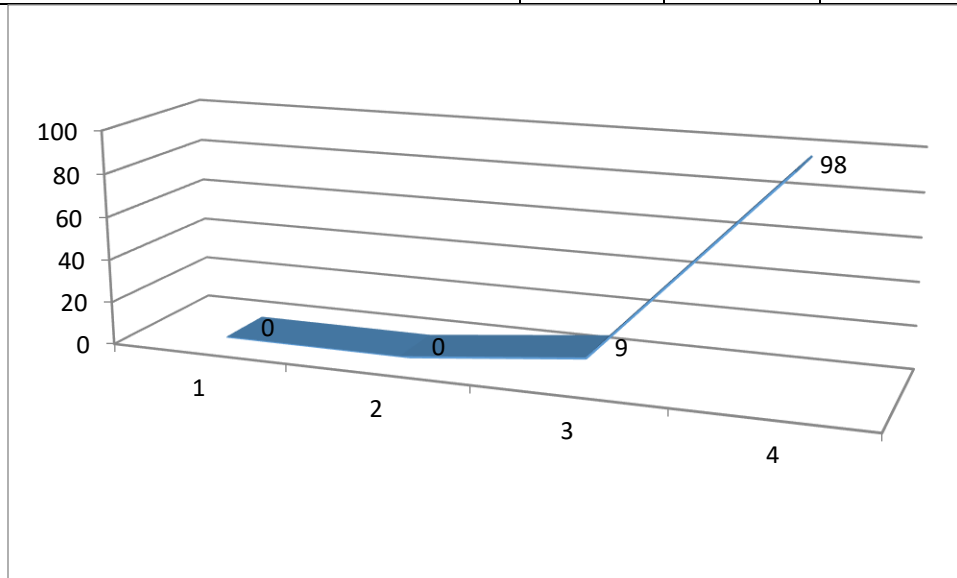
41) Assume responsibility to contribute and advance the profession.	4	3	2	1
2021-2022	90 83.3	18 16.7		



Assume responsibility to contribute and advance the profession

A total of 90 (83.3%) candidates are considered very competent and 18 (16.7%) competent.

42) Take on the challenge of continuous improvement and be an entity of change.	4	3	2	1
2021-2022	98 91.6	9 8.4		



Take on the challenge of continuous improvement and be an entity of change.

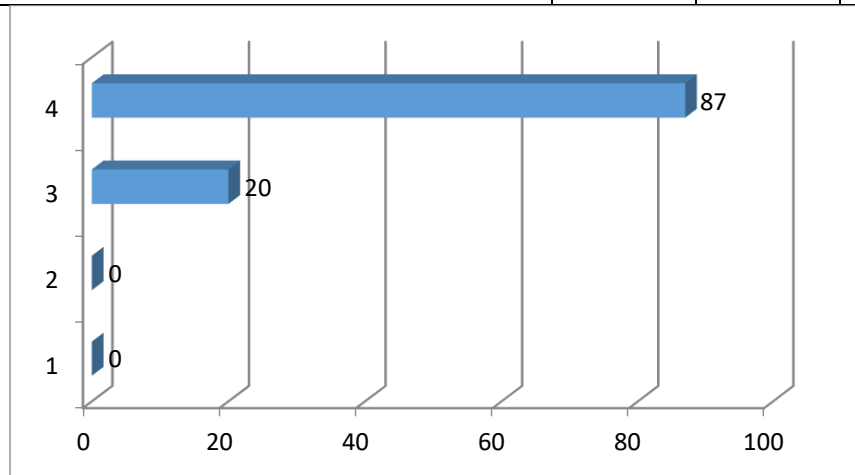
A total of 98 (91.6%) candidates are considered very competent and 9 (8.4%) competent.

Technological Competencies

4. Please indicate how competent you feel with the technology skills promoted by the teacher preparation program.

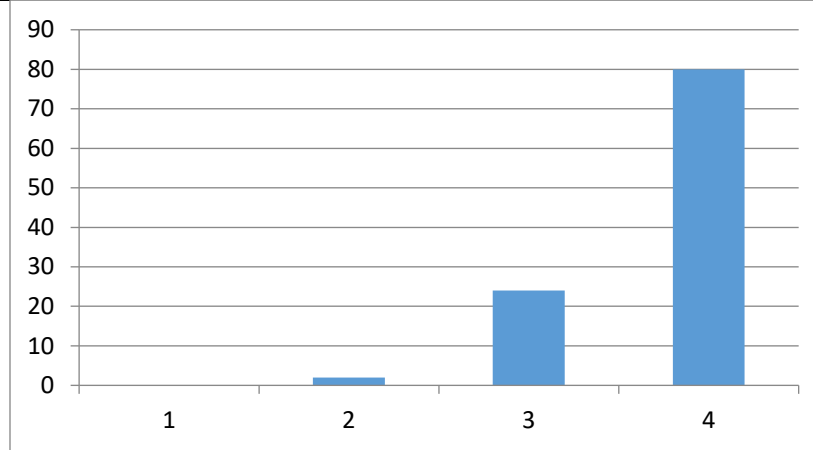
4= Very competent 3=Competent 2= Moderately competent 1= Slightly competent

Technological Competencies				
1. Continuously improve educational practice through individual and group learning, exploring proven and promising practices using technology to improve student learning.	4	3	2	1
2021-2022	87 81.3	20 18.7		



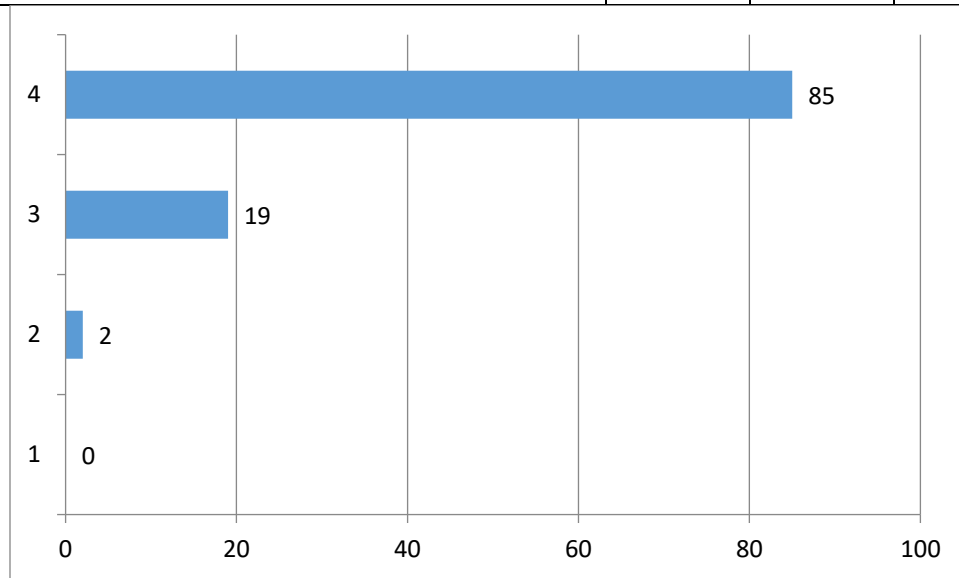
A total of 87 (81.3%) candidates are considered very competent and 20 (18.7%) competent.

2. Seek leadership opportunities to support student empowerment and success and to improve teaching and learning through technology.	4	3	2	1
2021-2022	80 75.5	24 22.6	2 1.9	



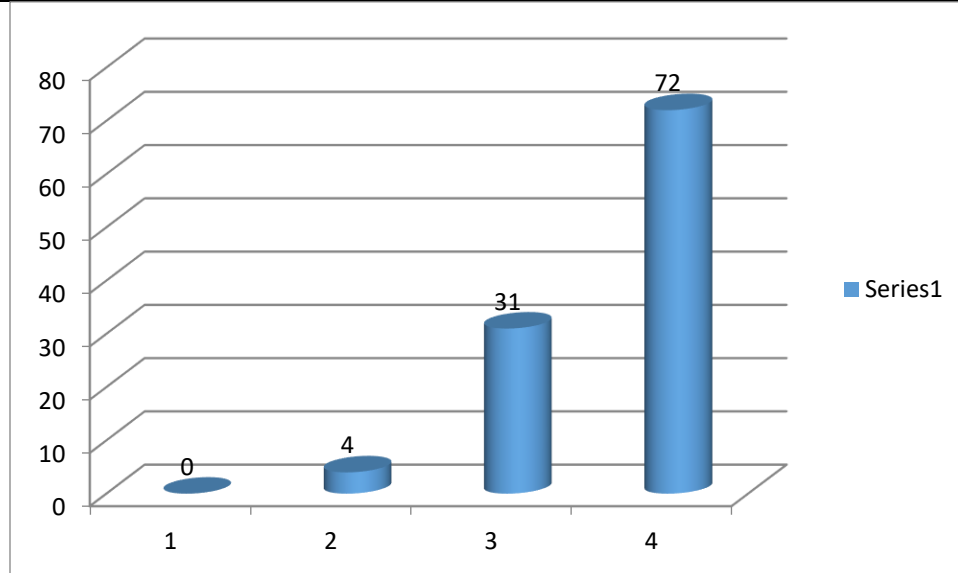
A total of 80 (75.5%) candidates are considered very competent, 24 (22.6%) competent, and 2 (1.9%) moderately competent.

3. Inspire students to contribute positively and participate responsibly in the digital world.	4	3	2	1
2021-2022	85 80.2	19 17.9	2 1.9	



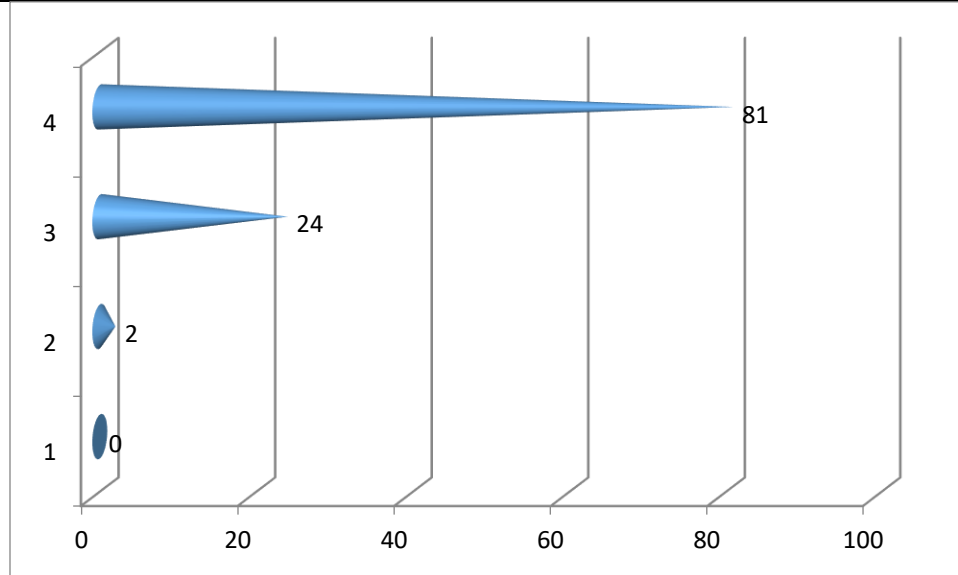
A total of 85 (80.2%) candidates are considered very competent, 19 (17.9%) competent, and 2 (1.9%) moderately competent.

4. Collaborate with colleagues and students virtually (local and global) to improve practice, discover and share resources and ideas, and solve problems.	4	3	2	1
2021-2022	72 67.3	31 29.0	4 3.7	



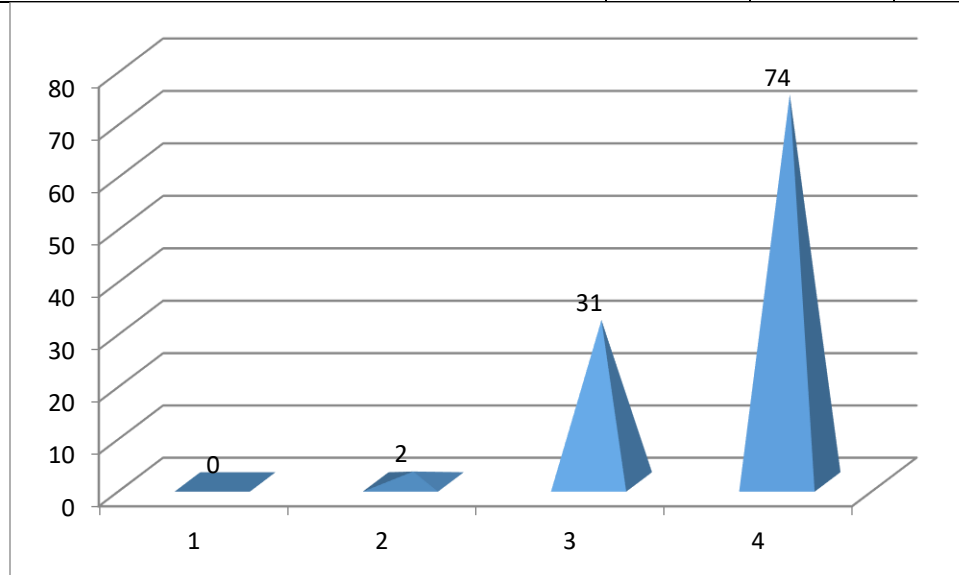
A total of 72 (67.3%) candidates are considered very competent, 31 (29%) competent, and 4 (3.7%) moderately competent.

5. Design innovative, student-driven digital learning activities and environments that adapt to individual student differences.	4	3	2	1
2021-2022	81 75.7	24 22.4	2 1.9	



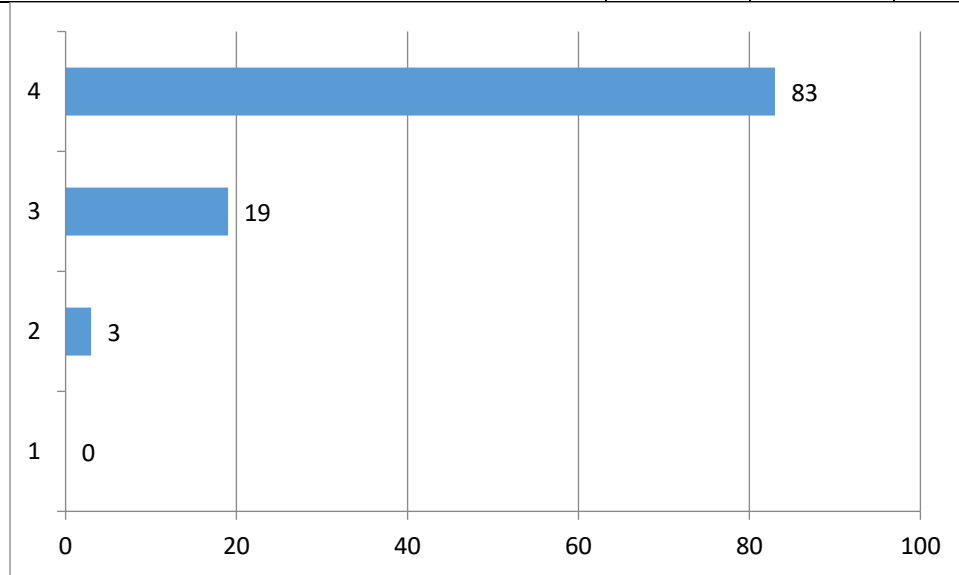
A total of 81 (75.7%) candidates are considered very competent, 24 (22.4%) competent, and 2 (1.9%) moderately competent.

6. Promote a technological culture where students take ownership of their learning objectives and their results, independently and as a group.	4	3	2	1
2021-2022	74 69.2	31 29.0	2 1.9	



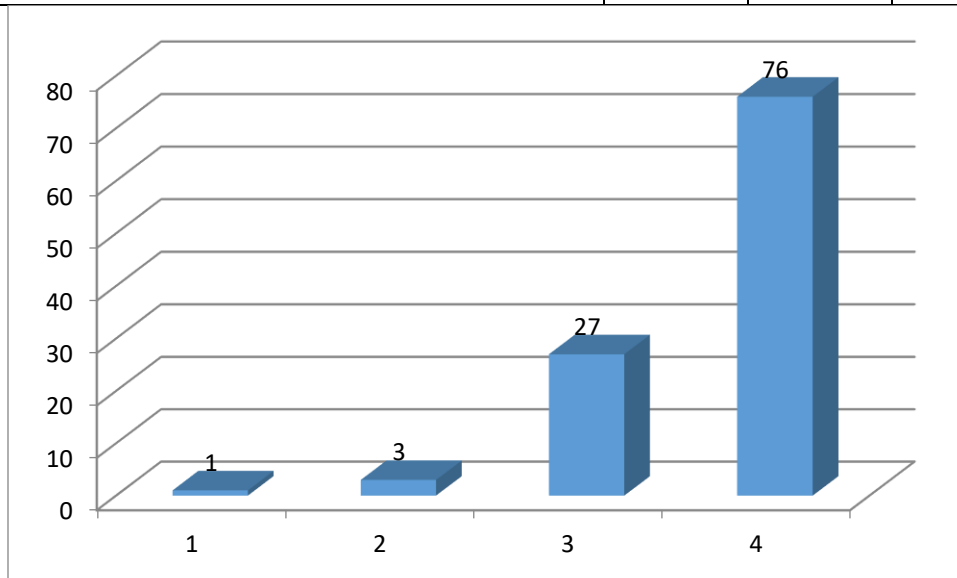
A total of 74 (69.2%) candidates are considered very competent, 31 (29%) competent, and 2 (1.9%) moderately competent.

7. Provide alternative ways for students to demonstrate their level of proficiency and reflect on their learning using technology.	4	3	2	1
2021-2022	83 79.0	19 18.1	3 2.9	



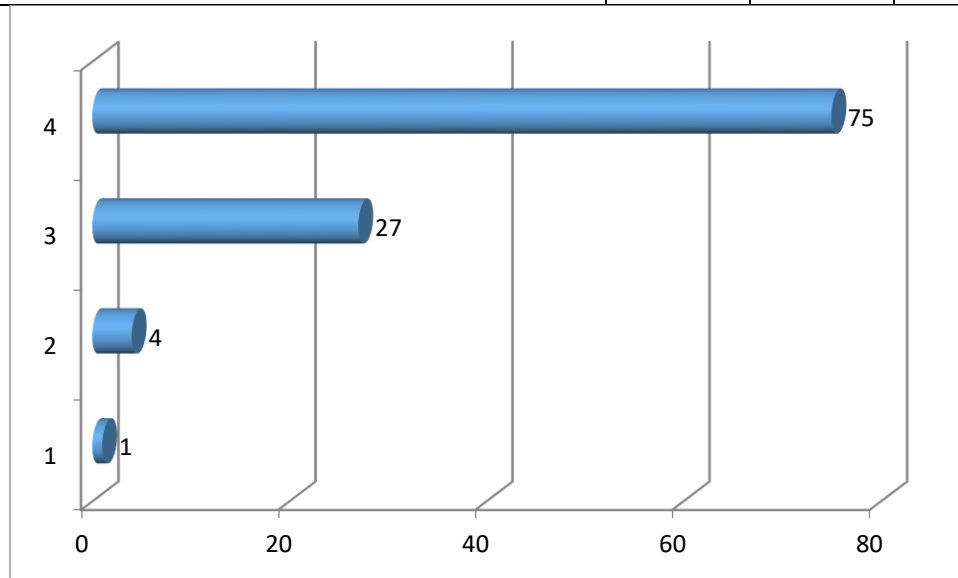
A total of 83 (79%) candidates are considered very competent, 19 (18.1%) competent, and 3 (2.9%) moderately competent.

8. Promote the use of cell phones and tablets for educational activities carried out by the student.	4	3	2	1
2021-2022	76 71.0	27 25.2	3 2.8	1 0.9



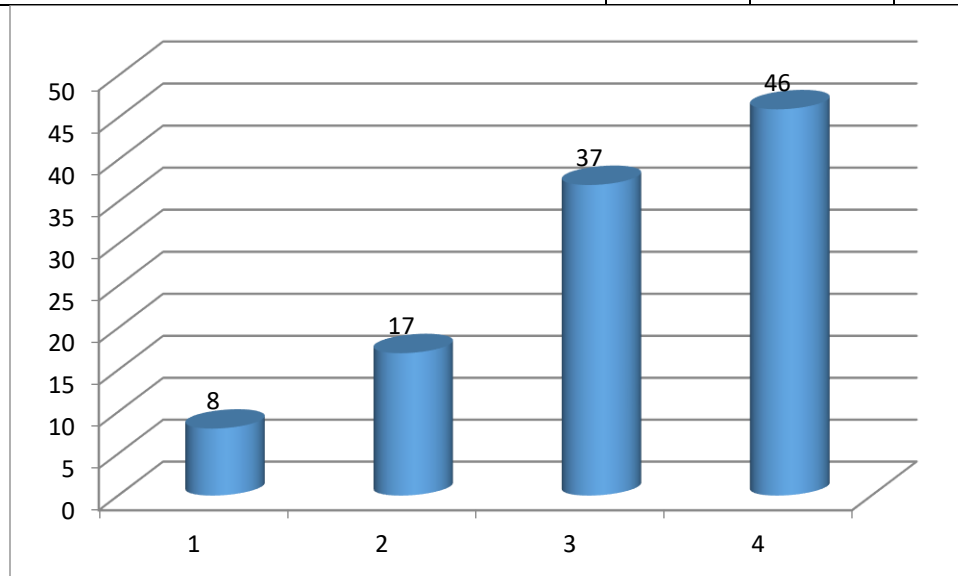
A total of 76 (71%) candidates are considered very competent, 27 (25.2%) competent, 3 (2.8%) moderately competent, and 1 (.9%) slightly competent.

9. The use of electronic gatherings for educational purposes (e.g. chats or video conferences).	4	3	2	1
2021-2022	75 70.1	27 25.2	4 3.7	1 0.9



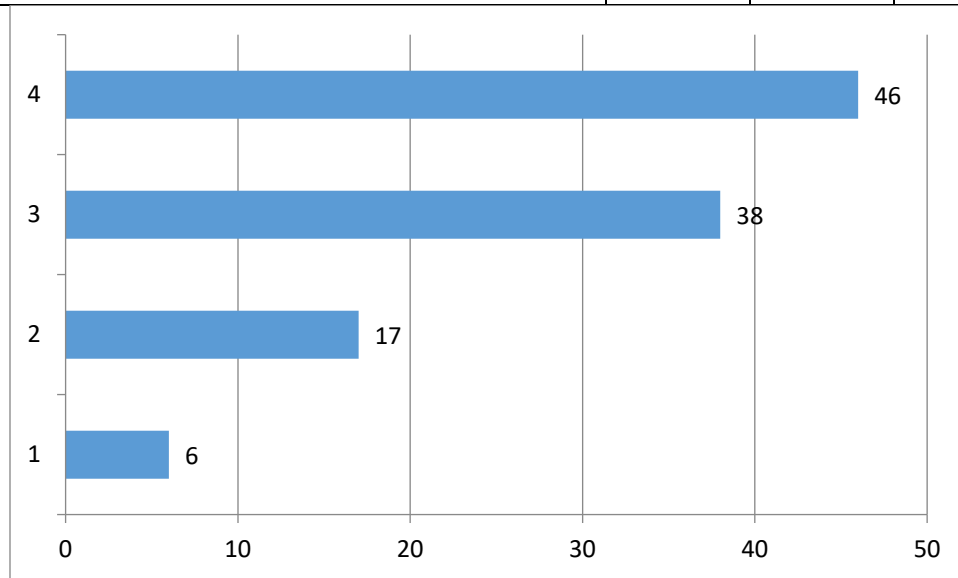
A total of 76 (71%) candidates are considered very competent, 27 (25.2%) competent, 3 (2.8%) moderately competent, and 1 (.9%) slightly competent.

10. The use of online bibliographic resources (e.g. ERIC, Proquest, EBSCO, Mendeley, Zotero).	4	3	2	1
2021-2022	46 42.6	37 34.3	17 15.7	8 7.4



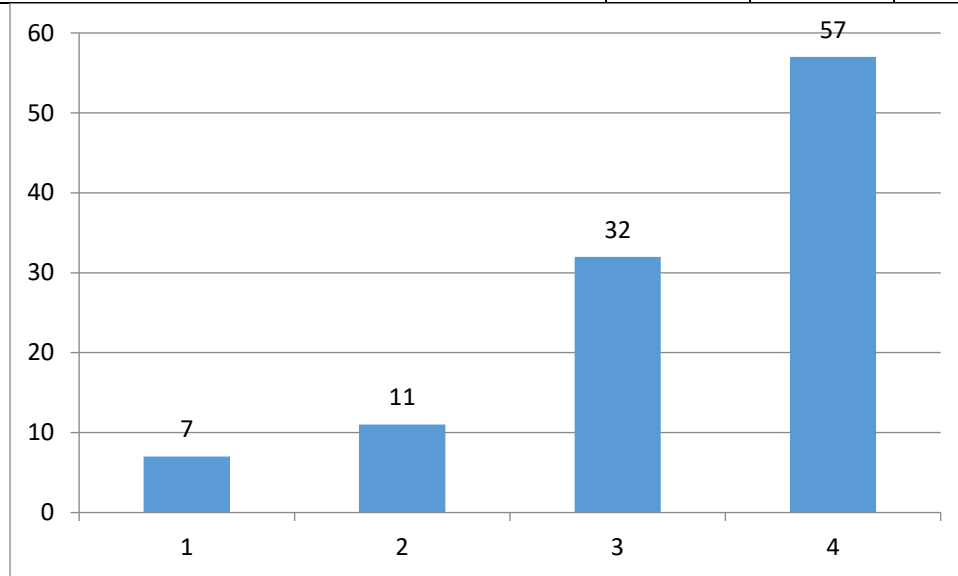
A total of 46 (42.6%) candidates are considered very competent, 37 (34.3%) competent, 17 (15.7%) moderately competent, and 8 (7.4%) slightly competent.

11. The use of electronic publishing programs (e.g. Publisher, Indesign).	4	3	2	1
2021-2022	46 43.0	38 35.5	17 15.9	6 5.6



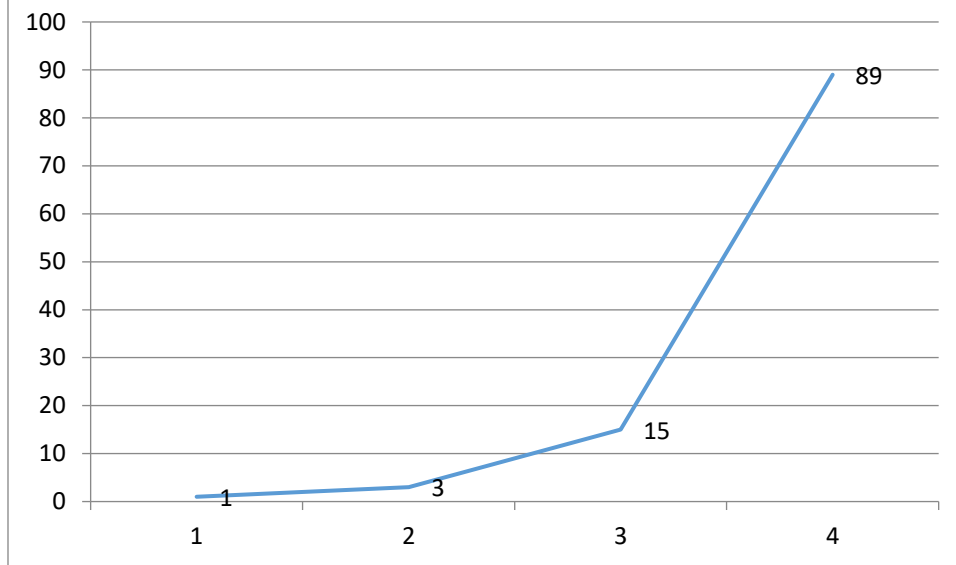
A total of 46 (43%) candidates are considered very competent, 38 (35.5%) competent, 17 (15.9%) moderately competent, and 6 (5.6%) slightly competent.

12. The use of social networks for educational purposes (e.g. Facebook, Twitter).	4	3	2	1
2021-2022	57 53.3	32 29.9	11 10.3	7 6.5



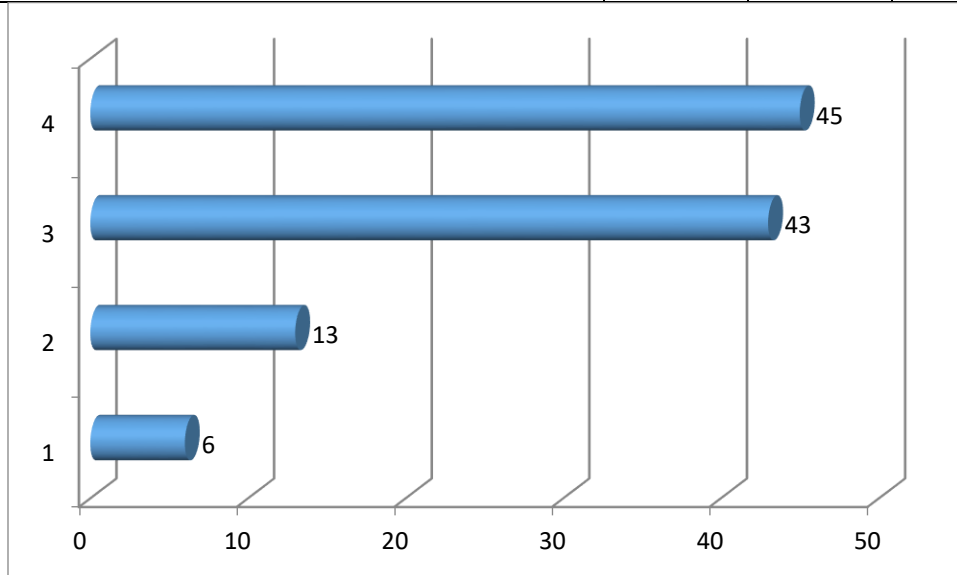
A total of 57 (53.3%) candidates are considered very competent, 32 (29.9%) competent, 11 (10.3%) moderately competent, and 7 (6.5%) slightly competent.

13. The use of email for educational purposes. (e.g. Outlook, Gmail, Yahoo).	4	3	2	1
2021-2022	89 82.4	15 13.9	3 2.8	1 0.9



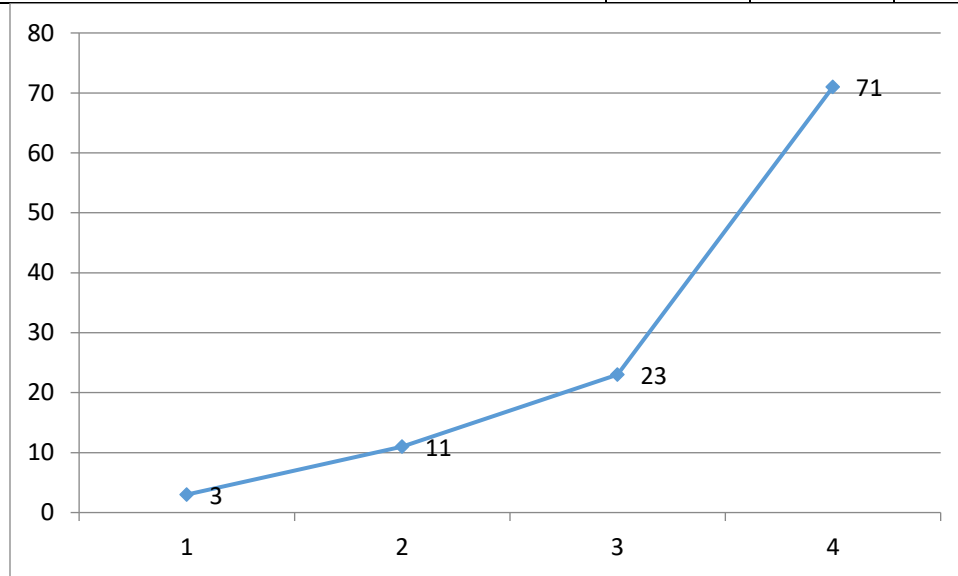
A total of 89 (82.4%) candidates are considered very competent, 15 (13.9%) competent, 3 (2.8%) moderately competent, and 1 (.9%) slightly competent.

14. Create web pages (e.g. Wix, Weebly, Sites, etc.)	4	3	2	1
2021-2022	45 42.1	43 40.2	13 12.1	6 5.6



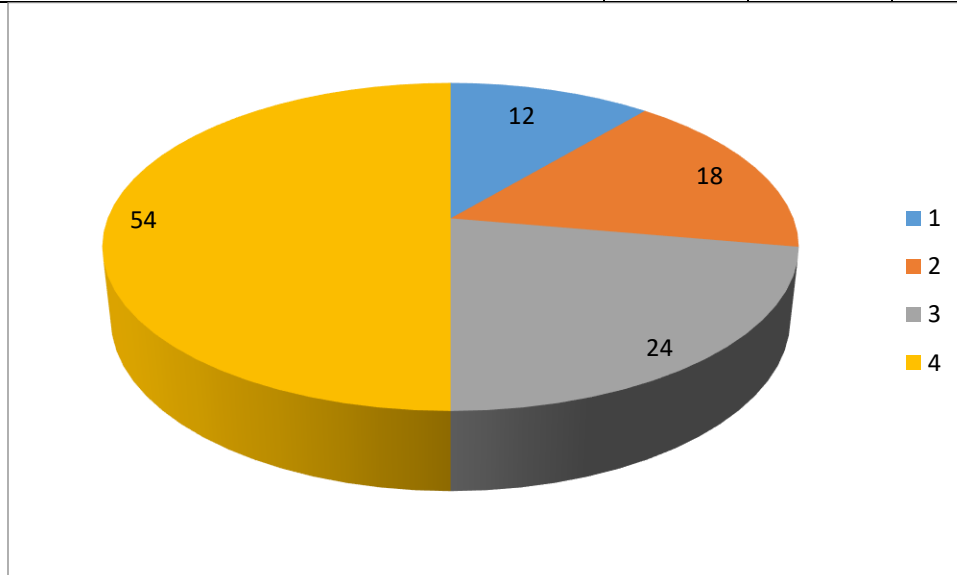
A total of 45 (42.1%) candidates are considered very competent, 43 (40.2%) competent, 13 (12.1%) moderately competent, and 6 (5.6%) slightly competent.

15. The use of digital music players (e.g. MP3 Players, iPods, etc.).	4	3	2	1
2021-2022	71 65.7	23 21.3	11 10.2	3 2.8



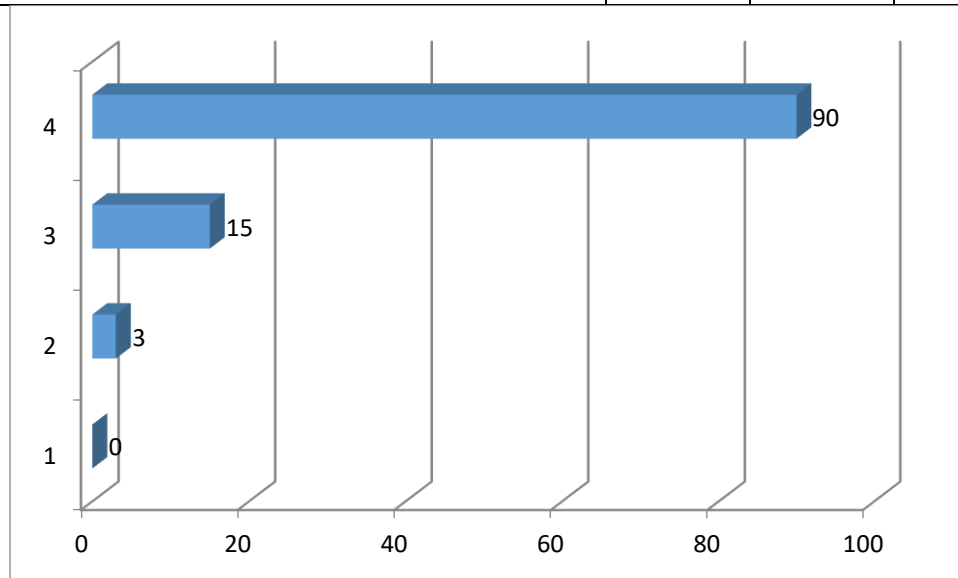
A total of 71 (65.7%) candidates are considered very competent, 23 (21.3%) competent, 11 (10.2%) moderately competent, and 3 (2.8%) slightly competent.

16. Create digital sound (e.g. Podcasting, Videocast).	4	3	2	1
2021-2022	54 50.0	24 22.2	18 16.7	12 11.1



A total of 54 (50%) candidates are considered very competent, 24 (22.2%) competent, 18 (16.7%) moderately competent, and 12 (11.1%) slightly competent.

17. The use of cloud storage and file management (e.g. Dropbox, Google Docs, Google Drive).	4	3	2	1
2021-2022	90 83.3	15 13.9	3 2.8	



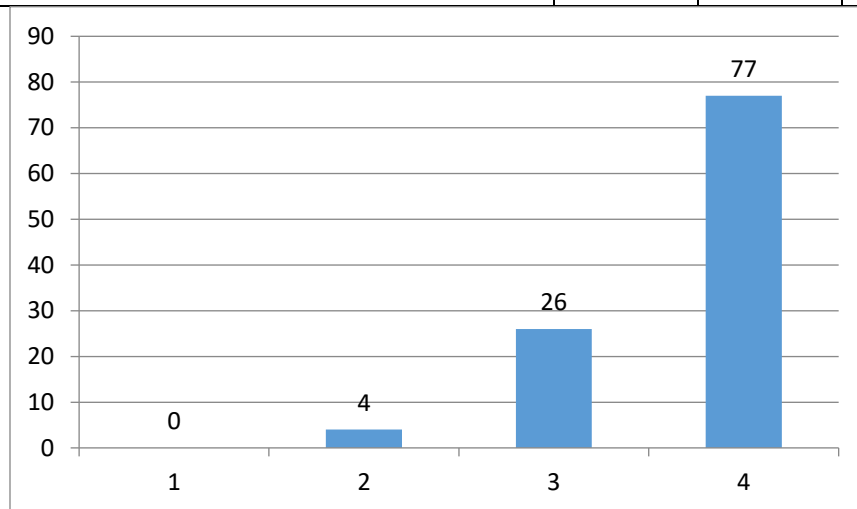
A total of 90 (83.3%) candidates are considered very competent, 15 (13.9%) competent, and 3 (2.8%) moderately competent.

Information competencies

5. How familiar are you with library resources and information skills? Use the following scale, marking only one answer per row:

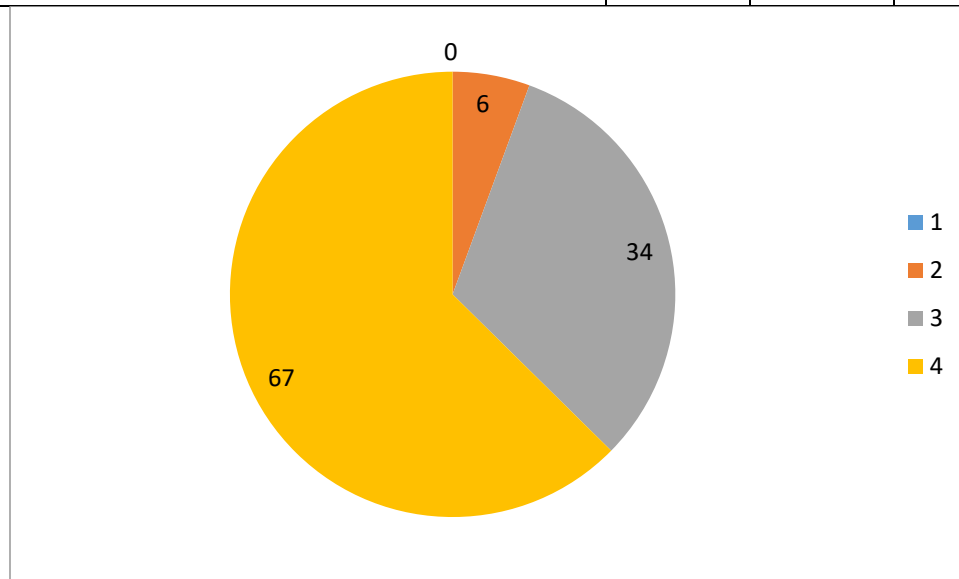
4= Very competent 3=Competent 2= Moderately competent 1= Slightly competent

Information competencies				
1. Define the need for information according to the task and the topic to be investigated.	4	3	2	1
2021-2022	77 72.0	26 24.3	4 3.7	



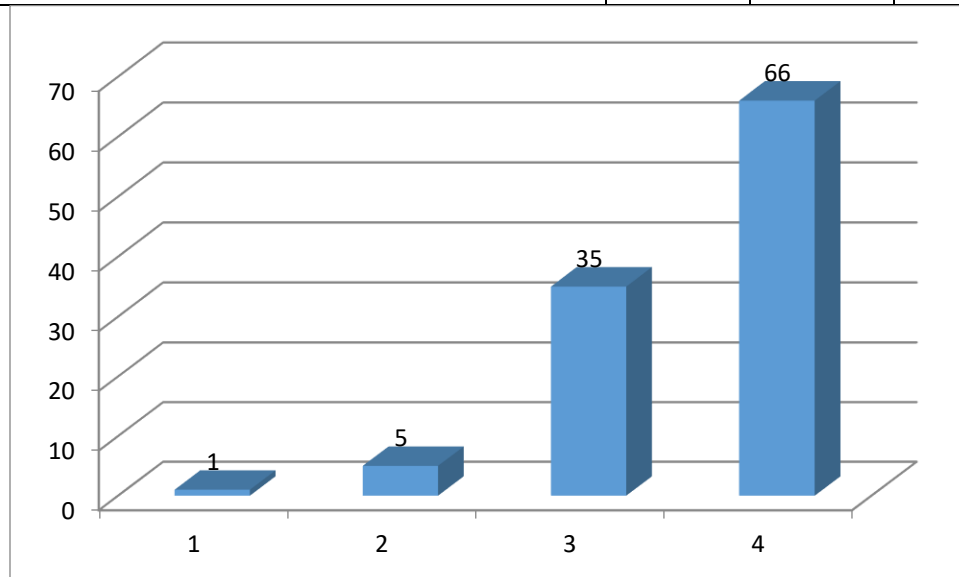
A total of 77 (72%) candidates are considered very competent, 26 (24.3%) competent, and 4 (3.7) moderately competent.

2. Evaluate appropriate references from various sources of information.	4	3	2	1
2021-2022	67 62.6	34 31.8	6 5.6	



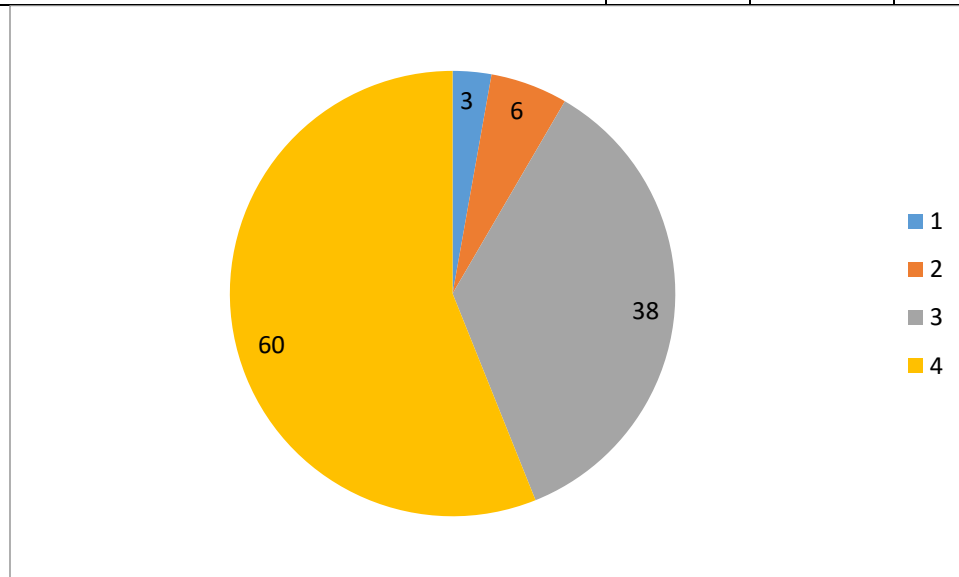
A total of 67 (62.6%) candidates are considered very competent, 34 (31.8%) competent, and 6 (5.6%) moderately competent.

3. Use different databases in education.	4	3	2	1
2021-2022	66 61.7	35 32.7	5 4.7	1 0.9



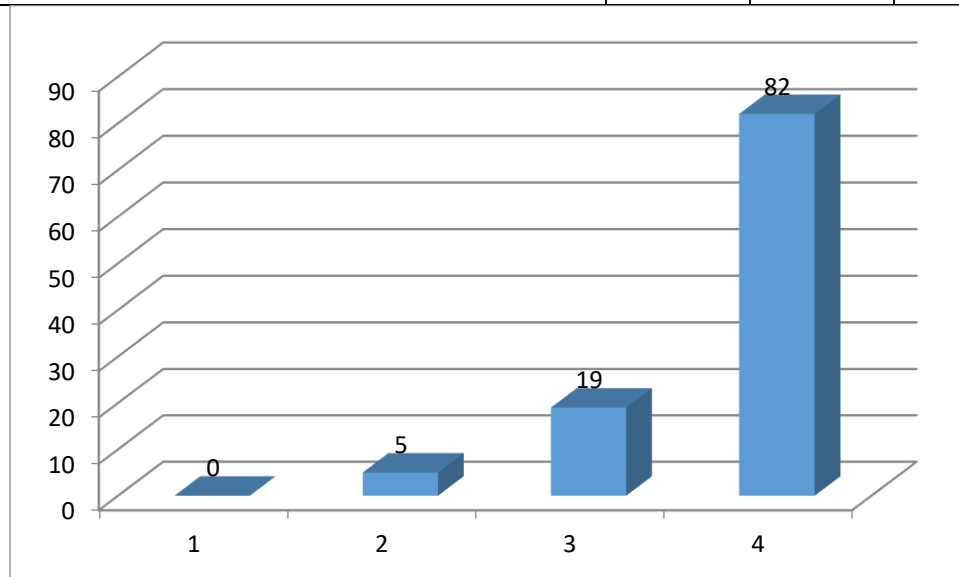
A total of 66 (61.7%) candidates are considered very competent, 35 (32.7%) competent, 5 (4.7%) moderately competent, and 1 (.9%) slightly competent.

4. Manage different databases in other disciplines.	4	3	2	1
2021-2022	60 56.1	38 35.5	6 5.6	3 2.8



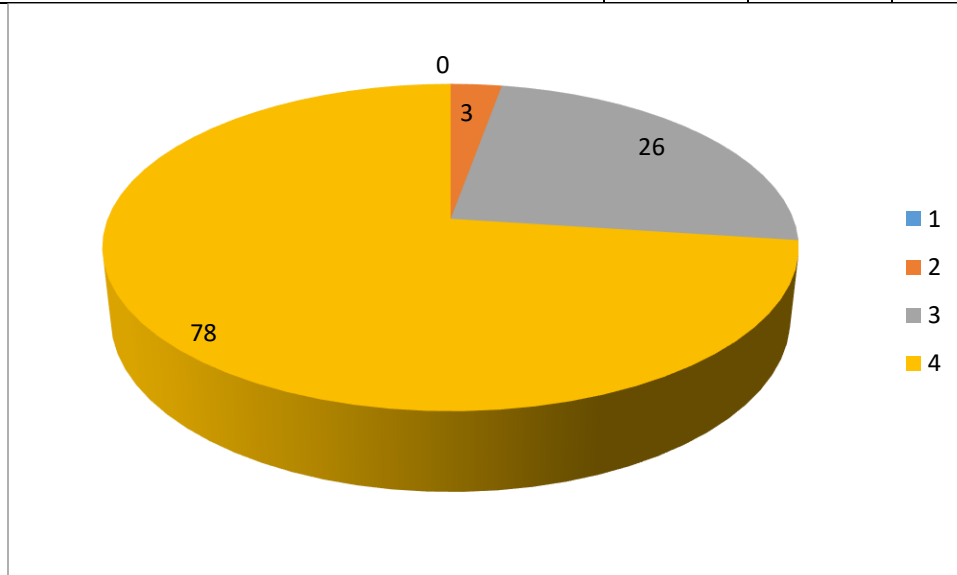
A total of 60 (56.1%) candidates are considered very competent, 38 (35.5%) competent, 6 (5.6%) moderately competent, and 3 (2.8%) slightly competent.

5. Respect copyright when collecting information.	4	3	2	1
2021-2022	82 77.4	19 17.9	5 4.7	



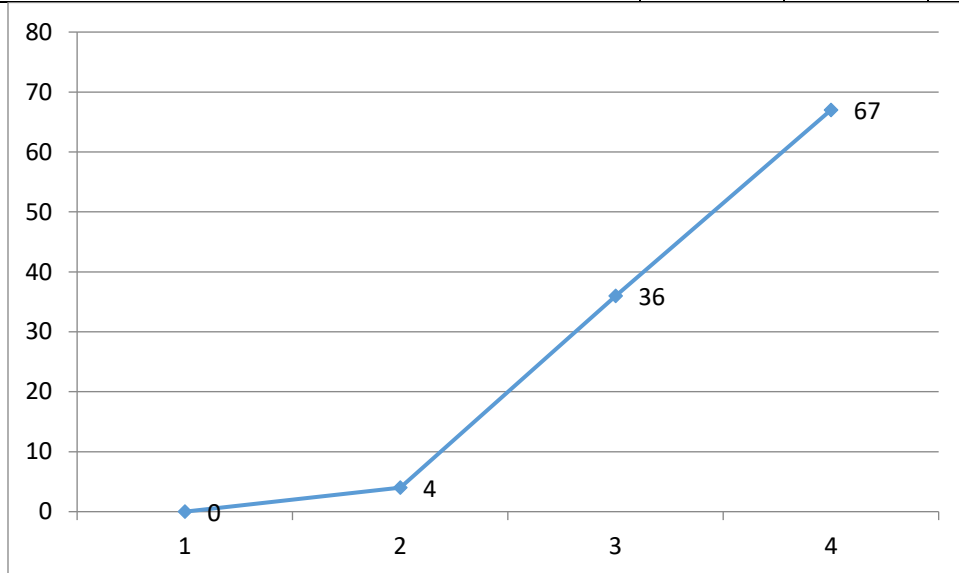
A total of 82 (77.4%) candidates are considered very competent, 19 (17.9%) competent, and 5 (4.7%) moderately competent.

6. Cite the information used to give credit to the researchers and thus avoid plagiarism.	4	3	2	1
2021-2022	78 72.9	26 24.3	3 2.8	



A total of 78 (72.9%) candidates are considered very competent, 26 (24.3%) competent, and 3 (2.8%) moderately competent.

7. Write bibliographic references using a style manual (e.g. APA, MLA, etc.).	4	3	2	1
2021-2022	67 62.6	36 33.6	4 3.7	



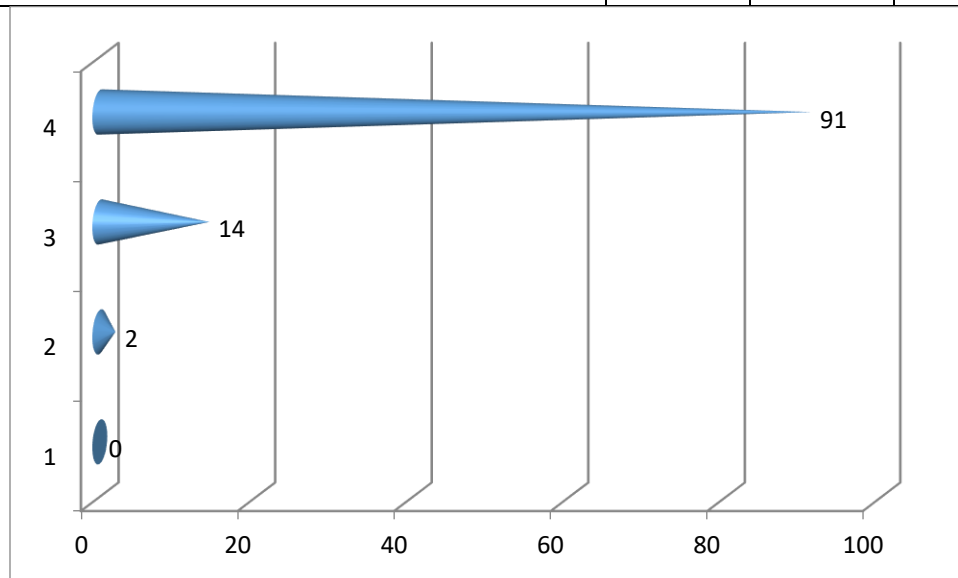
A total of 67 (62.6%) candidates are considered very competent, 36 (33.6%) competent, and 4 (3.7%) moderately competent.

Experiences in the Teacher Preparation Program

6. Evaluate the following aspects of the teacher preparation program. Use the following scale, marking only one answer per row:

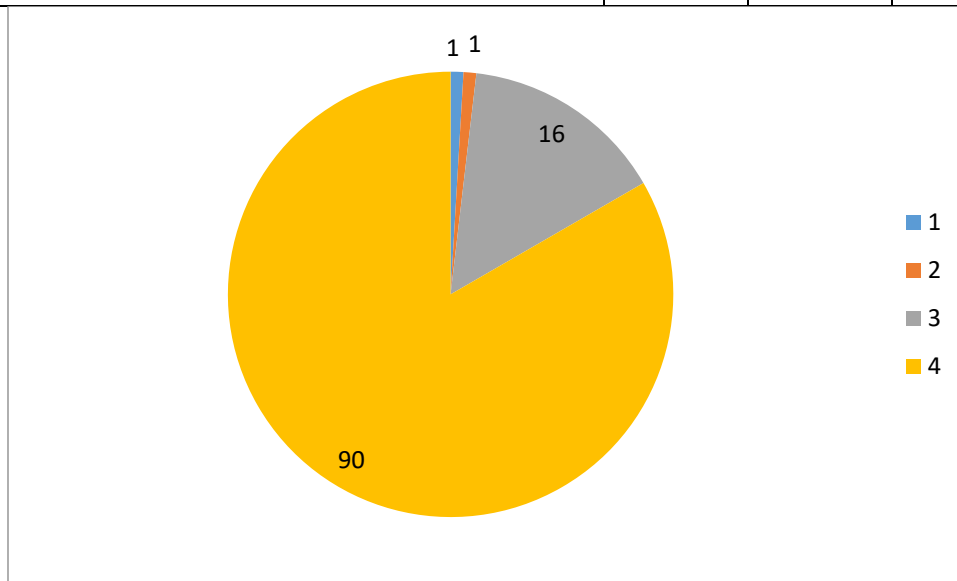
4=Excellent 3=Good 2=Poor 1=Deficient

Experiences in the Teacher Preparation Program				
1. The general experience of teaching practice.	4	3	2	1
2021-2022	91 85.0	14 13.1	2 1.9	



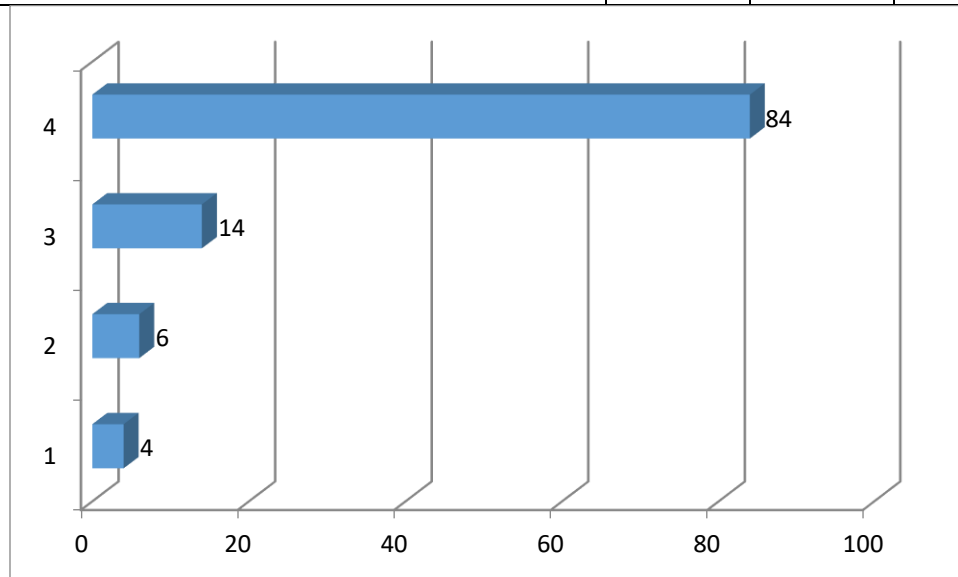
A total of 91 (85%) rated the item as excellent, 14 (13.1%) good, and 2 (1.9%) poor.

2. Feedback provided by the teacher cooperator.	4	3	2	1
2021-2022	90 83.3	16 14.8	1 0.9	1 0.9



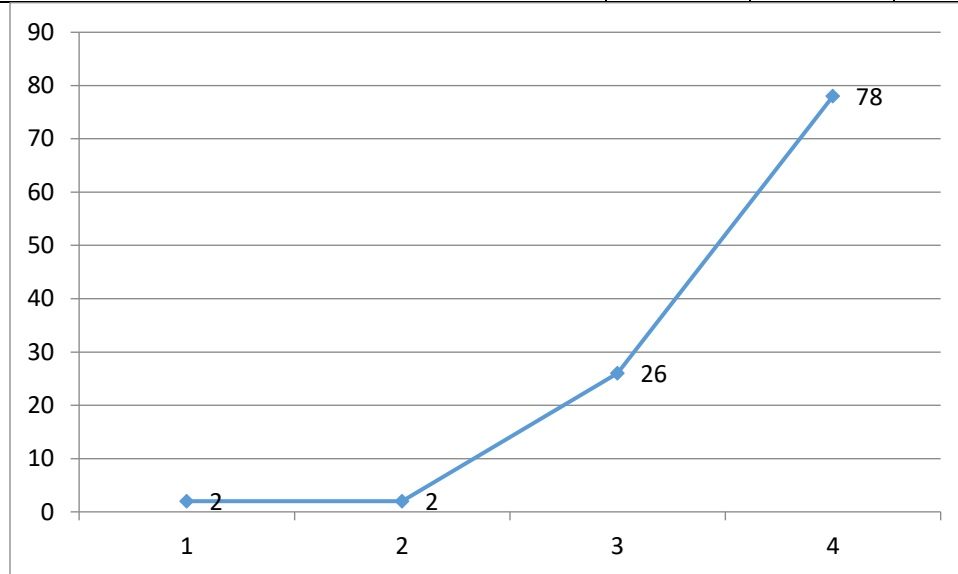
A total of 90 (83.3%) rated the item as excellent, 16 (14.8%) good, 1 (.9%) poor, and 1 (.9%) deficient.

3. Feedback from the teaching practice supervisor.	4	3	2	1
2021-2022	84 77.8	14 13.0	6 5.6	4 3.7



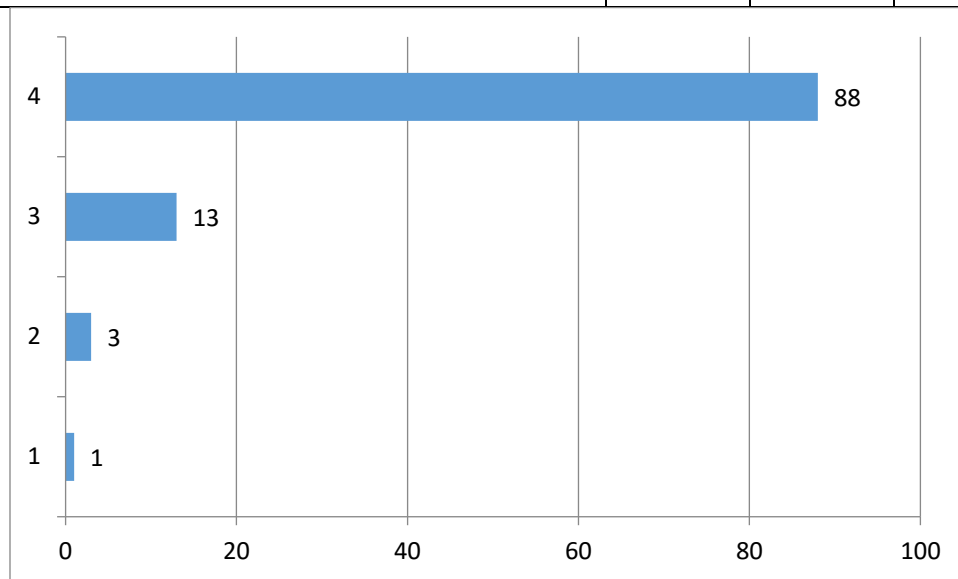
A total of 84 (77.8%) rated the item as excellent, 14 (13%) good, 6 (5.6%) poor, and 4 (3.7%) deficient.

4. The guidance offered by academic advisors.	4	3	2	1
2021-2022	78 72.2	26 24.1	2 1.9	2 1.9



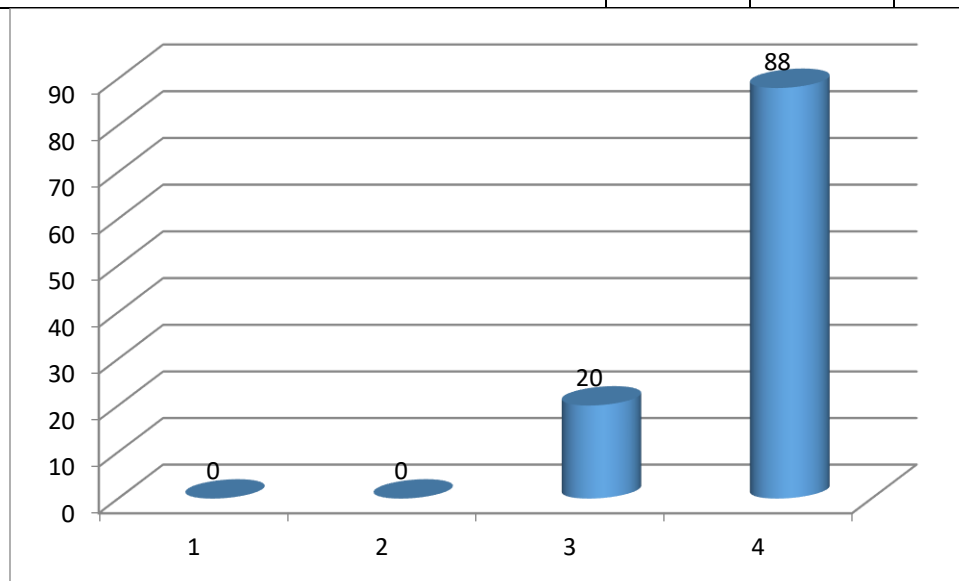
A total of 78 (72.2%) rated the item as excellent, 26 (24.1%) good, 2 (1.9%) poor, and 2 (1.9%) deficient.

5. Teaching methodology and pre-practice courses.	4	3	2	1
2021-2022	88 83.8	13 12.4	3 2.9	1 1.0



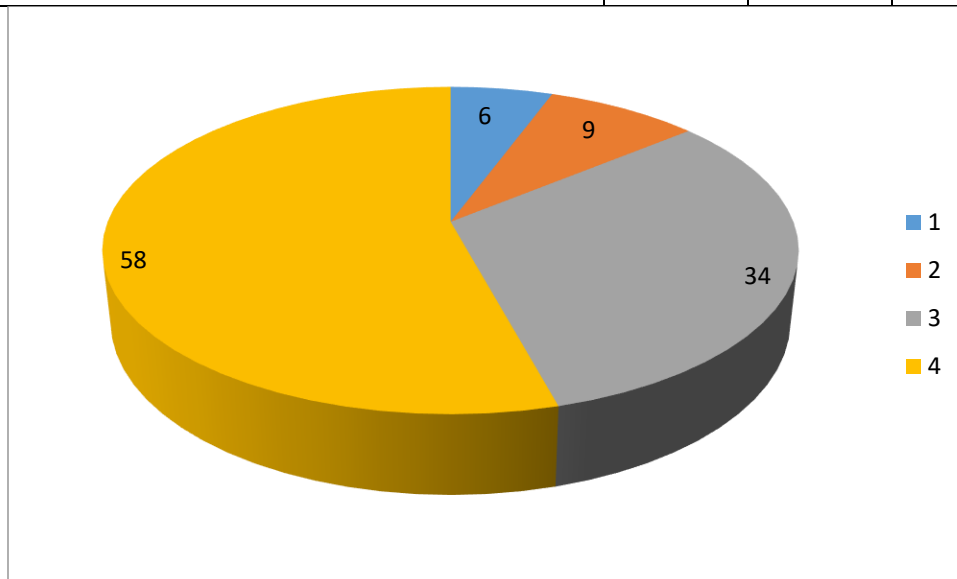
A total of 88 (83.8%) rated the item as excellent, 13 (12.4%) good, 3 (2.9%) poor, and 1 (1%) deficient.

6. Courses in the foundations of education (human growth and development, sociology and educational philosophy).	4	3	2	1
2021-2022	88 81.5	20 18.5		



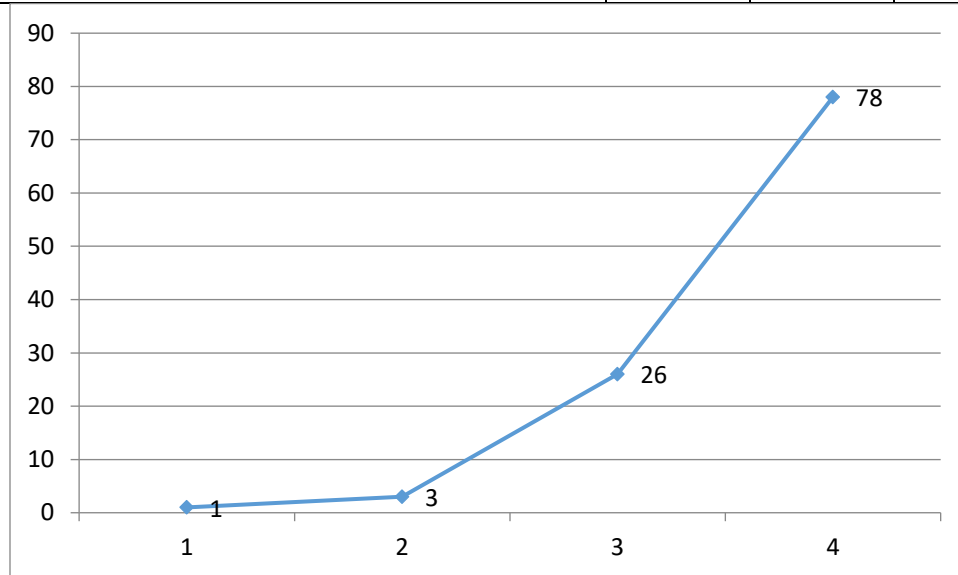
A total of 88 (81.5%) rated the item as excellent and 20 (18.5%) good.

7. The experience and trajectory in the development of the Electronic Portfolio (Porta-e).	4	3	2	1
2021-2022	58 54.2	34 31.8	9 8.4	6 5.6



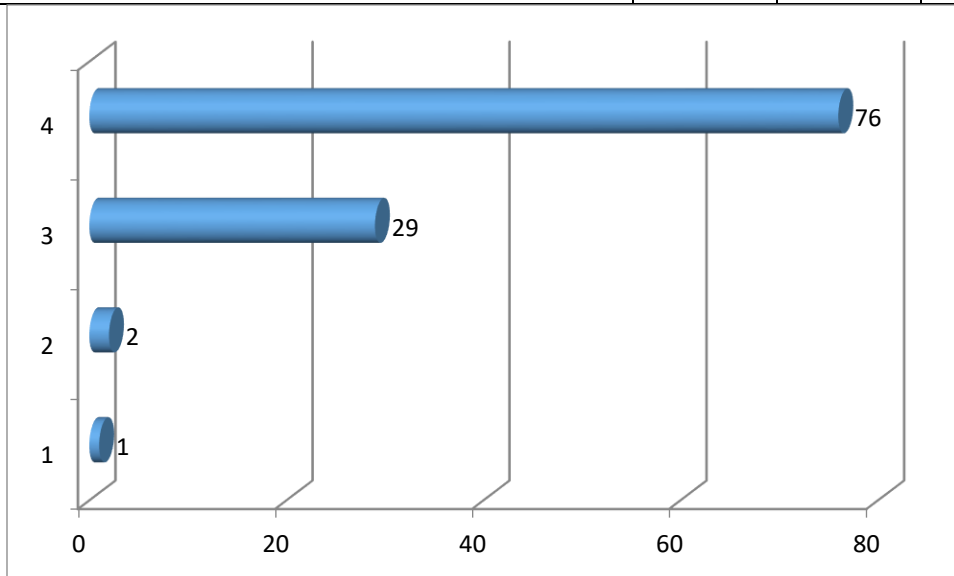
A total of 58 (54.2%) rated the item as excellent, 34 (31.8%) good, 9 (8.4%) poor, and 6 (5.6%) deficient.

8. Content and specialty courses taken in other Faculties.	4	3	2	1
2021-2022	78 72.2	26 24.1	3 2.8	1 0.9



A total of 78 (72.2%) rated the item as excellent, 26 (24.1%) good, 3 (2.8%) poor, and 1 (.9%) deficient.

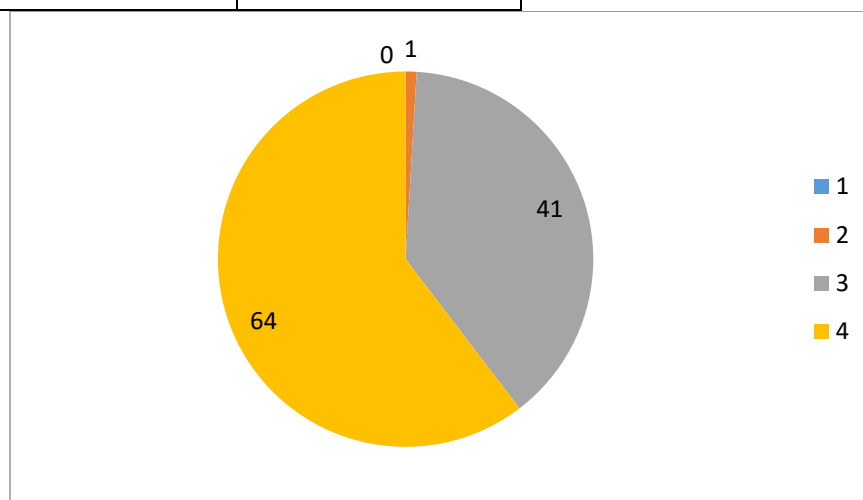
9. General Education courses taken at the Faculty of General Studies.	4	3	2	1
2021-2022	76 70.4	29 26.9	2 1.9	1 0.9



A total of 76 (70.4%) rated the item as excellent, 29 (26.9%) good, 2 (1.9%) poor, and 1 (.9%) deficient.

7. How would you assess your professional preparation to make a significant difference in your students' learning? (Check only one answer)

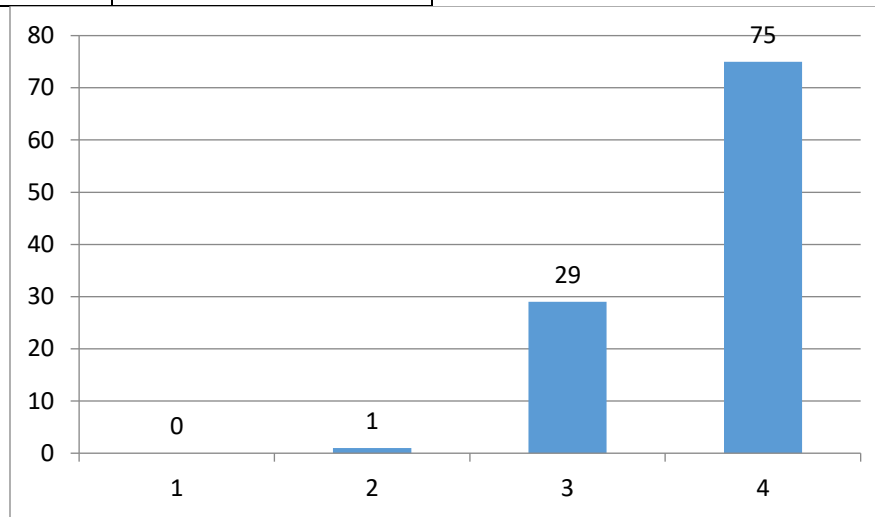
	2021-2022
Highly prepared	64 (60.4)
Prepared	41 (38.7)
Moderately prepared	1 (0.9)
Needs more preparation	0



Based on the responses of the teacher candidates, they were considered prepared or very prepared during the years 2021-2022.

8. Please indicate how you would evaluate the Teacher Preparation Program.

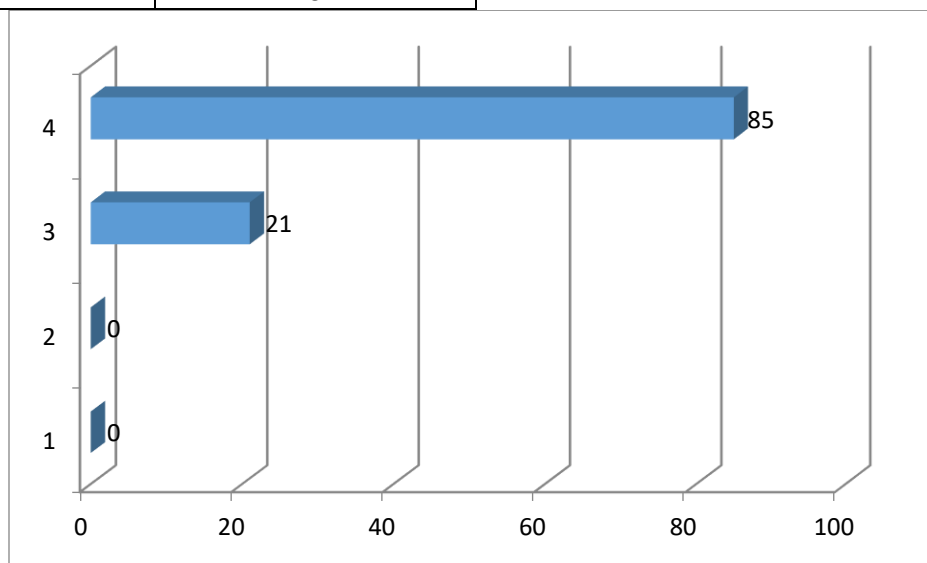
	2021-2022
Excellent	75 (71.4)
Good	29 (27.6)
Poor	1 (0.9)
Deficient	0



A total of 75 (71.4%) rated the item as excellent, 29 (27.6%) good, 1 (.9%) poor, and 0 (0%) deficient.

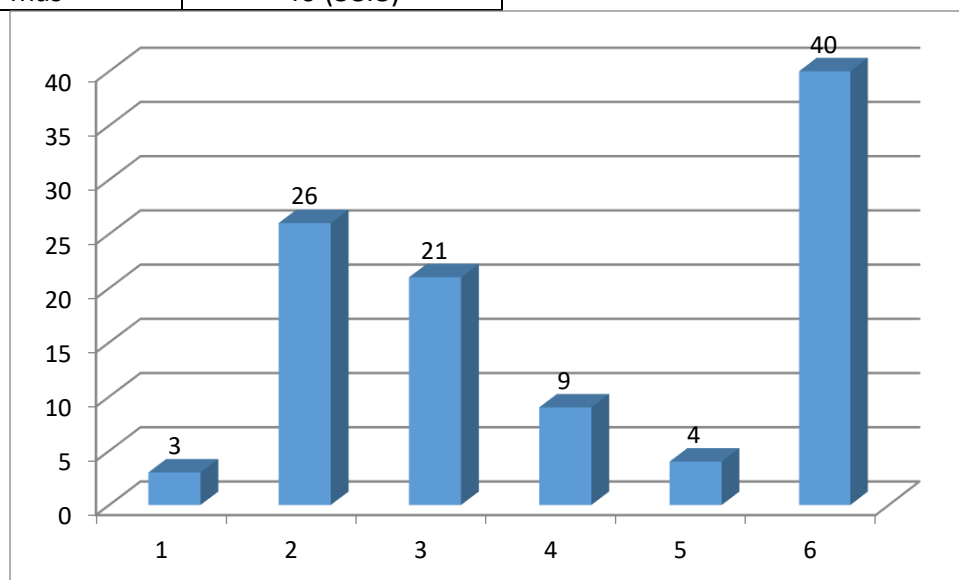
9. Would you recommend the Teacher Preparation Program to other teacher candidates? (Check only one answer)

	2021-2022
Definitely yes	85 (80.2)
Probably yes	21 (19.8)
Probably no	0
Definitely no	0



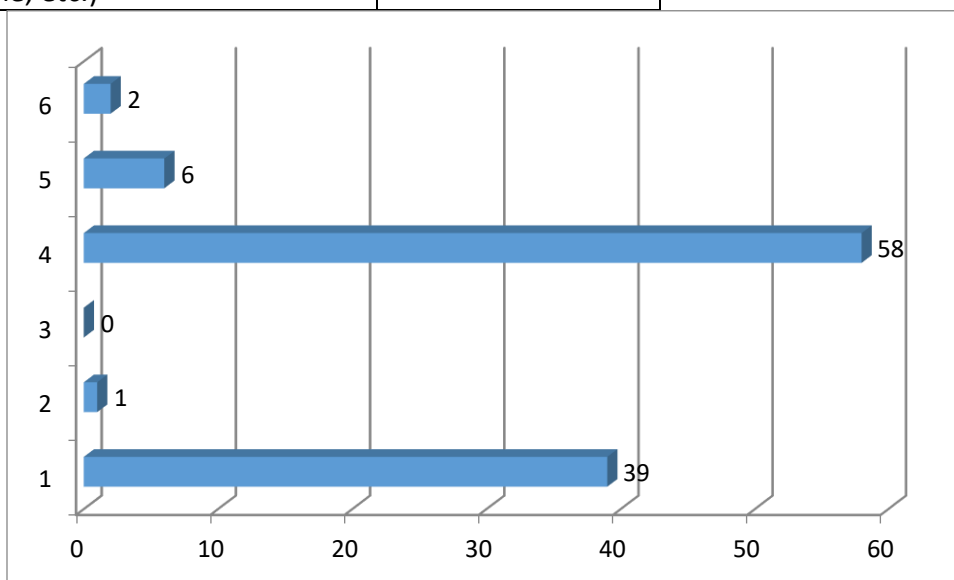
12. How many years do you expect to remain in the teaching profession? (Check only one answer)

	2021-2022
0 años	3 (2.9)
1-5 años	26 (25.2)
6-10 años	21 (20.4)
11-15 años	9 (8.7)
16-20 años	4 (3.9)
21 años o más	40 (38.8)



14. Which of the following best describes your immediate study plans? (Check only one answer)

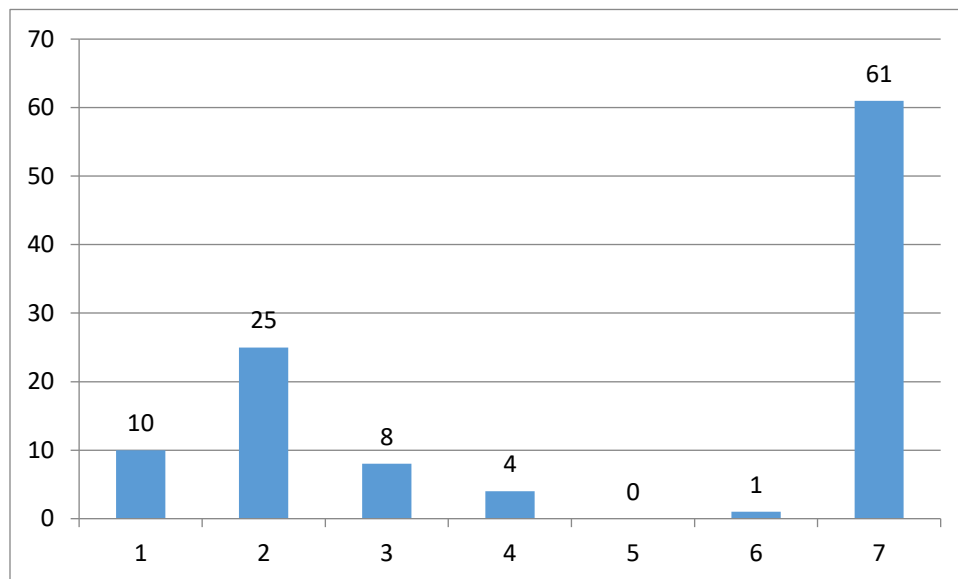
	2021-2022
I have no immediate plans to study	39 (36.8)
Second Baccalaureate	1 (0.9)
Post Baccalaureate Certificate	0
Master's degree	58 (54.7)
Doctorate	6 (5.7)
Professional Degree (Juris Doctor, Medicine, Dentistry, Veterinary Medicine, etc.)	2 (1.9)



16. Which of the following best describes your immediate employment plans?

(Check those that apply.)

	2021-2022
I do not plan to be employed in the immediate future.	10 (9.3)
Continue with current job	25 (23.1)
I accepted a full-time job in my area of study	8 (7.4)
I accepted a full-time job outside my area of study	4 (3.7)
I accepted a part-time job in my area of study	0
I accepted a part-time job outside my area of study	1 (0.9)
I'm still looking for a job	61 (56.5)



18. Which professional organization(s) do you currently belong to?

	2021-2022
American Association of Family and Consumer Sciences (AACCS)	
American Council on the Teaching of a Foreign Language (ACTFL)	
American Library Association (ALA)	
American Association of School Librarians (AASL)	
American Speech-Language-Hearing Association (ASHA)	
Puerto Rico Science Teachers Association	
Puerto Rico Teachers Association	2 (1.9)
Association for Childhood Education International (ACEI)	
Association for Middle Level Education (AMLE)	
Council for Exceptional Children (CEC)	
Educational Leadership Constituent Council (ELCC)	
Educational Theatre Association (EdTA)	
Puerto Rico Teachers Federation	1 (0.9)
International Literacy Association (ILA)	
International Society for Technology in Education (ISTE)	
Music Teachers National Association (MTNA)	
National Art Education Association (NAEA)	
National Association for Gifted Children	
Council for Exceptional Children (NAGC/CEC)	
National Association for Music Education (NAfME)	
National Association for the Education of Young Children (NAEYC)	3 (2.8)

National Association of Schools of Theatre (NAST)	
National Council for the Social Studies (NCSS)	
National Council of Teachers of English (NCTE)	
National Council of Teachers of Mathematics (NCTM)	
National Science Teachers Association (NSTA)	
SHAPE America-Health Education (formerly AAHE)	
SHAPE America-Physical Education (formerly NASPE)	
Teachers of English to Speakers of Other Languages (TESOL)	1 (0.9)
The National Association for the Teaching of Drama (NATD)	
Otro:	12 (11.1)



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