



The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

UNIVERSIDAD DE PUERTO RICO-RIO
PIEDRAS CAMPUS

P.O. Box 23304
San Juan, PR 00931-3304
December 4-8, 2010

Type of Visit:

Continuing visit - Initial Teacher Preparation

Continuing visit - Advanced Preparation

Institutional Report

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

The University of Puerto Rico was the first professional university oriented institution in the island. It was founded in 1900 in Fajardo (eastern side of the island) as a Normal School, to prepare elementary school teachers, by the Puerto Rico Department of Public Education to face the need for teachers during the early twentieth century in Puerto Rico. In 1903, the Normal School was moved to Río Piedras as the first department of the University of Puerto Rico, established as an institution of higher education. Today, the University System includes eleven campuses with a population of approximately 64,559 students. The Río Piedras Campus is the oldest and also the largest campus of the University of Puerto Rico System. Under the Carnegie criteria, it is a research university with high research activity (RU/H). It offers the Island's most complete and varied academic program at the initial and advanced levels. The Río Piedras Campus has the greatest and oldest physical facilities of the total system. Its buildings have been included in the US Department of the Interior National Registrar of Historic Sites. The Río Piedras Campus occupies more than 250 acres with over three million square feet of space of which more than 150 structures stand. Moreover, its location in the San Juan metropolitan area (San Juan being the capital and most important city of the Island) helps the academic community to benefit from the variety of resources present in an urban ambiance.

In the 1960's, the Río Piedras Campus underwent significant changes related to the incorporation of graduate programs in different colleges that later served as the basis for the creation of graduate schools. The graduate studies of the College of Education were initiated at the beginning of that decade. In 1963, the Council on Higher Education issued Certification # 69 that initiates the graduate programs (Master's Degree in Secondary Education and in Administration and Supervision). From there on, different programs have been established in the Department of Graduate Studies for the Master's and Doctoral Degrees. In 1991 the Master's Degree in Secondary Education changed to a Master's Degree in Curriculum and Teaching. The most recent program established in the Department of Graduate Studies is the Master's in Exercise Science, which admitted its first cohort in January 2006. For a list of the certifications that create each of the graduate programs, please see exhibit DGS Programs Certifications (individual certifications, available at the DGS).

A.2. What is the institution's mission?

The general mission of the University, as established in Article 2 (B) of the University Law of Puerto Rico (January 20, 1966) is to

- Cultivate love of learning as conducive to freedom, and to stimulate the pursuit and free discussion of knowledge, in an atmosphere of respect for creative dialogue;
- Conserve, enrich, and spread the cultural values of the Puerto Rican people and to strengthen awareness of their unity in the common undertaking to find solutions to problems in a democratic manner;

- Seek the full development of the students and to impart her/him a sense of the individual's responsibility to the general welfare of the community;
- Fully develop the intellectual and spiritual wealth latent in our people, so that the intelligence and spirit of those exceptional individuals who arise from all social spheres, especially those least favored economically, may be put to the service of the Puerto Rican community;
- Collaborate with other organizations, within the sphere of action appropriate to the university, in the study of the problems of Puerto Rico.

The Mission approved by the Río Piedras campus Academic Senate (by means of Certification No. 67 in 1989-1990) consists of five clauses, which highlight the University's strong commitment to: growth and dissemination of knowledge; initial and advanced education; integral education; critical thinking; effective communication; ethical and aesthetic values; social action; cultural awareness; community service; continuing education; and quality of life. (The text of the mission can be perused in the e-exhibit room)

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

UPR Rio Piedras Campus has been committed to accelerate its transformation into a research institution of international prestige, devoted to the creation of knowledge through research, scholarship and teaching; and dedicated to the integral formation of its students. UPR-RP is the only higher education institution in Puerto Rico classified by the Carnegie Foundation as a comprehensive doctoral and high level research university. As a public comprehensive doctoral institution, its academic offerings range from the baccalaureate to the doctoral degree, through 70 undergraduate and 80 graduate programs in the basic disciplines and professional fields. Research activities are enhanced by a variety of research centers and institutes, including the widely recognized Institute for Tropical Ecosystem Studies that conducts long term environmental research on Caribbean islands and similar tropical areas and is part of a global research network. The graduate offer includes 12 PhDs, one Doctorate in Education, and international programs in Law, at both LLM and JD levels. The Campus serves close to 19,000 students, 20% graduate, and grants an average of over 3,000 degrees a year. From 2005 through 2010, doctorate degrees conferred have maintained an upward trend. UPR-RP counts upon a diverse faculty whose academic degrees have been awarded by world-class universities and a student body that represents the best academic profile in Puerto Rico. It is also custodian of artistic, documentary, cultural, environmental, and symbolic resources for teaching, research, creation, and enjoyment of the citizenry. Our professors are distinguished with prestigious national awards such as the "Andrew Germant Award 2010" by the American Institute of Physics awarded to Dr. Daniel Altschuler, and the "Dr. Etta Z. Falconer Award for Mentoring and Commitment to Diversity" awarded to Math professor Dr. Ivelisse Rubio.

A.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The Eugenio Maria de Hostos College of Education is the professional education unit of the University of Puerto Rico, Rio Piedras Campus Eugenio María de Hostos was a Puerto Rican philosopher of the XIX century. He was educated in Spain but traveled Europe and Latin America, where he obtained a cosmopolitan perspective. Author of many papers and books about education, psychology, schooling,

law, politics and ethics. He died in Dominican Republic, where he wanted to be buried, since Puerto Rico remained as a colonized country of the US. He is considered as important as a national hero in many Latin-American countries.

Its Teacher Preparation Program is the more complex and comprehensive program among public and private institutions in Puerto Rico. The number of teacher candidates fluctuates between 3,325 and 4,300, being the biggest at the Institution and island wide. It is also the oldest, with the Normal School (the base of what is today the EMH College of Education) being the first department of the University of Puerto Rico when established in 1903. The Program was the first Teacher Preparation Program accredited by NCATE in Puerto Rico in 1954. Since that year, it has been also a member of the American Association of Colleges for Teacher Education (AACTE). In 2008, AACTE awarded Dr. Lucy Torres of the EMH College of Education, the "Best Practice Award for the Innovative Use of Technology" for Inclusive Assistive Technology Project. The University of Puerto Rico System has 7 Teacher Preparation Programs throughout the Island The EMH College of Education contributed, during the past five years, to the processes of initial accreditation of the system's programs by sharing experiences, human resources, and assessment instruments and processes. The relationship with other units at the institution that are involved in the preparation of professional educators is coordinated by the Vicepresidency for Academic Affairs of the UPR Central Administration.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty					

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2
Initial Teacher Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Table 3
Advanced Preparation Programs and Their Review Status

Program	Award Level (e.g., Master's or Doctorate)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

NONE

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

In 2005, the UPR-Río Piedras Campus approved guidelines to revise the Baccalaureate as well as a new definition of general education (see Academic Senate Certification 46, 2005-2006, Exhibit) that modified the structure of this component, assigned shared responsibility for these offerings to several colleges, and stressed the enhancement of student choice and participation. General education is now restructured as:

- A 30 credit general education core component, 6 credits in each of the following areas: Humanities, Spanish, English, Social Science and Natural Science, assigned to the CGS.
- A new requirement of 6 credits in Literature to substitute the second year of both Spanish and English. These literature courses must satisfy the general education definition to qualify for this requirement and are to be selected by students from a number of possible literature alternatives in English, Spanish, or any other language according to the students' particular interests. Shared responsibility for these offerings has been given to the CGS and the College of Humanities (CH).
- A new requirement of 3 credits in Art. These credits can be fulfilled from course options in the different Art forms offered by the CGS, CH, and the School of Architecture. Students select the particular general education Art course of their interest.
- An additional requirement of three credits in logical-mathematical or quantitative analysis courses to be offered by the College of Natural Science and other colleges. Each program determines the level of skills in this area that will be required for their students.
- GE courses may now be distributed along the four-year Bachelor's Degree experience, as approved in Certification 46.

General education courses have followed the rubric approved by the Academic Senate in 2006-2007, have been evaluated to that end by an interfaculty general education area committee, and certified for compliance by the Office of the Academic Dean in coordination with the Campus Implementation Committee.

In May 2008, the Academic Senate of the UPR Río Piedras Campus approved a curricular revision of twenty-three specializations at the initial level programs of the EMH College of Education. The revision was based on results of assessment processes as well as requirements of the new General Education Program at the Campus Level. (See E-Exhibit, Certification number 83 of the Academic Senate, 2007-2008) Revised programs reduce credits of the general education component, reconceptualize specializations, and incorporate as a requisite the newly created 3 credits Professional Reflective

Seminar. This seminar is conducted at three transition points (1 credit each) distributed along the bachelor experience. The Reflective-Formative E-Portfolio is the assessment tool of the seminars. The Open Source Portfolio is being adopted for candidate's assessment incorporating rubrics and allowing the collection of aggregated data. Field Experiences were restructured and coordinated among themselves throughout the Baccalaureate. A manual with systematic guidelines was prepared, as well as prototypes of field experience that are incorporated uniformly in key courses. Data on candidates learning on knowledge, skills and dispositions are collected on a semester basis for assessment purposes. A data base for collecting, analyzing and aggregating data on candidates' performance and learning in student teaching was created and is fully operational since 2005. The student teaching evaluation instrument was revised according to changes incorporated in the conceptual framework. The administration of the revised instrument began in 2010.

Vocational Education and Industrial Arts ; Business Education; the Secretarial Program; Art, Music and the Theater Programs, as well, as newly created innovations component are under a new Academic Department named Arts, Technology and Innovations Department (ArTI - Spanish acronym). Technology courses previously offered by the Educational Technology Center are now offered as part of the academic offerings of the ArTI Department.

Services offered by the Educational Technology Center and the Unit's Library were reconceptualized and transformed into a Learning Commons (CRAI – Spanish acronym). As part of this process, a project to integrate information competencies in key courses of the B.A. program has been created and implemented in course within the Unit's Library. Data on Student Learning of information competencies are collected and aggregated systematically on a semester basis for assessment purposes.

B.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 1 Professional Education Faculty (Fall 2009 - Spring 2010)
Table 2 Initial Teacher Preparation Programs.doc
Table 3 Advanced Preparation Programs.doc

See **Attachments** panel below.

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are

- aligned with the expectations in professional, state, and institutional standards
- summarized description of the unit's assessment system

Fundamental Dimensions of the Conceptual Framework

In 1993, a prestigious group of educators gathered by the United Nations Educational, Science and Cultural Organization (UNESCO), identified four mainstays as essential to the teaching task: learning to be, learning to know, learning to do, and learning to live together. Recently, UNESCO has pointed out that if in this new century a true desire exists to create an open, integrated, dynamic and diverse university capable of generating the development of an integral and sustainable society, higher education institutions are called to promote learning from a multidisciplinary perspective.

The EMH College of Education embraces the UNESCO proposal and reiterates as vital in its mission of forming educators, the development of four fundamental capacities which propitiate innovation, creativity and the spirit of solidarity which should characterize every educator and educator in the process of development: learning to be, learning to learn, learning to teach, and learning to undertake. The Unit aims to achieve these goals, aware of the fact that developing educators will eventually integrate their knowledge into their daily tasks while demonstrating true dedication and thus contributing to create a culture of peace and respect towards human rights within the Puerto Rican society.

In addition to the parallel processes of the learning dimension of our mission, there are two other dimensions that establish a "way of being" that moves the EMH College of Education as a whole, to its parts (departments, programs, projects): research and creative doing oriented to transforming action, and the promotion of reciprocal links between the community and the university. This "way of thinking" facilitates the College's way of making meaning of its decisions in terms of the learning experience and the curriculum, the candidates and graduates, the faculty, the community, and the governance or Unit's accountability. The Conceptual Framework discusses in detail the implications of each of the fundamental dimensions of the mission.

Vision

The EMH College of Education envisions itself as a dynamic and diverse community of learning. It also strives to facilitate the preparation of learners and leaders in education committed to reflective and transforming socio-humanistic practices and with the highest values of justice, democracy, and peace. Its educators conceive themselves as protagonists and creators of knowledge in its diverse manifestations whose task is central in multiple scenarios.

Mission

The mission of the College, consistent with the mission statements of the UPR System and Río Piedras Campus, is to educate and encourage the professional development of teachers, administrators, and other professionals in education, so they can contribute to the achievement of individual goals as well as to the construction of a pluralistic and participatory democracy, based on social justice and equity. It proposes to invite future educators and leaders in education to join the EMH College of Education in a life-long process of: learning to be, learning to learn, learning to teach and learning to accomplish; to become competent, sensible and creative human beings to construct and share knowledge, and to do research and creative work; and to develop a reflective and critical awareness so they can transform experience through intelligent and responsible actions.

Philosophy

The philosophy of the EMH College of Education aims at contributing to the construction of a society

based on social justice, equity, diversity, and participatory democracy. In order for future educators to contribute to the construction and reconstruction of society, the College cultivates capacities and dispositions that allow for critical examination of social and cultural contexts as well as for the growth of independent, autonomous, and caring individuals. Believing that the growth of human beings depends on integral development, the EMH College of Education encourages the understanding of human complexities and awareness of people's multiple potentialities, capacities, beliefs, and perspectives.

According to the philosophy of the EMH College of Education, education is a series of dialogical and collaborative processes through which individuals develop the capacities, abilities and dispositions to transform them and their world. The conception of the learning-teaching process and pedagogical practice is based on the idea that knowledge is socially and historically constructed as human beings interact in the world, as they investigate and reflect upon their experience in it, and as they imagine and create it. Therefore, the philosophy of the EHM College of Education is based on the notion that, to a lesser or greater extent, learning results from collaboration among individuals, as well as respect and care for others. Learning and teaching are interdependent activities inasmuch as there is learning in the process of teaching and teaching as learning takes place. Consequently, the College views both the faculty and future educators as learners-teachers who value and promote lifelong learning for all. (See the document "Philosophical Principles of the EMH College of Education" in the Exhibit Room).

Purpose and Goals

The EMH College of Education purports to prepare professionals whose work, significantly transforms education in Puerto Rico. The intention is to form active, reflective, critical, imaginative, creative, tolerant, just, caring, collaborative, informed, and technologically competent educators. The College prepares professionals of education who are fully aware of the responsibilities and possible contributions to the individual development of human beings and to the construction and reconstruction of society. The intention is to form leaders in education capable of developing pedagogical practices, through research and creative work and collaborative community efforts, alternatives and strategies to meet the demands and challenges of education today.

KNOWLEDGE BASES:

The reflexive and critical-thinking educator-leader

The critical-thinking, educator-leader ponders philosophically, sociologically and historically about cultural pluralism, educational policy, and ethical and positive learning (Dewey, 1916; Rogers, 1969; Combs, 1978; Slavin, 1980; Shön, 1983, 1988). Eugenio María de Hostos, model of teacher for teachers, is an inspiration for educators around the world. His sociological view was expressed in advanced educational theories and reforms. He is recognized as a symbol of the highest values of justice and brotherhood, and a model of integrity of Puerto Rican idiosyncrasy. His view sustains the Unit's perception of education as a dialogical and collaborative process that provides opportunities for social change (Goodland, 1984; Darling-Hammond, 1997).

Reflexive and transforming socio-humanistic practices

Inspired by the scholarship of Dewey, (1904, 1933, 1938) earlier in the century, and the work of Bruner (1960, 1966), Piaget (1954, 1970), Vygotsky (1978), Gardner (1993), and Freire (1993,1997), among others, the EMH College of Education embraces the historical shift in pedagogy from teaching as a mechanical process of delivering information to a concept of more informed practice based on thinking analytically and creatively (Dewey, 1933; Colton & Sparks-Langer, 1993; Cranton, 1994; Yoo, 2001), and reflecting and understanding (Schön, 1987; LaBoskey, 1994; Clark, 1995; Henderson, 1996; Zemelman, 1998).

Creating and sharing knowledge

The EMH College of Education endorses the work of those who have promoted the importance of access to a common body of knowledge and opportunities to develop a lifelong love for learning (Goodland,

1984; Goodland, Soder, & Sirotnik, 1990), the importance of depth of subject matter knowledge (Shulman, 1987; Griffin & Early, 1991; Goodlad, 1994), and the understanding and use of emerging technologies (ITEA, 1996; Jonassen, Peck & Wilson, 1999; Tiene & Ingram, 2001; ISTE, 2002) in the preparation of teachers.

Dynamic and diverse learning communities

The EMH College of Education recognizes that learning communities shaped by inquiry and experiences, both physical and virtual, are primary bases for learning and for the sustained development of educational programs (Dewey, 1916; Adler, 1930; Piaget, 1952; Bruner, 1961, 1997; Vygotsky, 1978). It focuses in the role of schools and teachers in fostering and modeling understanding, respect, acceptance and celebration of diversity, individually and collectively (Mann, 1837; Bushnell, 1853; Gollnick, 1998; Franklin, 2001), and if necessary, in modifying their own attitudes, leading to more effective teaching, and also promoting the larger cause of social justice (Anyon, 1997; Smith, 1998; Rasool & Curtis, 2000, among others).

Construction of a pluralistic society

Furthermore, the EMH College of Education believes that learning is historical and social and that one of the greatest challenges in educating students for the 21st century is the search for a socially-just curriculum that engages all students and brings meaning to their lives (Cochran-Smith, 1991; Oakes & Lipton, 1999). It believes that changes in the educational system can be brought about by educators who are caring and thoughtful (Nodding, 1984; Oakes & Lipton, 1999; Posner, 2000), inspire others to participate actively in school improvement (Barth, 1990; Goodlad, 1990), and join their colleagues for purposes of renewing schools and teacher preparation programs (Sergiovanni & Moore, 1989; Goodland, 1990; Smith & Fenstermacher, 1999). (The Conceptual Framework document with references is available in the Exhibit Room).

Principles for the Evaluation of the Educator in Development: Candidate proficiencies at the Initial Level

The revised principles for the Evaluation of the Educator in Development that feed and guide the education and evaluation of the educators in development are:

1. The disciplines and general education: The educator in development recognizes and critically analyzes the core concepts, research methods, and structure of the disciplines of their specialization and of the disciplines derived from the social sciences, humanities, and natural sciences. He/she establishes connections among these disciplines and develops learning experiences that facilitate their comprehension.
2. Learning and development: The educator in development understands the diverse ways in which individuals learn and develop and is capable of creating learning environments that address diversity and stimulate the integral development of all.
3. Planning: The educator in development adapts and designs teaching and other akin functions, grounded on her/his knowledge of the discipline, the characteristics of the students in their particular sociocultural contexts and the goals of the curriculum or program.
4. Critical thinking, research and creativity: The educator in development uses and promote critical thinking and creativity among all her/his students, has the capability to analyze and interpret quantitative and qualitative information and to solve problems. She/he undertakes contextualized research and creation projects that contribute varied and innovative perspectives to her/his educational and professional practice.

5. Motivation: The educator in development knows and uses strategies for individual and group motivation to create educational environments for all which promote active learning, positive social interactions, collaboration, teamwork, and initiative.

6. Language: The educator in development knows and values the Spanish language and is competent in its spoken and written usage. Also, she/he knows the English language in its spoken and written expression. She/he promotes exploration and interaction through various verbal and nonverbal modalities of expression.

7. Educational technologies: The educator in development integrates emerging educational technologies into her/his educational practice to stimulate active and meaningful learning among all students, to foster social interaction and inclusion, as well as to promote and facilitate research, creation, and communication. She/he comprehends the value of these technologies for educational and professional practice, its concepts and applications. She/he integrates them reflectively from ethical, humanistic and constructivist perspectives.

8. Evaluation and assessment: The educator in development knows and uses appropriate, varied, and ethical techniques to continuously interpret and evaluate the performance and achievement of all students as well as for other educational decisions.

9. Community and social contexts: The educator in development comprehends how the diverse social, cultural, economic, and political contexts at the local, national and international levels have an impact upon her/his educational and professional practice. She/he promotes fair and respectful relations with the diverse members of the learning community to which she/he belongs and of the external community.

10. Professional and reflective professional action and development: The educator in development initiates her/his own learning and exerts leadership in the decision making process. She/he acts and founds her/his actions with arguments in which she/he integrates pedagogical, psychological, sociological, and philosophical considerations that are pertinent in context. She/he reflects critically about the ethical and social implications of her/his educational practices from a perspective that values and promotes democratic life, social justice, the dignity of human life and a culture of peace.

For the teacher preparation programs, the Principles of the Educator in Development translate into the ten Competencies of the Student Teacher. The Principles and Competencies are aligned.

Competencies of the student teacher

The revised competencies are:

1. Mastery and knowledge of content matter: The student teacher demonstrates broad and deep knowledge of the content matter(s) she/he teaches, establishes connections with other disciplines, and organizes learning experiences that make the content matter taught meaningful.

2. Knowledge of the student and the learning process: The student teacher demonstrates knowledge of the diverse ways in which the students develop and learn and organizes learning experiences to address their diverse needs as well as their interests and talents.

3. Planning of teaching: The student teacher plans her/his teaching based on the knowledge of content matter, her/his students, the community and the curricular goals.

4. Implementation and research of teaching: The student teacher selects, uses and researches practices,

strategies, methods and materials that are adequate and varied to promote learning among all students, their critical thinking, and their capability to solve problems.

5. Creation of learning environments: The student teacher uses her/his knowledge of individual and group behavior to create learning environments in the classroom that promote positive social interactions, and the active participation of all students in the learning process.

6. Communication: The student teacher evidences proper and correct usage of verbal and nonverbal communication. She/he knows the value of language as a tool to stimulate oral and written expression, inquiry and collaborative interaction with diverse populations within and outside of the classroom.

7. Integration of emerging educational technologies: The student teacher integrates emerging educational technologies in her/his classroom practice to support and enrich teaching, learning and evaluation of all students as well as to promote communication, collaboration, research and creation.

8. Evaluation of learning: The student teacher selects, develops, adapts, integrates, and uses techniques and instruments to collect valid information on each student's learning and interprets and uses the information collected to make decisions about learning and the continuous development of each student as well as in relation to other aspects of her/his educational practice. She/he develops and applies adequate procedures for grading students based on the information collected through the diverse techniques and instruments. She/he communicates orally and in written form, the results of the assessment and evaluation processes in a clear and appropriate way for students, family members and other members of the school community. Also, she/he applies ethical principles in the student assessment and evaluation process. She/he recognizes and reflects on the applications and ethical and non-ethical implications of the student assessment and evaluation process.

9. Relation with the community: The student teacher knows the diverse social contexts that condition teaching and the school endeavor, and establishes relations with colleagues, parents, families, and other members and institutions of the community, to support learning and the welfare of all her/his students.

10. Professional development and performance: The student teacher reflects upon her/his professional responsibilities, evaluates the effect of her/his decisions and actions upon other members of the school community (students, parents, administrators, other education professionals) and the broader community, and actively seeks her/his own professional growth.

In light of its Conceptual Framework, the EMH College of Education has the purpose of facilitating the development of teachers and leaders that are committed to socio-humanistic reflexive and transformative practices, and with the highest values of justice, democracy and peace. In accordance with this vision, it is expected that the teachers in development are respectful of diversity in the search of transformations towards a democratic life, which will contribute to a more just and peaceful society.

Dispositions of the student teacher

In the Principles and Competencies of the EMH College of Education it is proposed that in the search of transformations, the teacher in development, as a result of her/his dispositions related to the respect for diversity should:

1. Develop learning environments that are sensitive to diversity and in which active learning, positive social interactions, collaboration, the integration of technology, teamwork, and self initiative are promoted to facilitate the intellectual, social, and personal development of all (present in Principles and

Competencies 2 and 5).

2. Plan the learning process based on the characteristics of students in their particular sociocultural contexts and change processes. (Present in Principle and Competence 3).

3. Use varied evaluation and assessment techniques to analyze and improve the performance of all. (Present in Principle and Competence 8).

4. Promote fair and respectful relations with the diverse members of the learning community to which she/he belongs, as well as with those of the external community. (Present in Principle and Competence 9).

5. Value and promote democratic life, social justice, the dignity of the human being, and a culture of peace. (Present in Principle and Competence 10).

Candidates' Proficiencies Aligned with Professional and State Standards

The work of the EMH College of Education is done in the context of national, state, and local educational agencies, higher education governing bodies, the University of Puerto Rico System, and professional organizations. Candidates are prepared to meet standards set by those agencies as well as the College's high expectations of excellence in the teaching and educational practice.

To ensure standards of excellence, the Unit aligned all professional education programs with national, state, and institutional standards. In addition to the defined Proficiencies-Standards, standards established by specialized professional associations are applied in program reviews, and in evaluations and revisions.

Table in C4 illustrates the mutual support for and coherence within the EMH College of Education Conceptual Framework, INTASC Principles, the Puerto Rico Council on Higher Education Standards, and the Río Piedras Campus New Bachelor Graduates' Performance/Profile.

Statement of Vision and Mission of the Department of Graduate Studies:

As part of the College of Education, DGS shares its mission and principles. Specifically, it focuses on learning to learn, active learning and collaborative work. These principles are geared towards social and educational transformation within the context of the country, the Caribbean and the international community.

The mission of the DGS is to provide the conditions that foster the preparation of professionals who are able to create and transform educational practices, as well as assume leadership positions, founded on research, creative activity, communication and community action. Please refer to the DGS Conceptual Framework and Competencies Profile, available as an exhibit and to the DGS webpage (DGS-Welcome).

Statement of Philosophic Principles of the Department of Graduate Studies:

The graduate education that the DGS offers is based on research and creative activity, essential tools to guide the professional practices of the learner. Both tools allow the candidates to address those practices, as well as the challenges faced by the educational process, with a reflective and dialogic attitude in order to propose relevant alternatives to the Puerto Rican social context.

This process implies a profound and creative examination of the disciplines that are related to the

educational processes. It is carried out in a climate that stimulates and facilitates the optimum development of educators and learners, who reciprocate the learning process to each other and take responsibility for their own learning. In addition, through the intelligent orchestration of changes and with an integrative vision of knowledge, the DGS addresses the socio-cultural demands that are reflected on the educational practices. In this sense, the DGS understands education as a complex cultural process aimed at a commitment to transform the social, political, ethical, and aesthetical dimensions of the Puerto Rican society within its immediate Caribbean context and its international dimension.

The confluence of the aforementioned aspects contributes to the integral development of the learner, characterized by professional components, knowledge, and attitudes inherent to the reality of the human being. These conceptual and axiological dimensions will allow those involved in the process to generate and participate in high quality educational practices, to promote active and continuous learning, the evolution of thought and collaborative work. In addition, those involved in the process will be able to reflect on the aspirations and values inherent to a democratic coexistence, and on the notions of the rights and responsibilities of diversity, dignity, solidarity, and human freedom.

The DGS conceives the education it offers as a process geared to cultivate knowledge at the service of the human being, and the sense of responsibility to both enrich and share it. It also emphasizes the dialogical and dynamic nature of its philosophical statements to respond to the social and historical context.

Goals of the Department of Graduate Studies:

The goals of the Department of Graduate Studies are, to:

1. develop professionals in the field of education contributes meaningfully to the transformation of education in Puerto Rico, and therefore to the quality of life of our people.
2. promote in the learners the competencies that allow them to adopt integrative approaches in their vision and professional and educational practices.
3. contribute, through teaching, research, creative activity and community action, to the search of alternatives to the social, educational, and cultural challenges of our country within its Caribbean and international contexts.

Specific Objectives of the Department of Graduate Studies:

The specific objectives of the DGS are, to:

1. qualify efficient human resources that promote significant changes conducive to the improvement of the Puerto Rican education.
2. contribute through theoretical and applied research, to the search of new erudition in the area of human knowledge and of adequate solutions to the social, educational, and cultural problems of our country.
3. provide students the basic knowledge to understand and interpret research and facilitate its development.
4. develop in the students social and professional responsibility, as well as the sensibility to identify and solve problems which lead them to exhibit leadership in the field of education.
5. refine students' knowledge acquired at the undergraduate level, both in the general and professional areas.
6. develop in the students conceptual knowledge and advanced technical competencies in their specialized field, which allow them to evaluate and use similar aspects in concomitant fields.
7. relate facts and knowledge about the nature and function of the Puerto Rican education within the social, psychological, historical, and cultural contexts.
8. promote the development, adjustment, and enrichment of the student's personality, through effective

teaching and adequate interpersonal relationships.

9. collaborate with the Department of Education and other agencies in the search for solutions to the educational problems of Puerto Rico.

The DGS lays its foundations on the principle that perceives the educator as a transformer in the professional and social context. The educator has to develop the skills, competencies and dispositions that combine the three domains common to all the DGS programs: integrated knowledge, effective communication and research and creative activity. The DGS accomplishes this professional endeavor from a theoretical and ethical framework of education as a discipline. Our candidates are therefore exposed to different theories and practices that they apply in their respective field/programs.

Candidates of the Advanced Programs are expected to attain various proficiencies related to knowledge, skills, and professional dispositions, as stated in the document Competencies of the Profile of the DGS Graduate attached in C4 (also included as an exhibit). These proficiencies are aligned with the three domains of student learning common to all advanced level programs (in the document, they are also aligned with the Five Core Propositions of the National Board for Professional Teaching Standards): integrated knowledge, effective communication, and research and creative activity. The expected proficiencies are:

Integrated knowledge

- Accomplishes the professional endeavor from a theoretical, conceptual, and ethical framework of education as a discipline.
- Knows and critically interprets the content of his/her area of specialty and contextualizes it as he/she incorporates it to practice.
- Utilizes effective and innovative strategies and techniques of his/her discipline pertinent to the environment and the population he/she serves.
- Propitiates and participates of opportunities that foster his/her development as part of continuing learning.

Effective communication:

- Masters the language of his/her discipline from the theoretical, technical, investigative, and practical perspectives.
- Expresses his/her ideas and knowledge coherently, properly, and accurately according to the environment and the population he/she serves.
- Fosters dialogue that promotes active participation and respect to diversity in his/her scene of work.

Research and creative activity:

- Shows a critical, analytical, and ethical attitude towards the understanding of educational and social problems.
- Generates knowledge through research and creativity in light of the analysis of the educational, social, and cultural needs of Puerto Rico.
- Integrates recent findings of research/creativity in teaching and practice to transform his/her discipline.

SUMMARIZED DESCRIPTION OF THE UNIT'S ASSESSMENT SYSTEM

The University of Puerto Rico's EMH College of Education has developed an Assessment System to evaluate the performance of candidates from all programs as well as unit's operations (see diagram of assessment system in electronic Exhibit) based on data collected and analyzed from multiple sources. The Assessment System is rooted into the College's Conceptual Framework and incorporates national and institutional standards. The EMH College of Education has established the Center for Authentic Assessment (CEA Spanish acronym), which is primarily responsible for the coordination of the assessment system, which includes systematically gathering, summarizing, analyzing, and sharing with stakeholders to improve programs for candidates and students' learning. All Programs collaborate with

the CEA to ensure that their own assessment efforts for SPA accreditation comply with the College requirements as well as their own specific needs. Two of the most important Unit's wide assessment instruments are: the Student Teaching Evaluation Instrument and the Electronic Portfolio. Both are aligned with Unit's Guiding Principles, the INTASC Principles and the University of Puerto Rico's (Río Piedras Campus) Student Profile. The Programs have incorporated these two unit level assessments as part of the specialized assessment required by SPAs thus ensuring that they address both the general competencies required of all future teachers, as well as the specific standards required at the Program level.

The unit assessment system has evolved significantly since it was originally conceptualized and designed in 2003. As of 2010, its implementation has almost been completed in order to incorporate the assessment of all key areas of candidate preparation and unit evaluation, and to achieve a centralized data base that provides access on all key assessments to all stakeholders. The EMH College of Education Assessment System was evaluated and approved by the Rio Piedras Campus Dean of Academic Affairs and Academic Senate as part of the undergraduate curriculum revision mandated through Certification 46, 2005-06 and is recognized as a model for other programs on the Campus.

All initial programs follow three transition points:

- Admission/First two years of study
- Before Clinical Practice
- Exit from Clinical Practice/Program Completion

Advanced Programs:

- Admission and courses before the comprehensive exam
- Comprehensive Exam/Internship or Practicum
- Thesis, project, or dissertation/Program completion

Evaluation of Unit Operations:

Data of annual indicators and five year indicators of the evaluation of unit operation (Please see attachment 2a6. Diagram of Evaluation Model of the EMH College of Education) is gathered and analyzed by different groups depending on the nature of the data and each group's functions.

The Administrative Team of the EMH College of Education composed of the Deans and all of the Department and Unit chairpersons, meets monthly and discusses all the matters that concern the departments and offices. Faculty committees and the Faculty Assembly discuss and decide upon matters such as curriculum, faculty development, by-laws, and others.

The Executive Committee, composed of department chairpersons from the College of Education establishes the public policies and practices for the College. The members of this committee, represent the administration, the faculty, and candidates. The Executive Committee is a policy-making committee that discusses the College's agenda and makes recommendations. The Committee forwards recommendations to the Dean, who is a member of this Committee, then the faculty or the Academic Senate or Campus Chancellor evaluate these recommendations and forward them, if necessary, to the other levels in the UPR System to insure their approval.

The Campus Academic Interaction P-16 Committee composed of the Rio Piedras Campus Chancellor, the Secretary of Education and Campus Deans examine each semester unit's data such as standardized test at entry, demographics, surveys and the standardized Teacher Certification Examination results.

The Director of the Office of Evaluation is the college representative in two Campus wide assessment committees: student learning and institutional assessment. The evaluation of Unit operations forms part

of the implementation of the Rio Piedras Campus Strategic Plan Vision University 2016 and its assessment cycle.

Since 2006, the Campus Academic Deanship, through its office of Academic Planning (OAP), has been responsible for developing unified performance indicators to measure progress in the attainment of strategic goals. The Rio Piedras Campus possesses an Electronic Dashboard of Strategic Indicators for the Vision University 2016 plan that presents assessment data for each of the nine goals of the plan. Academic Colleges and Schools, as the EMH College of Education, operationalized the assessment of institutional effectiveness campus plan through an inventory of assessment processes reported in a table. (Please see e-exhibit)

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

The revision of the Framework took place from November 2006 to September 2007. As a result of the revision, the sixteen principles were organized into ten principles aligned with the Practicum competencies. The revision did not eliminate any principles but rather integrated some of them. The competencies were revised to align them with the revised principles to ensure that areas that previously were not included would now be addressed and to ensure they adequately reflected the principles. The existing competencies were maintained and one related to Research and Creation, and another to Technology, was incorporated.

In relation to the dispositions of teacher candidates, the members of the Revision Committee understood that these were already embedded in the Conceptual Framework. According to the Framework, the EMH College of Education has the mission of facilitating the formation of teacher candidates and leaders committed to social humanistic, reflexive and transformative practices, and the highest values of justice, democracy and peace. In accordance with this mission, it is expected that all teacher candidates are respectful of diversity in their search for transformation towards justice, democracy, and peace.

The main change made in the conceptual framework of the Department of Graduate Studies since the previous visit is the decision to focus the assessment of all the programs in three of the ten domains established by the institution: Integration of Knowledge, Research and Creative Activity and Effective Communication. Following this decision the Faculty of the Department of Graduate Studies agreed on competencies associated to each of these domains.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

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C.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Candidates Proficiencies Standard Alignment Matrix Initial Programs.doc
Candidates Proficiencies Standard Alignment Matrix Advanced Programs.doc

See **Attachments** panel below.

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

2008-09 see Prompt 1a5

Program	Name of Content Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all initial teacher preparation programs)			

1a.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Formative and Summative Key assessments used to ensure candidates are ready to progress through the program are organized around three major transition points in the Unit's assessment system (See standard 2).

Data for programs not nationally reviewed that indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards are: General Admissions Index; GPA in Major Courses; Field Experiences Assessment data; Practicum evaluation; Graduation GPA. Tables summarizing these data are attached at prompt 1.a.5 below.

Data Analysis-First Transition Point

-General Admissions Index: Aggregated data for these programs demonstrate that the majority (64%) of candidates are admitted to the EMH College of Education with a General Admissions Index of 270 or higher. In order to attract and recruit the best – qualified candidates to the education profession, the UPR Central Administration approved the Unit's proposal increasing the GAI from 250 to 265, effective for academic year 2003-04. The GAI is computed using the College Board Entrance Examination Aptitude Test Scores and High School GPA. Candidates with previous college work must approve basic courses and have a GPA of 2.50.

Second Transition Point

-Grade Point Average at the Major Courses: Candidates performed in six (6) of the nine programs with a GPA of 3.00 or higher from a scale of 0.00-4.00. Candidates in the remaining three programs performed above the 2.65 grade point average, above the minimum 2.00 satisfactory level.

-Field experience data for programs not nationally reviewed is in progress, because of the curriculum revision and the new common rubric developed (See standard 3).

Third Transition Point

-Content knowledge assessed at the Practicum revealed that candidates for all programs not nationally

reviewed performed above 3.0 points in a scale of 4.0 points. Three points in the scale demonstrate mastery of the subject matter and the establishment by candidates of connections among concepts. The assessment tool and scoring guide for this competence include the evaluation of the integration of subject matter with other disciplines, and knowledge of subject matter in professional, state and institutional standards. (Please see cross reference with standard 3)

-Graduation GPA: Results illustrate that initial teacher candidates exit programs not nationally reviewed with high academic credentials and in -depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. Sixty percent (60%) have a GPA of 3.5 to 4.00 and twenty-nine percent (29%) have a GPA of 3.00 to 3.49.(Please, see 1a.5 below)

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

N/A

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

-Teacher Certification Examination Survey- administered by The College Board:
Annually, at the moment of filling out the request to take the Teacher Certification Examination, candidates complete a questionnaire with the purpose of gathering informaton on their academic and socio-economic characteristics, as well as their opinions concerning the institution and programs from which candidates graduate or are about to graduate. Response rate is 100% of candidates taking the exam. In 2009, graduates' satisfaction with the preparation in the content that they plan to teach in this survey was 76% for item highly adequate ; 20% very adequate; and 4% for adequate.

-According to the Unit's Evaluation Model , alumni and employers surveys are conducted every five years. In 2006-2007, a follow up survey of the graduates of 2004 and 2005 was carried out by the UPR Rio Piedras Office of Academic Planning (OPA) in Collaboration with the Center for Educational Research of the EMH College of Education. The Center designed and provided an additional section for the Campus-wide survey specifically based on the College of Education Principles, which OPA inserted within the campus survey. The survey was sent to 1,117 alumni of the EMH College of Education, and was answered by a total of 177, for a response rate of 18%. In this survey, 48% of graduates evaluated the academic preparation received at the EMH College of Education with the maximum points adscribed in the scale of 5 and 44.6% assigned 4 points for a total of 93% of graduates that evaluated their academic preparation as good (4) or excellent (5).

Because of the low response rate, OPA conducted in 2007 a Senior Exit Survey administered at the moment of graduation. The survey was answered by 295 teacher program graduates, from a total of 592 for a response rate of 49.8%. In this survey, 90% of respondents expressed being very satisfied or satisfied with their academic preparation.

-In 2008, the EMH College of Education Office of Induction carried out an alumni survey with the graduates of 2007 based on the Principles of the College of Education. The survey was sent to 530 alumni, and was answered by a total of 120, for a response rate of 23%. Fifty one percent (51%) of alumni rated as excellent their mastery of knowledge of the subject matter and 42% rated it as good.

- A follow-up study of employers (n=69 schools of 113 that serve as practicum centers: response rate 61%) administered by the CIE, revealed a high level of satisfaction with graduates' preparation in content area. Ninety three percent (93%) expressed that graduates from the EMH College of Education had a profound and ample knowledge of the subject matter: 39% of employers rating it as excellent, and 54% rating it as good.

1a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2008-2009 Pass-rates on content Licensure Tests for Initial Teacher Preparation
Content knowledge data for initial programs not nationally reviewed
Follow-up studies related to content knowledge 2008
Follow-up studies related to content knowledge 2009

See **Attachments** panel below.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

1.b.1 All initial teacher preparation programs at the undergraduate level require field experiences and student teaching (practicum) during which candidates must demonstrate their pedagogical content knowledge and skills. (Please refer to standard 3)

Data for programs not nationally reviewed in field experiences reveal that candidates have a GPA above 3 points in a scale of 0.00-4.00 points. Three points stand for a grade of B, above the 2.00 points required. See 1b4- Courses that Candidates Take at each Stage of Field Experiences, Programs that have Internal Institutional Evaluation (Not Nationally Reviewed).

Practicum data for programs not nationally reviewed for competency 3 Instructional Planning and competency 4 Teaching Implementation, indicate that candidates in Programs not Nationally Reviewed performed above 3.00 in a scale of 4.00 points. Three points stands for competency met. The majority of programs average above 3.50 except Business Education. An evaluation above 3.50 indicates that the competency is outstanding met. (please see Prompt 1b.4 and exhibits)

In 2009, the Puerto Rico Teacher Examination (PCMA) Data Assessment of Pedagogical Content Knowledge and Skills at the Elementary Education Program revealed that the EMH College of Education candidates performed above the state-total population of candidates. Secondary Education candidates performed at the same level of performance in the content area of methods/evaluation and below the state-total population of candidates in the content area of the pedagogical situation.

Accordingly, the Secondary Education Program Curriculum revision expanded the Teaching Methods Course from one semester to one year for all secondary level candidates. The elementary level course already was one year. In 2010, Secondary candidates performed above the state total in both items. (See cross-reference-with standard 2 ; Prompt 1b.4 and exhibits)

Beginning with students entering the revised BA programs in 2009, all candidates are required to complete an electronic portfolio as part of the Reflective Professional Development Seminars (RPDS). This seminar is taken at three major transition points to guide in the development of the e portfolio and assess candidates' progress according to the EMH College of Education Principles of the Conceptual Framework: Principle #2 Learning and Development; Principle #3 Planning; Principle #5 Classroom Motivation; and Principle #8 Evaluation and Assessment relate with the pedagogical content knowledge and skills necessary to help all students learn. Candidates present evidence on their development in relation to the Principles; and a reflection on the meaning of the evidence in terms of their development as a teacher. The final Porta-e assessment includes a summative reflection entitled My suitcase, in which the candidates reflect on what they learned during their preparation as teacher and present their professional goals and projections for continuing their development as teachers.

Because the e-portfolio data base is in a development stage, data have not been segregated by program. Nevertheless, data for all programs indicate that in principles 2, 5 and 8 candidates met criteria and principle 4 is in progress.(See 1b.4 below)

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

N/A

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

-The EMH College of Education Alumni Survey (response rate of 23%) indicate that the majority (91%) of graduates rated their pedagogical content knowledge in educational planning as good (44%) or excellent (47%). Concerning their "selection and use of various practices, strategies, methods and materials that promote learning, critical thinking and problem -solving skills of all students", eighty-eight percent (88%) rated it as good (48%) or excellent (40%). (Please, see prompt 1b.4)

-In the Teacher Certification Examination Survey administered annually by the College Board, (100% response rate) initial teachers candidates evaluated the academic preparation in the EMH College of Education as highly adequate (68%); very adequate (26%); and adequate (5%). In the item that asked them to evaluate their satisfaction with the preparation received as a teacher, 62% expressed being highly satisfied; 30% very satisfied; and 7% satisfied. (See prompt 1b.4)

-In the 2006 OPA Follow -up Survey of Graduates, 92% considered themselves as good or outstanding in the competency of Teaching implementation; and 88% in the knowledge of the student and the learning

process. In the 2007 Senior Exit, 93.2% considered that the education received contributed sufficiently (32.9%) or a lot (60%) to develop the knowledge and skills of their major field of study. (Please, see 1b.4)

-The 2007-08 CIE Employers Survey revealed that above 80% of employers considered that graduates competency in educational planning and their ability to integrate technology in their teaching was good or excellent. Above 70% evaluated as good or excellent their knowledge and skills related to teaching implementation. (See 1b.4 and Exhibits)

1b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

Data for initial programs not nationally reviewed that indicate that teacher candidates demonstrate pedagogical content knowledge and skills
Follow-up studies of graduates and employers that indicate graduates preparation in pedagogical content knowledge and skills
Portfolio Principles Assessment Results.doc
Courses that candidates take at each stage.docx

See **Attachments** panel below.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

At the initial level, candidate knowledge and skills related to professional ethics, laws and policies are assessed during initial core courses: Social Foundations of Education (EDFU 3007), Education of the Exceptional Child (EDES 4006), and Philosophical Foundations of Education (EDFU 4019). The GPAs of candidates in these courses are 3.2, 3.2, and 3.2, which indicates that candidates are achieving well in this area. In Transition 2 (T2) of the Assessment Model, as part of the FAED 4002, candidates prepare "My educational philosophy", in which they present their vision of education, of the student, of the learning process, of schooling and society, of the teaching of their discipline and their role as teacher, and indicate a philosophical movement that influences their positions. The philosophy is scored with a checklist data. Performance is gathered through the Porta-e digital platform. The results of this assessment will be available in December 2010.

As candidates are about to graduate (Transition point 3), they take the College Board State Teacher Certification Exam (PCMAS) which includes a component on Philosophical/social foundations of education, in which the Unit's candidates have performed above the total population examined. Candidate knowledge and skills related to the roles and responsibilities of the profession of teaching are first assessed during T1, when all candidates are required to write a reflective essay called "My trajectory" as part of FAED 4001 Professional Reflective Seminar, in which they initiate the development of their electronic portfolio. The essay calls for candidates to elaborate on their reasons for selecting teaching as their profession, and events and factors that influenced their decision to become a

teacher. This essay allows faculty to identify the vision of the teaching profession that candidates bring as they enter the program. The essay is scored with a checklist and data on performance is gathered through the Porta-e digital platform. Scores of My trajectory for candidates during 2008-09 and 2009 indicate that criteria for this item is in process. Also in the Porta-e, during FAED 4001, candidates evidence Principle 10- Professional ethics and development. Results for 2008-09 and 2009 indicate that candidates performed also in the category "in process" with an average score of 12.7. (See 1c5)

During T1, as part of the first field experience assessment required of all candidates in EDFU 3002 (Human Development), the rubric includes the following criterion: The candidate identifies the implications of his/her role as educator. The results obtained in 2009 for all candidates indicate that the majority (48%) are in progress and 32% met the criterion. In the field experience of EDES 4006 (Education of the Exceptional Child), candidates are evaluated on the following criterion: Reflects on the professional and pedagogical knowledge and skills studied in the course, and according to the foundations of special education. According to the assessment results, the majority of candidates evidence this criterion met (53%); 31% in progress; and 16% Initial. (See 1c5)

In the one year prepracticum field experiences (T2) all candidates become involved in the teaching process in the classroom, in the first semester as assistant of the teacher, and in the second semester they teach and assess student learning. For both experiences, candidates must present reflections on their practice in terms of the professional and pedagogical knowledge, and professional skills and dispositions in various environments with students and other adults. Data on candidate performance in this aspect of the field experience indicate that candidates met criteria. (See table Methods Courses in 1c5 below.)

During the clinical teaching experience (T3), candidates are evaluated by the cooperating teacher and the faculty supervisor on Competency 8: Professional performance. According to the evaluation of candidates' performance during the clinical experience for the past three years the average has been 15.26 , or outstanding . (See 1c5)

Mastery in the use of language to promote effective communication in the classroom is a fundamental area of the professional and state standards for teachers in Puerto Rico. In T1, both the initial Porta-e and field experience assessments evaluate candidates writing. During T2, the Porta-e is used to evaluate mastery of language, through writing of reflections related to the Unit's Principles, and in particular the evidence and reflection presented by candidates for Principle 7 which is mastery of language. The results of these assessments for the last three years in practicum competence 7 is an average of 14.26 for competence outstanding met. (See 1c5)

Candidates' competencies in the integration of technology in teaching and learning are assessed beginning in T2, with the core TEED course (3027 preschool, 3017 elementary, 3018 secondary) and field experience. The GPA of these courses over the past year has been as follows: 3.0 and 2.76. Assessment results for the TEED Course indicate that the majority (46.47%) of candidates met criteria. In the clinical teaching experience, candidates are evaluated on Competency 4, Criterion D, which relates to their performance in the integration of technology. Results of this evaluation for the past three years evidence that candidates performed outstanding for an average of 14.35 points. (See 1c5)

Scores on Teacher Certification Exam (PCMA's) Aggregate - Assessment Level Pass - Rate Data for the past three years reveal that program completers from the EMH College of Education passed the assessments of professional competencies above the statewide pass-rate. The EMH College of Education pass rate for academic year 2008-09 was 88% and the Statewide pass-rate was 86%. (Please see Exhibit for academic years 2007-08; 2006-07)

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this

area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

In the Methods I course field experience, candidates are evaluated on their participation in events related to the school community and families (rubric criterion 2), their interaction with the students and their families (rubric criterion 3), and their participation in faculty and other school meetings (criterion 4).

Data reflect that candidates are in progress (2.30,2.22,2.38) in those competencies. (See 1c5)

As part of the field experiences in core technology courses, (TEED Courses) candidates are assessed on their knowledge of the school environment and available technologies (rubric criterion 1). Preliminary results indicate that 73.53% met this criterion . See1c5

In the clinical practicum, candidates are assessed on competence 10 which refers to their ability to build positive relations with the school community. The scores for the rubric on this competence indicate that candidates are achieving at an excellent level.

Preliminary scores on Principle 9 in the Portae assessment, which refers to relations with the community and school context, indicate that candidates met this criterion. In the area of consideration of prior experience of students, candidates are assessed in the Methods course field experience on the criteria related to "offers tutoring according to student needs". Preliminary scores indicate that candidates performed in these criteria an average of 2.3 points, In Progress, according to the scale of 3 points.

In the Clinical Practicum, candidates are assessed on Competence 2 which refers to their knowledge and skills of students and their learning process. In this competence, candidates achieved an average of 10.88 points, indicating that the competence was met outstandingly.

In relation to the ability to reflect on their own educational practices and ways to improve, candidates are assessed in the field experiences of the Methods course, Part 1 and 2, where they scored 2.78 (Methods I) and 2.63 (Methods II).

In the Portae, candidates reflect on their practice in all principles. Reflection is assessed with qualitative methods. (See e-exhibits, sample of candidates work, e-portfolio.)

In the Clinical Practicum, candidates are assessed on Competence 9 which refers to Professional and Personal development, and in particular rubric criterion c relates to their competence to reflect in practice. The scores indicate that candidates performed an average of 11.10 for competence met outstanding.

In relation to candidates knowledge of major schools of thought about schooling, teaching and learning, we look at the GPA of the one year core course on Human Development in which they achieved 2.8, and 2.6 last year. This seems to be an area to strengthen. Candidates are also assessed in the field experience of the Methods I and Methods II courses, in terms of their connection between the course concepts with observations in the classroom and their critical reflection in relation to teaching and learning .

Candidates performed an average of 2.78 and 2.63 on criteria related to reflection, for competency met. (See 1c5)

In the field experience of Education of the Exceptional Child (EDES 4006) , candidates are assessed on their description of the accommodations and curricular adaptations used according to students needs in the classroom, and their reflection on professional pedagogical knowledge of special education (criteria 1d, and 3c). Preliminary data indicate that the majority of candidates (53%, criterion 3 and 63% criterion 1) met this competency.

In the Clinical Practicum, candidates are assessed on Competence 2- Knowledge of the student and the learning process, particularly in criterion b which refers to knowledge of the learning process, and criterion c, which refers to knowledge of resources and learning activities that address students needs.

Scores for the past three years indicate that candidates performed outstanding in this element. (See 1c5)

The Portae also assesses candidates in the area of knowledge of learning and development, and the scores in this Principle indicate that from January to May 2009 was met and from Aug.-Dec. 2009 was in process. (See 1c5)

Concerning the competence of candidates to analyze educational research findings, the GPA in the course on Principles of Educational Research is 2.9 in a scale of 0.00-4.00. The Portae includes the assessment of Principle 4 which refers to critical thinking, research and creativity; preliminary data on

this assessment indicates that candidates met criteria. (See 1c5)

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

N/A

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

In the 2008-09 survey of 2006-07 alumni (n=111) as part of T3, graduates are asked to rate their knowledge and skills in terms of their competency to "Reflect on their professional responsibility to evaluate the effects of their decisions and actions on other members of the school community and the wider community". According to their responses in the survey, 55% of alumni rated themselves as excellent, 32% as good, 10% as fair, and 3% as poor. In the 2007-08 employers survey (n=113, response rate 61%), (T3) graduates were evaluated on their competency to "evaluate the effects of their decisions and actions on other members of the school community". According to results, graduates were evaluated as excellent, 41% or good, 48% by public schools, and excellent 44% or good 44% by private schools. See table.

The employers' survey includes questions related to: a) the level of commitment of graduates towards the teaching profession, the learning of their students and the goals of the school, b) evidences high disposition towards work and participation, c) reflects about professional responsibilities, and d) seeks for and participates in opportunities that improve their professional and personal development. Results for the 2007-08 survey indicate that more than 80% rated those aspects as excellent or good. See table. The alumni survey (n= 111) includes an item on "seeks active and continuous professional development in order to improve educational practice". According to results, graduates rated their preparation as follows: 58% excellent, 33% good, 6% fair, and 3% poor (see table).

In the alumni survey (n=111), graduates are asked to rate their mastery of language and the results indicate that 47% evaluate their preparation as excellent, 41% as good, 9% as fair, and 3% as poor see table.

The competency of graduates to integrate technology in teaching and learning is evaluated through the Alumni Survey. Graduates evaluated their competencies in this area as 41% excellent, 46% good, 11% fair, and 2% poor.

Results of the Employers survey indicates that more than 70% evaluated as good or excellent graduates demonstration of knowledge and skills in "the diverse social contexts that condition teaching, establishes reciprocal relations with students' parents and families" . See table.

The Alumni Survey revealed that graduates indicated that they seek the different social contexts that influence teaching and learning and take educational action based on this knowledge: 37% as excellent, 43% as good, 17% as fair, and 3% as poor. The Alumni Survey evidences that graduates evaluated themselves as follows: creates environments in the classroom that consider the diverse educational needs of all students 35% as excellent, 50% as good, 15% as fair, and none as poor. Also, in terms of their knowledge and skills to assess the educational needs of special education students, 35% rated themselves as excellent, 32% as good, 26% as fair, and 7% as poor.

In relation to the preparation to reflect on their own practice, the results of the Alumni survey indicate

that graduates evaluated their knowledge and skills on reflection on my instructional practices and how to transform them to improve learning for all students, as 47% excellent, 43% as good, 9% as fair and 1% as poor.

In the Employers survey, graduates were rated in terms of their use of research to support and evidence their educational practices. Results indicate that this is an area for improvement due to the high percent that rated it as few (33%-Public Schools; 22%- Private Schools).

1c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

EMH College of Education Candidates' Assessments of Professional Competencies Elementary and Secondary Education, Puerto Rico Teacher Certification Examination Data 2009-2010 Means and Standard Deviation
Education of the Exceptional Child EDES 4006 2009-10
Table Practicum Data 2006-2009 Initial Programs
Data from key assessments that indicate that candidates.docx
Methods 1 and methods 2 assessment result
Portfolio Principles Assessment Results
Educational Research Center- CIE Employers Survey - 2007-08
2008 Alumni Survey Professional and Pedagogical Knowledge and Skills for Teacher Candidates
Field Experiences Human Learning and Development (EDFU 3002) 2008-09_2009-10
Assessment Results TEED Course.docx

See **Attachments** panel below.

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

All candidates in initial teacher preparation programs are assessed during the Field Experiences Teaching Practicum continuum in relation of their competencies in the monitoring and assessment of student learning. Assessment indicators include criteria for the observation of the teaching - learning process; direct interaction and specific interventions to help all students learn; the development of strategies to enhance students learning; consideration of the learning outcomes of students; reflection of candidates observations focusing on student learning; the making of decisions to support student learning; and the integration of knowledge in the internship for the participation of candidates as teachers on the stage of the teaching practicum to make appropriate adjustments to instruction to help all students learn. (Please see General Outline of Field Experiences and Clinical Practices, cross-referenced with standard 3).

Field Experience Data for Programs not nationally reviewed: Field Experiences were re structured and coordinated among themselves throughout the Baccalaureate. A manual with systematic guidelines was prepared, as well as prototypes of field experiences that are incorporated uniformly in key courses. Data on candidates' learning on knowledge, skills and dispositions are collected on a semester basis for assessment purposes.

Program coordinators of specialized areas of study met during academic year 2008-09, to develop a common rubric for the evaluation of field experiences in the following courses: Methods I and Methods II; TEED 3018, Integration fo technology in the classroom. (See e-exhibit for rubrics and Standard 3) During the second semester of year 2008-09, some programs began collecting assessment data with the new rubric for the course Methods I and in academic year 2009-10 for the courses Methods II and TEED 3018. Data for Programs not Nationally Reviewed is presented in the e-exhibit room in 1d.10 and data for the Music Program, Methods II, 2009-10 is presented in prompt 1d.4 below because was the only program that collected specific data on criteria related to Student Learning for Teacher Candidates. The Office of Evaluation data base will continue to entry all data and by the end of academic year 2010-11 will have data for all programs.

Criterion I of Teaching Methods II states that the candidate collects and analyzes information on student learning and reflects about this information. Music candidates obtained an average of 2.33 points in a scale where 3 points is met; 2 points is acceptable; 1 point is not acceptable; and 0 is not evidenced. For all criteria the average was 2.33 as follows:

Criterion 2: The candidate implements a continuos assessment system; Criterion 3: The candidate develops strategies to improve learning of all students; and Criterion 4: The candidate participates with diverse students.

Although the average is 2.3 (acceptable), two candidates (22.33%) of nine (77.78%) did not submitt evidence. From the total candidates that submitted evidence, in criteria 1, 3 and 4, alll obtained 3 points for 100% criteria met. For criterion 2, six candidates obtained 3 points and one candidate obtained 2 points.

- Practicum Data for Programs not nationally reviewed: Practicum competencies that focus on student learning are:

Competency 2: Knowledge of student and learning process

Teacher candidates demonstrate knowledge of how students develop and how they learn and organize learning activities that attend the emotional and intellectual needs, as well as their talents.

Assessment results: 3.61 for all programs not nationally reviewed

Competency 3: Lesson planning

Teacher candidates plan lessons based on the knowledge of the subject matter, students, community, and the curriculum goals.

Assessment result: 3.64 for all programs not nationally reviewed

Competency 4: Teaching implementation

Teacher candidates select and utilize strategies, techniques, methods and adequate materials which are varied for the objectives of the teaching-learning process.

Assessment result: 3.57 for all programs not nationally reviewed

Competenci 5: Evaluation of learning

Teacher candidates utilize assessment strategies to collect information of student' learning. Design and adapt evaluation instruments to guarantee a continuous development of physical, cognitive, social, and

emotional aspects of learning.

Assessment result: 3.62 for programs not nationally reviewed

Competency 6: Creation of learning environment

Teacher candidates demonstrate the ability to distribute time and use a variety of techniques that facilitate active participation and an adequate learning environment.

Assessment result: 3.75 for all programs not nationally reviewed

Teacher candidates in programs not nationally reviewed performed in competencies 2, 3, 4, 5 and 6, above 3.0 points in a scale of 4.0 points. Levels are defined as follows: Initial (1); In Progress (2); Met (3); Outstanding (4). (Please see Exhibit, Standard 3 for the detailed assessment tool and scoring guide of the formative evaluation of teacher candidates in the practicum) The majority of programs ranged between 3.5 and 4.00. The Business Education Program ranking is the lowest and the Family Ecology program ranking is the highest. (Please see table in prompt 1d.4)

Portfolio Principles-Assessment results for all programs, due to the fact that the portfolio is in a development stage, are:

Principle #2: Learning and development - Teacher candidates understand the diverse ways in which students learn and develop and is capable of creating learning environments that address diversity and stimulate the integral development of all. In a scale where 15 to 21 points is Met; 8 to 14 points is In Process; 1 to 7 points is Initial; and 0 points is Not Evidenced, The average for the period from January-May 2009 was 15.09 (Met) and for period from August-December 2009 was 13.75 (In Process).

Principle #3: Planning - Teacher candidates adapt and design teaching and other akin functions, grounded on her/his knowledge of the discipline, the characteristics of the students in their particular socio-cultural contexts and the goals of the curriculum or program. Assessment results from January-May 2009 was 14 (In Process); August- December 2009, 17.2 (Met).

Principle #8 Evaluation and assessment - Teacher candidates know and use appropriate, varied, and ethical techniques to continuously interpret and evaluate the performance and achievement of all students. Assessment results from Jan-May 2009 was 19.67 (Met); Aug-Dec. 13.33 (In Process).

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

N/A

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

-The EMH College of Education Induction Program 2006-07 Alumni Survey results indicate that graduates evaluated their ability to "create environments in the classroom that promote positive social

interaction and active participation of all students" as excellent(50%) or good(40%). Eighty-five percent (85%) evaluated as good(50%) or excellent(35%) their ability to "create environments in the classroom that are sensitive to the diverse educational needs of all students". Concerning their ability to "interpret and use information collected to make decisions about the learning and continuous development of each student", 49% evaluated it as good and 35% evaluated it as excellent. Needs of special education students is an area for improvement, although 67% of graduates evaluated as good(32%) or excellent (35%) their ability to address those needs.

-The EMH college of Education Educational Research Center (CIE) Employers Survey-2007-08 results, indicate that the majority of employers evaluated as good or excellent the graduates' ability to "utilize assessment strategies to collect information of students' learning and design evaluation instruments to guarantee a continuous development of physical, cognitive, social and emotional aspects of learning." Concerning the learning environment, more than 80% of employers evaluated as good or excellent, the graduates' ability to "distribute time and use a variety of techniques that facilitate active participation of all students".

1d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Assessment Data on Clinical Practicum for Programs not Nationally Reviewed
Field Experience Data for Programs not nationally reviewed 2009-10 Music Program n=9
Followup studies of graduates and employers
Portfolio Principles Assessment Results.doc

See **Attachments** panel below.

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period:

See Counseling Licensure Test Pass Rates in 1e.4

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)			

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state,

and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

Other school professionals programs (diagram in 1e.4) in the unit focus on three domains and competencies of candidates' learning: integration of knowledge, effective communication, and research and creative activity. Candidates' learning is assessed at three transition points. Exhibit Key Assessment Data 1e (in 1e.4) compiles tables that support the information provided in this section (supplementary results for 09-10 II in 1e.4). For more detailed information, segregated data among programs, and further discussion, please refer to the DGS-College of Educ. Report, included as an exhibit; the report also contains data collected at each of the transition points through corresponding candidates' surveys.

TP1: Admissions- GPA aggregated data indicate that the average GPA for admissions is 3.47 for the master's level and 3.74 for the doctoral level. These averages are higher than the required GPA for entrance at any program of the DGS.

Entrance examination aggregated data indicate that the average score for admissions is 527.25 for the master's level and 536.56 for the doctoral level. These results are higher than the mean for candidates across the island within the field of education (mean between 2005 and 2007 was 442); and than the mean for candidates across the island within all fields (mean between 2005 and 2007 was 477).

TP2: Degree Examination/Clinical Practices

Graduate examination is a degree completion requirement in all advanced programs and it is mandatory to approve the exam in order to move to the next level. The average master's degree examination pass rate is 84%. The doctoral degree examination consists of three components. The average pass rate for content knowledge is 81.98%; for research 78%; for foundations 91%.

Seven programs within the DGS require a clinical practice. Candidates in the Educ. Administration and Supervision master's program are the only ones who predominantly practice within P-12 settings. Both, average pass rates for all clinical practices and average pass rates for clinical practices within P-12 contexts (segregated data available since the 2008-2009), are over 90% .

Positive evaluations by supervisors in the Educ. Administration and Supervision Practicum Rubric (aggregated results for the master's level available since 2006-2007 II) and the P-12 DGS Clinical Practice Rubric (aggregated data available since 2009-2010 I) demonstrate that our candidates develop the necessary knowledge and skills to successfully practice their profession.

TP3: Graduation: The culminating and integrative experience for all advanced candidates is the thesis, project, or dissertation. It is required that the T/P/D integrates the three domains. Over 90% of candidates' works are consistently evaluated as outstanding or remarkable. Since 09-10 the DGS implanted a common instrument to evaluate this work. Results show that over 87% of the candidates were evaluated as outstanding or remarkable in all criteria.

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

The DGS administered an alumni survey during the first semester of the 2008-2009 academic year. The survey was sent to 104 alumni (total population of candidates who completed their degree between December 2006 and May 2008); 30% responded. Items in the questionnaire included, among others, questions regarding acquired knowledge and skills delineated in professional, state, and institutional standards while in the program. Among the questions included in the survey are items regarding: educational foundations; theories, and legal and ethical principles pertinent to their specialty areas; work with diverse populations; use of technology; and capacity to integrate research in their practice, and to

produce publishable academic works and academic and professional projects proposals.

Results presented in the Overall Results of Alumni Survey table attached in 1e.4 (Key Assessment Data 1e) show that on a scale with the following five options to respond to how much they learned—a lot, some, little, nothing, and n/a—most alumni perceive that they learned a lot regarding educational foundations (item I.1-77%); theories and literature relating to their specialty areas (item I.2-94%; item I.3-81%); and research knowledge, skills and application (item I-11-71%; item II.3-77%; item II.5-71%).

Responses tended to be between a lot and some regarding use of technology (items I.5- 42% a lot and 45% some; item 2.6-55% a lot and 29%); legal and ethical principles (item 1.6- 61% a lot and 32% some; item I.7-42% a lot and 39% some); and production of publishable academic works and proposals (item II.7-52% a lot and 38% some).

Responses spread between a lot, some, and a little regarding work with diverse populations (item I.9- 29% a lot and 48% some; item II.8-68% some, 19% a little). Alumni are very satisfied with their academic and professional experience at the DGS, especially as it relates to the domains emphasized by Academic programs . However, they also suggest that probably more attention needs to be given within programs relating to work with diverse populations.

(For more detailed information, please see the DGS Survey Alumni and the DGS Survey-Alumni-Results, available as exhibits.)

1e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Counseling Licensure Test Pass Rates
Advanced Academic Programs
Key Assessment Data 1e
OSP Supplementary Results (09-10 II)

See **Attachments** panel below.

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

The data available in advanced programs indicate that candidates create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work comes from the Educational Administration and Supervision Practicum Rubric and the P-12 DGS Clinical Practice Rubric. As the Educational Administration and Supervision Practicum Results table, attached in 1f.3 reflects, all of the

eight candidates in this program who engaged in their practicum between 2006 and 2009 were evaluated as excellent or very good in items related to exercising leadership processes that promote the creation of positive environments for all students, taking into consideration the diversity of families, communities, and policy contexts (items 4-6). As table Clinical Practices in P-12 Evaluations (attached in 1f.3) reflects, all of the candidates that practiced within P-12 settings during the second semester of 08-09 and first semester of 09-10, were evaluated as either outstanding or remarkable in criteria including issues related to diverse social cultural contexts, assessment of school environments and student learning (including those with exceptionalities), creation of positive environments for all students, and institutional policies.

Some available data from field experiences in the Childhood Education programs also suggests that candidates can create positive environments for student learning. Of the ten candidates who during the second semester of the 2008-2009 academic year engaged in a field experience within a preschool setting as part of the EDUC 6115 course (Preschool Curriculum Design), 90% of the candidates were evaluated as outstanding in all criteria, including the creation of adequate learning environments and examples of activities adapted to respond to the diversity of all children (results included in Key Assessments Data 1f, presented in 1f.3; the course wasn't offered since until the first semester of 2010-2011).

It is pertinent to underline that most of advanced candidates' clinical practices and field experiences are held in contexts other than P-12 schools. This reflects the fact that only one of the advanced programs—the master's degree in Educational Administration and Supervision—is predominantly focused in preparing other school professionals. DGS programs include candidates who are or will be educators in other settings, including higher education and community organizations. For example, of the 27 candidates that enrolled in clinical practice during the second semester of the 08-09 academic year, only 7 practiced in P-12 settings; during the first semester of 09-10, it was 5 out of 19; during the second semester of 09-10, 6 out of 35. The total percentage of candidates whose clinical practice was set within a P-12 context during those three semesters was 18%.

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

The DGS administered an alumni survey during the first semester of the 2008-2009 academic year. The survey was sent to 104 alumni; 30% responded. Items in the questionnaire included questions regarding the creation of positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work. Table Overall Results of Alumni Survey, attached in 1f.3, shows that, on a scale with the following five options—a lot, some, little, nothing, and n/a—most alumni responded between a lot and some to respond to how much they learned, level of mastery acquired, or usefulness of the acquired competencies in related items. However, in one of the related items, Mastery of acquired level in expressing ideas according to the context and population served, 19% percent responded "a little."

As stated in element 1e.3, results suggest that, in general, alumni tend to be very satisfied with their academic and professional experience at the DGS. However, they also suggest that probably more attention needs to be given within our programs relating to work with diverse populations. (For more detailed information, please see the DGS Survey-Alumni and the DGS Survey- Alumni-Results, available as exhibits.)

1f.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Key Assessment Data 1f.pdf

See **Attachments** panel below.

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

For the initial level programs, professional dispositions for all teacher candidates are presented in the EMH College of Education Conceptual Framework, where it is established that candidates are expected to be respectful of diversity and promote it in the teaching and learning process. This general disposition is expected to be manifested through the following five activities, which are aligned with the EMH CoE Principles and Competencies:

1. Develop learning environments that are sensitive to diversity and in which active learning, positive social interactions, collaboration, the integration of technology, teamwork, and self initiative are promoted to facilitate the intellectual, social, and personal development of all. (Present in Principles and Competencies 2 and 5).
2. Plan the learning process based on the characteristics of students in their particular sociocultural contexts and change processes. (Present in Principle and Competence 3).
3. Use varied evaluation and assessment techniques to analyze and improve the performance of all. (Present in Principle and Competence 8).
4. Promote fair and respectful relations with the diverse members of the learning community to which she/he belongs, as well as with those of the external community. (Present in Principle and Competence 9).
5. Value and promote democratic life, social justice, the dignity of the human being, and a culture of peace. (Present in Principle and Competence 10).

Advanced/other school professionals: Inherent in the Conceptual Framework Model adopted by the Department of Graduate Studies (1995) is the commitment towards social transformation and justice (refer to exhibit DGS Conceptual Framework and Competencies Profile). Among its underlying principles is the disposition for collaborative work as a means to lead the processes of collective and personal transformation. Moreover, there are other dispositions that particular advanced programs foster in their candidates according to their respective areas of specialization. However, it is expected that all advanced candidates that work or will work within P-12 settings develop, by the completion of their programs, the dispositions of fairness and the belief that all students can learn.

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be

attached at Prompt 1g.5 below.]

In initial level programs, professional dispositions are assessed through the field experiences and clinical practicum continuum. Candidates demonstration of professional dispositions related to fairness and the belief that all students can learn are assessed according to specific criteria. In the field experience of EDFU 3002, Human Learning and Development, criterion 4 assesses how well the candidate identifies whether individual student differences in learning are addressed in the class, while criterion 5 assesses how the candidate reflects about respectful and justice in relations, and the promotion of a culture of peace in the classroom. In the field experience of the course EDES 4006, Education of the Exceptional Child, the assessment rubric criterion 1d refers to how well the candidate describes the accommodations and curricular adaptations used in the classroom according to the needs of the students, and criterion 2 assesses how the candidates analyze the ways in which the teacher promotes dispositions in terms of: a) Environments that are sensitive to diversity, positive social interactions, collaboration, and integration of technology, b) Fair and respectful relations, and c) the dignity of human beings in the school context. In the core technology courses (TEED 3017, 3018, and 3027) the field experience rubric, criterion 3 assesses how well the candidate explains how technology propitiates learning for all students; criterion 4 assesses how the candidate explains how diversity, active learning, positive interactions, collaboration, integration of technology were promoted through the classroom environment; criterion 5 assesses candidate explanation of how fair and respectful relations were promoted, how democratic life, and social justice, human dignity and a culture of peace were promoted in the classroom. In the field experiences of Methods I, criterion I-1 assesses the candidate's offering of individual or group tutorials and planning the intervention according to the students' needs, adaptation of content to students' needs to promote learning of all students, and establishment of a respectful environment that is sensitive to diversity; Criterion I-5 assesses the candidate as a teacher assistant that promotes learning of all students. Other criteria of the Methods I course include 1-2: The candidate participates in activities related to the school community, and demonstrates respect for diversity, III: the candidate develops learning environments that are sensitive to student diversity, and promotes fair and respectful relations, values and promotes social justice and a culture of peace. In Methods II, candidates are assessed with the following criteria: III. the candidate develops learning environments that are sensitive to student diversity, plans teaching to meet the characteristics and sociocultural contexts of students, uses diverse assessment techniques to assess and improve learning of all students. (Please see data, 1g.5)

Advanced/Other School Professionals: Data indicating that advanced candidates demonstrate appropriate professional dispositions, particularly fairness and the belief that all students can learn, derives from the Educational Administration and Supervision Practicum Rubric and the P-12 DGS Clinical Practice Rubric. Criteria 5, 6, and 8 in the Administration and Supervision rubric are particularly related to professional dispositions. All of the candidates in the Administration and Supervision master's program who engaged in their practicum between 2006 and 2009 were evaluated as excellent or very good in those criteria. Two items in the DGS Clinical Practice Rubric explicitly address these dispositions. All of the candidates who practiced within P-12 settings during the second semester of 08-09 and first semester of 09-10 were evaluated as outstanding in the pertinent items, except 1 (see OSP-Key Assessment Data 1g, attached in 1g.5).

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Indicators of the assessment of initial level candidates in the clinical practicum establish the criteria for the demonstration of the professional dispositions listed in 1g.1 as they work with students, families, colleagues, and communities. (Please see Clinical Practicum data table Standard 3 and 1g5). Indicators for the level of outstanding (4) achieved by all candidates establish the following for competencies 2, 3, 5, 8, 9 and 10 as follows:

Comp.2 -Teacher candidates demonstrate knowledge of how students develop and how they learn and

organize learning activities that attend the emotional and intellectual needs, as well as their talents. Reflects about the performance of the students taking into consideration the cognitive, social, emotional, and physical development of the students.

Comp.3-Teacher candidates plan lessons based on the knowledge of the subject matter, students, community, and the curriculum goals.

Comp.5-Teacher candidates use assessment strategies to collect information of student learning. Design and adapt evaluation instruments to guarantee a continuous development of physical, cognitive, social, and emotional aspects of learning.

Document students' learning with a multiplicity of instruments or techniques. Utilizes the information collected for re-teaching and continuous development of students' learning.

The objectives and learning activities are aligned with the standards and school curriculum and provides modifications to attend the needs of all learners.

Comp.8-Teacher candidates demonstrate a behavior that is in accordance with the norms and principles established by the educational institution.

Request, reflect upon and evaluate recommendations, which are presented in constructive manner and incorporates them in his/her educational practices.

Comp.9-Teacher candidates reflect upon his or her educational practices and participates in professional development activities.

He or she is able to analyze critically strengths and weaknesses of lesson and offer alternatives of improvement with different perspectives using adequate references and sources.

Comp.10-Teacher candidates establish relationships with his or her colleagues, parents and with other community institutions which contribute to the learning and well being of the students.

Portfolio Principles Assessment Results indicate that 8 principles were met and 2 are in process. (See 1g5).

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

In initial programs, according to the 2006-07 Follow-up Alumni Survey, in all items related to professional dispositions, more than 80% evaluated their preparation as good or excellent in the demonstration of dispositions assessed in the survey. In relation to the item on their preparation to "Organize and develop learning activities that address the needs, interests, and talents of all students, including those from different social and cultural backgrounds, and special education" 34% rated their preparation as excellent and 50% as good. In the item "Creates environments in the classroom that are sensitive to the diverse educational needs of all students", 35% rated their preparation as excellent, and 50% as good. In the item "Reflects on their instructional practices and how to transform them to improve learning for all students" 47% rated their preparation as excellent, and 43% rated it as good. In the item "Selects and uses various practices, strategies, methods and materials that promote learning, critical thinking and problem solving skills of all students", 40% rated their preparation as excellent, and 48% rated it as good. In the item "Interprets and uses information collected to make decisions about the learning and continuous development of each student", 35% of participants rated their preparation as excellent, and 49% rated it as good. Sixty one percent expressed being excellent in the "Establishment of fair, respectful and collaborative relationships with colleagues, parents, families and other members of the community and institutions to support learning and well being of all students" and 55% expressed being excellent on the item "Reflects on their professional responsibility to evaluate the effect of their decisions and actions on other members of the school community and the wider community."

Data of the 2007-08 Employers Survey revealed that more than 80% of employers agreed that graduates of the EMH College of Education have the dispositions described in the Conceptual Framework of the EMH College of Education. (Please see 1g.5 below) For example, on item number 8, in relation of Principles 7 and 8, 83% expressed being totally or mostly in agreement that EMH College of Education graduates possess the disposition "Learning to teach implies that the teacher respects cultural diversity, a participatory learning environment, and propitiates a culture of peace in the classroom."

Advanced/Other School Professionals: The DGS administered an alumni survey during the first semester of the 2008-2009 academic year. The survey was sent to 104 alumni; 30% responded. Items in the questionnaire included questions related to professional dispositions. Table Overall Results of Alumni Survey (OSP-Key Assessment Data 1g, attached in 1g.5) shows that most alumni responded between a lot, and a lot and some to respond to how much they learned or usefulness of the acquired competencies in related items. (For more detailed information, please see the DGS Survey-Alumni and the DGS Survey-Alumni-Results, available as exhibits.)

1g.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Table Practicum Data (2006-2009) Initial Programs
OSP-Key Assessment Data 1g
Initial Programs Alumni and Employers Surveys on Dispositions
Education of the Exceptional Child Edes 4006 2009-10
Field Experiences Human Learning and Development (EDFU 3002) 2008-09; 2009-10
Portfolio Principles Assessment Results.doc
Dispositions assessed at field experiences, Initial Programs - 2008-2009_2009-2010 - Education of the Exceptional Child (EDES 4006) - Human Learning and Learning Development (EDFU 3002) - Instructional Technology (EDFU 3017)

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 1?

PCMA's passing-rates: The EMH College of Education Teacher Preparation Program ranking is excellent according to title II criteria of the Puerto Rico Department of Education. The program prepares candidates with a broad grasp of content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Aggregate assessment level pass-rate for the Puerto Rico Teacher Certification Examination (PCMA's) reveals that the EMH College of Education candidates performed eleven (11) points above the statewide pass-rate.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

EMH College of Education Educational Research Center - Evaluation of the EMH College of Education Teachers Preparation Program: The Center for Educational Research of the Unit carried out a research project funded by campus seed funds on the quality of candidates prepared at the EMH CoE, using

adapted instruments from the Teacher for a New Era project. Researchers: Dra. Annette Lopez; Dra. Margarita Moscoso; Dr. Víctor Bonilla; Dr. Eduardo Aponte; Dra. Sandra Macksoud; Dr. Joseph Carroll; Dra. Claudia Alvarez; and Graduate Students: Vanessa Vernaza; Walter J. Rosales. Two publications were made in the EMH College of Education Research Journal "Cuaderno de Investigación en la Educación", Num.24, Dec.2009, (See e-exhibit)

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The Conceptual Framework of the Eugenio Maria de Hostos College of Education (EMH CoE) establishes the centrality of a unit-wide assessment system that systematically collects, analyzes, and disseminates information on candidate performance and unit operations to evaluate the effectiveness of its programs and continuously promote actions to improve their quality (See Exhibit Conceptual Framework). To achieve this institutional priority, an Assessment System has been developed which consists of three major components: a) initial level programs, b) advanced level programs, and c) unit operations (see Diagram Evaluation Model). Each component has been designed around a set of unit-wide assessments and procedures for the collection, analysis, dissemination and use of the data.

The first component includes all initial level teacher preparation programs (preschool, elementary and secondary), both those that are recognized by SPAs, as well as those that are evaluated institutionally. The main focus of the Assessment System in this component is established explicitly in the EMH CoE Conceptual Framework as the Guiding Principles, Competencies and Dispositions to Assess the Performance of Future Educators (See Exhibit on Principles). These ten Principles, ten Competencies and five Dispositions are fully aligned with INTASC Standards, as well as with the Professional Standards for Teachers of the Puerto Rico Department of Education of 2008, and the Specialized Professional Association (SPA) Standards of the unit's Programs. The CoE also aligns its Guiding Principles, Competencies and Dispositions with the Student Profile of the University of Puerto Rico Rio Piedras Campus (See Alignment matrix in Exhibit overview) and is articulated with the Campus wide Plan to Assess Student Learning established in Certification 68, 2005-06. The design of the System ensures that specific evidence is gathered on the performance of all candidates of initial level programs for each of the Principles, Competencies and Dispositions as an ongoing process from admission to graduation in three main transition points, and also after graduation through alumni and employer surveys.

The second component of the EMH CoE Assessment System consists of the evaluation of the fourteen advanced programs in the unit offered by the Department of Graduate Studies (DGS). These programs are all evaluated on a common set of professional domains established by Certification 72, 91-92 (link in

2a.6) that include: integrated knowledge, research and creative activity, and effective communication. All rubrics and data are collected from all candidates during transition points from admission to after graduation, and were developed in alignment with the DGS Conceptual Framework, as well as close relationship with state standards and professional standards in those programs in which these apply.

The third component of the Assessment System was established to evaluate unit operations, and is articulated with the UPR System Plan: Ten for the Decade, in which the vision and ten goals of the University and its campuses are set forth. Based on a strategic planning and evaluation process, data is gathered and analyzed on unit operations to evaluate institutional effectiveness in supporting the development of high quality academic offerings, according to the accreditation requirements of the Middle States Association.

Each one of the components operates under a particular organizational structure with representative faculty members and staff from the pertinent departments, programs and offices. These structures are all coordinated and supervised by the Dean of the EMH CoE, assisted by the CoE Office of Evaluation. Systematic processes have been established in the Assessment System to collect, analyze, and disseminate data for use in decision making to improve courses, norms, faculty development, special initiatives, and for the revision of the Assessment system itself.

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

Table 6
Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion

2a.3. How is the unit assessment system evaluated? Who is involved and how?

Since the CoE formally began to develop the unit-wide assessment system in 2001, it has been subject to periodic evaluations and enhancements. In 2005, a two-day faculty retreat was carried out with faculty representation of all programs and candidate representation of the Student Council, to examine and discuss the progress of the development of the assessment system (see summary of Retreat in Exhibit on Meetings). As a result of the retreat, the Evaluation was revised to incorporate the advanced component, and special emphasis on the use of data for supporting decision making and actions to improve candidate preparation. In 2007-08, the Assessment System was evaluated and revised once again by the Faculty Executive Committee, comprised by Department, Program, and Special Unit Directors and Coordinators, and changes were made to ensure its alignment with the recent revision of the CoE's Conceptual Framework, and to incorporate a third component for the evaluation of unit operations.

The current version of the assessment system was approved in December 2008 by the CoE Directive Committee and by the Faculty Assembly in February of 2009. The assessment system has also been evaluated and approved by the Dean of Academic Affairs and Academic Senate of the UPR Rio Piedras Campus as part of the undergraduate curriculum revision mandated through Certification 46, 2005-06. The Faculty level Assessment Committee was reorganized in 2008 to include the Dean of the Faculty, the Associate Dean, the Directors of Field Experiences and Clinical Practicum, of the Center for Educational Research, of the Office of Evaluation, and the Coordinators of the Center for Authentic

Evaluation, and of the Electronic Portfolio Project, to evaluate the adequacy of the assessment system and its components, to articulate the development of the diverse assessment instruments and methods, and to oversee their implementation to ensure the coherence, effectiveness and consistency of all unit-wide efforts. The progress of the development of the assessment system is also regularly discussed and evaluated as part of the agenda of monthly meetings of the Faculty Directive Committee, which is responsible for unit-wide policy implementation, and the Campus level PreK16 Articulation Committee, which includes the Chancellor, Deans of Arts and Sciences Faculties, and the Undersecretary of the Department of Education of Puerto Rico.

The ongoing evaluation of the unit assessment system through the interconnected efforts of the various working groups has contributed significantly to the evolution of the system since it was originally conceptualized and designed. As of 2010, the full implementation of a unit-wide assessment system that integrates multiple and diverse data elements for all key areas of candidate preparation as envisioned in the CoE Conceptual Framework has been completed. Among the major developments that have taken place are the assessment of the field experiences continuum, the assessment of the electronic portfolio or Portae, the assessment of information skills, the assessment of writing skills, and the design and development of a centralized data base that collects and reports data on all key assessments for each candidate as well as the program and unit level. The development achieved in the assessment system as of 2010 are advancing the transformation of the Faculty towards the establishment of a strong institutional culture of assessment.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

Each assessment instrument and procedure of the unit-wide assessment system is subject to a development and evaluation process in which faculty ensure fairness, accuracy, consistency and lack of bias. At both the initial and advanced level, all assessment instruments are developed by working groups made up by faculty that administer them as part of the key courses in which data are collected. These groups establish assessment criteria that are closely aligned with the Conceptual Framework and the standards that apply according to the specific professional areas. Based on these criteria, rubrics are elaborated along with the procedures for their use. Once the initial versions are completed, they are evaluated by all professors who will administer them, and then test them in assessing candidates. At the initial program level, specific procedures for evaluation of the Portae rubric, including a faculty meeting to determine consistency is provided in Exhibit Calibration of Portae Rubric. The rubrics used in the evaluation of all initial level candidates during their clinical teaching practicum were subject to an extensive validation process involving faculty supervisors, school staff, and candidates. The description and results of this validation process are presented in Exhibit Validation of Clinical Experiences Rubrics. The rubrics for the assessment of the initial level Field Experiences and for the assessment of Information Competencies were piloted during the second semester of 2009-2010 and are being subject to validation and consistency checks during the first semester of 2010-11. The fairness, accuracy and consistency of the standardized teacher certification test developed by Educational Testing Services (ETS) through the College Board of Puerto Rico and Latin America are documented in the annual report of the unit results. At the advanced level, faculty members have discussed difficulties encountered in the Admissions procedures and the DGS has been piloting and modifying the Regular Admissions Analysis Document, available as an exhibit. This document, piloted since August 2006, contains information for each applicant regarding GPA, Admission Test Results, Essays, Interviews and Letters of Recommendation. At the second transition point, the Graduate Degree Examination, assessment criteria are aligned with the subject areas and graduate level domains. Administrative procedures for the Degree Examinations have been recently revised to also insure consistency and fairness in that regard. Data for candidates' performance in the clinical practices have been collected for the areas of specialization that

include a practicum or internship for program completion (particularly for those who practice within a P-12 setting). Finally, qualitative and quantitative data for the thesis, projects and dissertations are collected in three forms: passing grade, a categorization system regarding the topics of this final work (see exhibit Thesis, Projects, and Dissertations Topics), and an evaluation of specific aspects with the DGS instrument Thesis, Projects, and Dissertations Rubric (available as an exhibit), which is aligned with the assessment domains. This instrument, implemented since the first semester of the 2009-2010, provides the opportunity to assess advanced programs candidates with a common instrument to gain an across-programs perspective. Assessment instruments are thoroughly discussed with all candidates during the beginning of the academic experience in which they are administered to ensure that candidates understand what is expected of them. The results of these assessments are also shared and discussed with candidates who have the right and the opportunity to point out any unfairness or bias they feel has occurred in the assessment. Students can make claims and faculty must demonstrate the fairness and lack of bias of their assessments. All instruments are subject to periodic revisions.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The EMH CoE has established the assessment and evaluation of unit operations and programs (initial and advanced), as a major component of its Evaluation Model. The key indicators that have been identified for evaluating unit operations and programs are articulated with the campus-wide institutional assessment, evaluation and planning processes to meet major strategic goals and priority projects established by the Campus leadership (University Board, Senate, Deans) in the Vision University 2016 document of 2006. All data are gathered and reported on a yearly basis. In the area of student progress, indicators include the number of requests for admission and percent of admissions, sociodemographic and academic profile of the incoming class, number of transfer students, reclassifications, full time and part time program and course enrollment, partial and complete withdrawals, and number of candidates on probation, persistence, retention and graduation rates, and years to complete degree. Data is also gathered on financial assistance and graduate assistantships. The unit Office of Clinical Practicum maintains a database on candidates in clinical practicum, clinical practicum sites and cooperating teachers. To evaluate scholarly productivity by faculty, data is collected on the amount of externally funded projects, the amount of publications accepted in peer-reviewed journals, and amount of creative work exposed and/or published. Unit participation in service to the community is documented by the number of professors and students who participate in community projects, organizations and collaborations with schools and the Puerto Rico Departments of Education. Information on international activities including agreements, visiting professors, student internships abroad and participation in events is compiled by the Dean of Academic Affairs. Data on faculty recruitment, hiring, evidence-based evaluation results, rank promotions, tenure, sabbaticals, leaves of absence, is gathered by the EMH CoE Faculty Evaluation Committee and the unit and campus offices of human resources. The faculty profile, awards and recognitions, special initiatives, membership in professional associations, participation in professional development is gathered through an online data base of the Campus Office of Academic Planning- FACTUM. The use of the unit's library services, workshops offered on information competencies, and available collections, as well as the use of technological resources is documented by the Director of the Library. Budget information for the unit including allocations and expenditures, as well as information on the status and use of facilities and maintenance is provided by the unit Dean of Administration. A course evaluation survey is carried out with students by the unit Office of Evaluation. The Campus administers the Noel Levitz Survey of Student Satisfaction Survey, as well as the National Survey of Student Engagement, and results are broken down by unit to identify areas that require attention. Additional information on candidate satisfaction with the units programs and services is obtained through the Teacher Certification Test survey each year, which is gathered by the Office of Evaluation.

2a.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Key Assessments of Candidates
Advanced Programs: Candidates Learning Assessment System
List of Links-2a
Description of Assessment System

See **Attachments** panel below.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- **How are the data collected?**
- **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- **How often are the data summarized and analyzed?**
- **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- **What information technologies are used to maintain the unit's assessment system?**

The initial programs assessment is structured to gather data from all candidates around three major transition points from admission to graduation, to promote a formative and summative assessment process, as presented in Table Key Assessments of Candidates. Data are also collected from alumni and employers every five years after candidate graduation as part of institutional assessment to improve the unit's operations. The following explains how data are collected at each of the transition points. The first transition point refers to admission and initial preparation of candidates. As established by Campus policies, candidates of initial programs who apply for direct admission into the programs are required a General Admissions Index (Spanish acronym, IGS) which is computed using the College Board Entrance Examination Aptitude Test scores and high school GPA. The IGS for initial programs in the CoE is specific for each program. In recent years, it ranges between 266 to 299, which is an increase over previous years for many programs. This indicator provides information on the general content knowledge of beginning candidates and is used to determine the initial courses that candidates need to approve in the General Education component of undergraduate studies. These data are collected through the Office of the Registrar and the Office of Academic Planning and are provided to the Deans of Academic and Student Affairs for analysis to decide upon admissions for each academic program. Once admitted into a program, initial assessments of candidate performance are embedded in a group of core courses at the EMH CoE required of all future teachers. Beginning candidate knowledge, skills and dispositions mainly related to the learner and the learning process are assessed during the two initial field experiences embedded in the course on Human Development (EDFU 3002 and equivalent), and in the course on the Education of Exceptional Children (EDES 4006 and equivalent). Both courses are required of all candidates and they both require a field experience based on a set of common assessment criteria. Candidates are required to prepare field experience reports as evidence of their performance,

which are assessed through unitwide rubrics used by all professors who teach these courses (see exhibit on Assessment of Initial Field Experiences). Another major assessment during the initial preparation transition point is the first part of the electronic portfolio, or Portae. Candidates are required to develop their portfolios in which they present evidences of their development in each of the ten Principles established in the EMH CoE Conceptual Framework. They begin the development of their portfolio during the first of three Reflexive Professional Seminars that have been incorporated as new requirements in the recently revised BA programs. A web-based open source platform was designed and implemented for candidates to create their portfolios and to gather data on candidate scores (See Exhibit on Information Technologies used in assessment system). At this initial point, in the FAED 4001 Seminar, all candidates must present evidence and reflections in their Portae on their development of knowledge, skills and dispositions related to learner and the learning process, as well as to other dimensions of candidate performance that may include professional commitment and development, the integration of technologies into the teaching and learning process, and the appropriate use of language. An online rubric used by all professors who teach FAED 4001 has been developed to score the evidences and reflections presented by the candidates in their Portae (see exhibit of Portae Assessment Rubric). To assess all candidates' initial performance in information skills, which are fundamental to the development of knowledge and skills related to inquiry on the teaching and learning process and critical thinking, an assessment is required as part of the core courses on Human Development part 2 and the Education of the Exceptional Child. Again, a commonly used rubric is applied to assess and report candidate performance.

The second transition point is upon admission to clinical practicum. During one year before clinical practicum, candidates complete required specialty content and teaching courses, including a two semester Methods or Prepracticum course, which is required for each program at the preschool, elementary and secondary level. Several key assessment data on candidate preparation in knowledge, skills and dispositions are collected during this transition point to ensure that all candidates are adequately prepared to enter clinical practicum. Data are collected on the academic progress of all candidates to determine that they have successfully completed 100% of required coursework, including general education, foundation/professional courses as well as all disciplinary content courses in specific program areas. A minimum GPA of 2.5 is required as an indicator of appropriate mastery of content and professional knowledge. Candidates are not allowed to enroll in Clinical Practicum until they complete all required coursework. In cases in which courses with key assessments are not approved, candidates must repeat the course until they attain a passing grade, since these courses constitute prerequisites.

The field experiences of the two semester Methods courses are focal points in the second transition point of the assessment system. Rubrics that meet unit-wide and specific program requirements are used by the professors of the Methods courses to gather data on the knowledge, skills and dispositions developed by candidates focusing on their performance in planning and teaching in the classroom and their integration with the school community. Along with the Methods course, candidates are enrolled in the second Reflexive Professional Seminar (FAED 4002) in which they are required to complete the presentation of a number of appropriate evidences and reflections in their electronic portfolio to evidence their knowledge, skills and dispositions mostly related to Principles on mastery of content, critical thinking and research, integration of technology, and relations with the school community. The evidences presented by candidates in the Portae are mostly developed in core and specialization courses where they are first assessed by the professors who teach those courses, and are also assessed by the professor of the seminar through unit-wide rubrics. Writing skills are also assessed during the second transition point, through candidates' performance on a written essay required in the Writing Zone Workshop articulated with the Methods course, assessed through a rubric used by the Coordinator of Writing Skills Zone.

The third transition point is completion of Clinical Practicum and Graduation. The major assessment carried out during and upon completion of the clinical practicum is the Student Teaching Performance

Assessment which consists of a formative and summative process in which each candidates' performance is assessed on the full set of 10 competencies that address all areas of knowledge, skills and dispositions as required at this level. To assess candidate performance, an instrument that contains a rubric for each competency is used by all professors. The summative assessment of each candidate is provided by supervising professors and cooperating teachers and gathered by the Coordinator of Clinical Practicum. Candidates must achieve a minimum of satisfactory in each competency to pass the clinical practice course (see Exhibit Assessment of Clinical Practicum).

A second major assessment in the third transition point is the completion of the Portae, through the FAED 4003 Seminar, which is a co-requirement of the Clinical Practicum. The final Portae assessment includes several evidences and reflections mainly related to the Methods course and the Clinical Practicum, focusing on the planning and implementation of teaching, the creation of appropriate and motivating learning environments, and assessment of student learning. Unit-wide rubrics are used to assess the quality of candidate performance for each of the Principles evidenced in this final stage of the Portae. A summative evaluation of the Portae is carried out for each candidate to ensure that all the required Principles have been adequately addressed and a satisfactory score achieved, in order to qualify for graduation.

During the clinical practicum, candidates also take the Teacher Certification Exam, (Prueba de Certificación de Maestros, PCMAS, Spanish acronym) and must achieve a minimum score required by the State Department of Education in order to become certified. The test is administered by the College Board of Puerto Rico and Latin America, who also provides scores at the unit, program and candidate level. Upon graduation, data on the general grade point average of candidates, as well as their grade point average in their area of specialization are collected from the Registrar as indicators of candidate performance.

After program completion, data from alumni are gathered through a survey in which they evaluate the quality of their preparation in terms of knowledge, skills and dispositions (see Alumni Survey). An employer survey is administered with school principals who evaluate alumni in terms of their preparation in knowledge, skills and dispositions (See Employer Survey).

The Coordinators of unit-wide projects or activities, including the Field Experiences-Teaching Practicum Continuum, the E-Portfolio (Portae) Project, the Writing Workshops Zone, and the Project to Integrate Information Skills in the Curriculum, are key players in the assessment system, responsible for the development of unit-wide assessment instruments and procedures, through a broad participatory process, and for collecting and reporting unit-wide data. Assessment data is collected by the coordinators in charge of each activity and submitted to the Office of Evaluation for aggregation and reporting to facilitate analysis. Analysis of data is carried out in collective efforts of faculty and academic administrators according to the use required of the specific data. In addition to the unit wide coordinators of major activities, for each of the unit's initial level preschool, elementary and secondary teacher preparation programs as well as the graduate level programs, there is a faculty member designated as Assessment Coordinator directly responsible for working with colleagues in their respective areas to develop assessment instruments and procedures that meet the appropriate professional standards, and for collecting data, reporting results, and using the data to inform program level changes. These coordinators work with the Director of the Office of Evaluation to ensure adequate progress, cross-program articulation, coherent unit-wide aggregation of data, and to discuss implications for candidate evaluation and program improvement. See Table Summary of Data Collection, Analysis and Evaluation.

All the data are collected, aggregated and presented in narrative, tables and graphs that specify the time period reported, assessment instrument, assessment criteria, and results by assessment. Data are compiled into a single unit-wide annual report that is discussed in meetings with all Department

Directors and Program Coordinators, and presented in the annual Faculty Assembly and Assessment Retreats to promote discussion and analysis at various levels.

At the initial programs level, several technologies are used to compile and aggregate the data for analysis and dissemination. Admission data and unit-wide indicator data are gathered by the Rio Piedras Campus Office of Academic Planning which uses a centralized data base, the Sistema de Apoyo Gerencial Académico Administrativo (SAGA) (see description in exhibit). The Portae project is using the SAKAI Open Source Portfolio to collect data and report on candidate evaluation. The Office of Clinical Practicum developed an ACCESS database to collect data on rubrics for each principle, competency and disposition. In the Office of Evaluation, a centralized digital database was designed and created to gather all candidate assessment data included in the unitwide assessment system and prepare reports at the candidate, program and the unit-wide levels.

The description of what data are collected at the advanced programs level is included in the full report (see exhibit). Data are gathered through quantitative and qualitative techniques for each transition point. Various databases are used to collect, aggregate, and analyze data regarding candidates' learning. The document CEPDEG Annual Calendar and Data Collection Information (included as an exhibit) presents details and timelines for these procedures. Databases are worked through different software programs, including SPSS and Excel.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

This element does not apply, as the Unit only has regular teacher preparation programs on campus.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

At the initial level, the Dean of Student Affairs is responsible for attending to and maintaining records of formal candidate complaints and their resolutions. The Campus Student Ombudsman also maintains these records. Unit and institutional policies for handling student complaints and file of student complaints and unit's response are presented in Exhibit.

At the advanced level, during 2009-10 the need was identified to develop a document that would allow the DGS administration to keep a record of the quantity and of the issues of the complaints presented by candidates, and that would facilitate follow-up on those complaints. The CEPDEG therefore created a document for this purpose, which was immediately implemented by the DGS administration (please, see DGS Candidates Complaint Form available as an exhibit). However, prior to the implementation of this administrative mechanism, the DGS has a long-standing established system in which candidates need to present their complaints by writing to the Department Director. As needed, the Department Director meets with both parts to mediate in the conflict. Depending on the complaints, they are referred to a committee that works with the formal complaint and then informs the Director of the Department the recommended decision (DGS By-Laws, available as an exhibit). For the graduate degree examination, the candidate has the right to an orientation or reconsideration in case he/she did not approve the exam. If, as in all Department level decisions, the candidate feels that after the reconsideration further appeal is desired, he/she has the right to appeal the decision to higher-level authorities within the system, as established by the University of Puerto Rico (please refer to the DGS Degree Examination Norms, available as an exhibit).

2b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be

uploaded.]

Summary of Data collection, analysis and evaluation

See **Attachments** panel below.

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

Assessment data on candidate performance and unit operations provided through the assessment system are used on a regular basis as an integral part of the unit's planning, evaluation and decision making process to improve academic offerings for the preparation of highly effective teachers and other school personnel. Every year the Executive Committee (made up by the Dean, Associate Dean for Academic Affairs, Associate Dean for Student Affairs, and Dean of Administration) reviews data on admissions, graduations, retention, attrition, as well as results of the teacher certification test, GPAs, field and clinical experiences, and others. This review is done within the framework of the Campus institutional evaluation and strategic planning, the FaEd Conceptual Framework (revised in 2008), the Puerto Rico State Department of Education Professional Standards (updated in 2009) and teacher certification requirements, and other important events and developments in teacher preparation in the local and international contexts. The meetings occur on a monthly basis and annual retreats are carried out (see agenda of meetings and retreats). The analysis of these data is pivotal for making decisions on required modifications to courses, programs, and services, changes in policies, norms and procedures, and the development of "emblematic projects" which are incorporated as priorities of the CoE Annual Plan. The aforementioned data are also presented to and discussed by the Directive Committee which includes all Department and Program Directors, and Heads of Special Units and Projects, to elaborate the action plan to implement data driven decisions. Summaries of data and the draft action plan are then presented in Faculty Assembly for discussion and approval. A major example of how data on candidate assessment and unit operations are used is the fact that it constituted one of the driving forces for the revision of the Baccalaureate Programs at the unit level, as part of the Campus curricular revision during 2006-2008. In 2008, the revised baccalaureate was approved by the University Senate and the Campus level Academic Dean, and began to be implemented. Another way in which assessment data are used for evaluation and decision making related to changes for improvement, is at the level of the Academic Dean of the unit, who works with Department Chairpersons and a Committee of Academic Advisors who are liaisons between the unitwide academic leadership and the specific programs. These Advisors are responsible for using the data available on candidate assessment (both unitwide and specialization) to implement the specific actions required to address areas of need in terms of courses and programs. Aggregated assessment data by program are regularly reviewed by the Assessment Coordinators and discussed with faculty at the Program level and Department Directors to determine actions that are necessary to promote improvements. The coordinators of each assessment component (Porta-e, Field Experiences, Writing Zone Workshops, Project to integrate information competencies, Clinical Practicum) provide reports on data results to administrators, faculty and candidates to promote evaluation of performance and make improvements. Data on clinical practicum experiences and candidate performance is used each semester by the Director of Clinical Practicum who shares data with all practicum supervisors to identify needed changes and generate actions, such as deciding on the clinical practicum sites for candidates. Data on candidate assessment is used during the semi-annual meetings of the PK-12 Academic Interaction Committee which includes the Chancellor, Deans of General Studies, Humanities, Social Sciences, Business Administration, and Natural Sciences and the Undersecretary of the Department of Education to promote changes in policies and strengthen collaboration and support needed to initiate and implement changes (see exhibit Meeting documentation).

At the advanced level, assessment data are discussed regularly and summarized for discussion for improvement in the meetings of Programs and the Graduate Studies Department. Assessment data have been shared with the Academic areas upon request to make changes in the curriculum, admission process, and graduate degree examination procedures. In addition, data are shared with the Graduate Studies Committee (GSC) to discuss and implement changes at different levels. Three specific examples in which assessment data are used to improve candidate's performance include retention, curriculum enhancement, and the development of special offerings to enhance advanced candidates in writing and research skills. Data from the Graduate Student Academic Progress database are used to identify candidates in need of special support. These candidates are then referred to their academic advisor or the DGS professional counselor. In addition, the Retention and Support Project, implemented as a pilot program in 2008-2009, has been institutionalized (for the project's proposal and implementation report, please see exhibit DGS Retention and Support Project). Curriculum enhancement includes creation of courses and workshops. The faculty identified that writing was an aspect in which candidates needed improvement; therefore the Advanced Programs has been developing different workshops: writing and publishing, research skills through the databases, and introduction to research processes in education, including IRB requirements and procedures (please see, exhibit DGS Library Workshops and Participants). A collaborative effort has been established with the unit library, Biblioteca Sellés Solá, through the now institutionalized workshops for incoming graduate students: Integration of Information Skills to the Graduate Curriculum (DGS-Information Skills; refer to link in List of Links-2c.5).

At the unit-wide level, assessment data are used to carry out annual Faculty Retreats with both initial and advanced level faculty to promote reflection, identify areas that need improvement, and generate actions and strategies to address needs (see Exhibits on Faculty Retreat Agendas and Minutes).

2c.2. What data-driven changes have occurred over the past three years?

At the initial level, the following are some of the instances that illustrate the use of assessment data as a basis for important unit-level changes to improve teacher preparation programs:

- a. The course on Evaluation of Learning has been established as a requirement for all candidates.
- b. The establishment of a systematic continuum of field experiences that strengthens the coherence of these experiences and requires their initiation in early courses, culminating with the one year methods course required before the Clinical Practicum.
- c. The need to improve instructional planning and assessment competencies, and to strengthen experiences with families and the community, led to expanding the Teaching Methods Course from one semester to one year for all secondary level students (elementary level already was one year)
- d. Creation of the Writing Zone Workshops, first as an optional activity, and now incorporated as a requirement of the Methods Course to strengthen candidates' writing skills
- e. Establishment of a norm that requires all candidates to complete 100% of all program requirements except the Clinical Practicum before taking the Teacher Certification Exam.
- f. Creation of a cycle of three Reflexive Professional Seminars as a requirement of all candidates in which they develop the Portae, and present reflections on their professional development and practice to evidence meeting all Principles established in the EMH CoE Conceptual Framework.
- g. Creation of the Educational Technology Course as a requirement of all candidates in all programs.
- h. Establishment of the Principle of Educational Research as a required course for all candidates to strengthen their use of research.
- i. Creation of an early identification and referral procedure to provide assistance to candidates who evidence academic deficiencies
- j. Creation of the Project to Integrate Information Competencies in the Curriculum in collaboration with the Library Gerardo Selles Sola to address the need to strengthen these skills among all candidates.

At the advanced level, a salient change of the DGS as it pertains to assessment and evaluation is the development of an assessment system of candidates' progress and the establishment of the CEPDEG. Other important changes that have occurred over recent years guided by the gathering and the analysis of information, include:

1. Development and implementation of a systematic and uniform procedure of admissions (DGS Internal Admissions Manual, available as an exhibit).
2. Development of an internal uniform procedure for the graduate degree examination (DGS Degree Examination-Internal Manual, available as an exhibit)
3. Addition of a course on statistics as an admissions requirement for the doctoral program in Educational Administration and Supervision (as of August 2009).
4. Changes in the relative weight given to the different admission requirements components.
5. Development and implementation of workshops on research and communication skills.
6. Development and implementation of different modes for the graduate level examination.
7. Fine tuning of the Norms and Procedures of the graduate level examination.
8. Systematic planning for the development of research skills in the use of library databases (Integration of Information Skills to the Graduate Curriculum, DGS-Information Skills).

The following actions have been the result, or have been supported by, findings of the Progress and Exit surveys:

- DGS offices remain open until 6:00 pm to provide extended services to candidates.
- Curricular revisions and changes (DGS Curriculum Committee Reports, available as an exhibit).
- Changes in the guidelines for the graduate degree examination, and the thesis, project and dissertation, as result of the exit surveys.
- Creation of an academic writing course (in the process of being approved by pertinent UPR authorities), focused on writing publishable manuscripts.

After studying candidates' progress, the time to degree completion, and the number of requests for extensions of time to degree completion, the RIT project was developed, initiated, and, eventually, institutionalized. Data sources that informed this decision included DGS internal data, as well as data provided by other UPR-Río Piedras campus offices (exhibit DGS Retention and Support Project). Additionally as a result of the CEPDEG work, the following changes have occurred: development of the initial survey, creation of a form to compile information regarding candidates complaints, and development of alternative programming of courses by trimesters instead of semesters (to be piloted by the Special Education Academic Area). Within each academic program, the needs of candidates, as well as professional organizations (i.e. CACREP and EELC) standards, have guided the creation of various courses. Please see Table OSP Created Courses 2006-2009, attached in 2c.5.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

All data on initial level candidate performance are gathered in the central data base maintained by the CoE Office of Evaluation, where it is available for all faculty members upon their request to seek reports on candidates, programs and the unit in relation to any of the Principles, Competencies and Dispositions. Each of the unit assessment system components, including program assessments, field experiences, Eportfolio, clinical practicum, and other, present annual reports on aggregated candidate performance, and also maintain data on individual candidates that are available to individual faculty members. The Campus Student Academic Database, SAGA, of the Office of Academic Planning, provides faculty with access to specific candidate performance in courses, as well as data on unit operations such as incoming student profiles, GPA, attrition, retention, graduation and others at the course or program level. Clinical Practicum Supervisors are provided with assessment data for each of the candidates they will supervise. The Teacher Certification Test administered by the College Board also provides the unit with a

breakdown of individual candidate scores, which are available to faculty members on paper format at the Office of Evaluation.

The DGS shares the data through discussions, presentations and assessment retreats. In its assessment process, the Graduate Studies Profile in three domains was approved. Documents for the assessment have also been presented and then approved by the Dean of Graduate Studies and Research. Results from assessment data are discussed and presented at the Assessment Faculty retreat. The annual report is shared with faculty. Finally, as the processes for collecting data has been systematized, sharing data with candidates and faculty is also being systematized. Moreover, current information about the assessment process has been included in the DGS newsletter, which is widely distributed both in paper and electronically (DGS-Newsletter).

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

In addition to having access to candidate assessment data through the central database, summaries of assessment data are shared through CoE Assessment Blog (see <http://ceafeupr.blogspot.com>), as well as reports, publications and presentations, the Unit shares assessment data with candidates, faculty and other stakeholders to promote reflection and improve candidate performance and program quality through several specific mechanisms that are part of the assessment process itself. A brochure was prepared explaining the assessment system, including the alignment to Principles, Competencies and Dispositions, the transition points, and mechanisms to assess their performance, which is distributed to all students and discussed as part of core courses, and encouraging candidates to access the data to reflect upon their development as teachers and use it to further improve (see exhibit brochure).

Candidates are provided the results of the assessment of their Portae, for each of the evidences and reflections they submit in relation to the ten EMH CoE Principles. The rubric that was developed to assess candidate performance in the Portae and is used by faculty who teach the three Professional Reflexive Seminars, is linked to each cell of the Porta-e matrix in which candidates upload their evidences and reflections. Once the candidate feels that a given evidence and reflection are ready for evaluation, she/he submits a cell for the professor's evaluation, initially for a preliminary scoring and feedback based on the assessment rubric, so that the candidate can reflect and improve their work. Once the candidate revises the evidence and reflection he/she submits the work again for final evaluation. The professors scores the final work using the online rubric and submit the final evaluation, which is visible to the candidates to use to continue her/his improvement. In the second and third transition points of the Porta-e assessment, candidates have the opportunity to further improve the work that has been previously evaluated and submit improved versions for further feedback and evaluation. Professors also have access to the portfolios of their students, through secured passwords, to peruse them in getting to know candidates and to improve mentoring in the development of the Porta-e. The Porta-e matrix has three columns, one for each transition point in the assessment process, so that the candidate can see her/his progress over time and the final scores, and all the related feedback provided by the professors.

In the assessment of each of the field experiences, professors present and discuss rubrics with students at the beginning of the course, and use the results of the assessment to discuss them in class as part of the debriefing and reflection on candidate learning through these experiences. The Writing Zone rubric is used as a pre and post test assessment of candidate competency, and the rubrics and scores for each candidate are shared with them during the process to promote their improvement as well as the final scores so that they can identify areas for further improvement.

When candidates apply for the Clinical Practicum, they must present an academic transcript, which is evaluated to determine whether the candidate qualifies for the practicum. This requires that candidates have minimum grade point average of 2.5 in key courses. This is a moment in which candidates self evaluate their development and discuss it with the practicum supervisor, to develop a plan for the

practicum. Once candidates are admitted to Clinical Practicum, they participate in general orientation sessions in which they are explained the formative and summative assessment process and provided with copies of the assessment instrument which contains the ten rubrics, one for each competency. Candidates are encouraged to use the instrument for self evaluation during the clinical practicum, and are assessed by the faculty supervisor and cooperating teacher three times during the practicum, two times as formative evaluation, which is discussed with the candidates, and a third summative evaluation which is also discussed with candidates upon completion of the practicum.

Assessment data on each component are shared with faculty involved in the assessment once it is aggregated, usually during the semester after it is collected and aggregated. This has occurred with the data for the Clinical Practicum and the faculty supervisors during the initial supervisor meeting each semester. Aggregated data for each of the ten competencies at the unit wide as well as specialty level are shared with faculty supervisors to promote discussion, identify areas for improvement and generate strategies for implementation. The assessment of information competencies of candidates, which began to be piloted during the past academic year, and is still under development and validation, is developed in close collaboration with the librarian staff of the CoE Library, who also collaborate in the assessment of candidate performance. Aggregated data for the past semester was shared with professors from core courses participating in the initiative, and interpreted to continue planning the future development of the project at the unitwide level. During the past three academic years, Annual Faculty Assessment Retreats have been carried out to share aggregated assessment data among faculty, with representatives from all key areas, including initial and advanced programs. Each coordinator of an assessment component prepares presentation of a synthesis of the findings, which is shared during the retreat with all participants, followed by questions and observations.

Advanced level, the DGS shares the data through discussions, presentations and assessment retreats. In its assessment process, the Graduate Studies Profile in three domains was approved. Documents for the assessment have also been presented and then approved by the Dean of Graduate Studies and Research. The annual report is shared with faculty. Finally, as the processes for collecting data has been systematized, sharing data with candidates and faculty is also being systematized. Moreover, current information about the assessment process has been included in the DGS newsletter, which is widely distributed both in paper and electronically (DGS-Newsletter; refer to link in List of Links-2c.5).

2c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

OSP Created Courses 2006-2009
List of Links-2c

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 2?

Given the complexity and size of the unit, we have managed to build a coherent and comprehensive candidate and unit operations assessment system. Dissemination of the assessment system to all stakeholders and promoting access to assessment data are evidenced through multiple efforts such as the retreats, presentations, paper and digital publications and the blog.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

The Center for Educational Research of the unit carried out a research project funded by campus seed funds on the quality of candidates prepared at the EMH CoE, using adapted instruments from the Teacher for a New Era project. Two publications were made in the EMH College of Education Research Journal "Cuaderno de Investigación en la Educación" ,Num.24, Dec.2009, (See e-exhibit)

Another research project has been funded by the EMH CoE Calzada Sisters Trust Fund on the development of professional knowledge, skills and dispositions of candidates and new teachers in the area of special education. (see exhibits for publications and reports).

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

For the initial level, the CoE partners include approximately 92 schools and agencies, of which 72 percent are public, 21 percent are private and percent 7 percent are laboratory schools, in the design, delivery, and evaluation of the unit's field and clinical experiences. The largest partner is the state Department of Education, which includes the islandwide central administration of the public school system, its regional offices and school districts, as well as the K-12 schools themselves. Other main partners are private schools, postsecondary institutes, Head Start and Early Head Start centers, as well as the University of Puerto Rico preschool, elementary and secondary laboratory schools. The CoE Office of Field Experiences and Clinical Practice (OFECPP), as part of the CoE Deanship of Academic Affairs, is charged with establishing the unitwide requirements of the field and clinical experiences for the initial teacher preparation programs, and coordinating the implementation and assessment of these experiences in close collaboration with these multiple partners.

The Puerto Rico Department of Education (PRDE) is the government agency responsible for providing primary and secondary public education in Puerto Rico. As other government agencies, it is subject to state and federal legislation. Schools are classified according to the educational level including primary or elementary (K to 6th grade), intermediate school (7th to 9th grade) and high school (10th to 12th grade). Secondary and post-secondary schools may fall under the regular program (academic), vocational, or vocational with post-secondary and specialized offerings. The DE is also charged with providing educational and related services to students with special needs at all levels within the system. The Secretary of Education is named by the governor and is a member of the Executive Cabinet. Aspects related to faculty and administration are managed by the sub-secretaries of academic affairs and administration. The Institute for Teacher Professional Development of the PRDE is the office directly in

charge of establishing the norms and procedures for placing candidates in the field and clinical experiences in the public school system, and regulating requirements for serving as a cooperating teacher who supervises candidates.

Public schools that serve as field and clinical centers are located island-wide but mostly in the San Juan and northern metropolitan areas. The demographic characteristics of the schools vary in terms of their location (inner city, rural, suburban) and socio-economic backgrounds of students and their families. The vast majority of the students in these schools are Hispanic, mostly Puerto Rican and to a lesser degree from the Dominican Republic. There are also specialized schools that serve as field and clinical centers such as those with a curriculum focused on math, sciences, arts, music and English. The criteria for selecting public schools for field and clinical experiences, as well as the criteria for selecting the partners clinical faculty is included in PRDE Circular Letter 10-2004-2005 (see 3a5.1).

The private school sector is represented in this partnership by a variety of schools which may be secular or religious in nature. These have been traditionally selected by this unit because of their particular curriculum or their unique perspective towards the teaching-learning process. Examples of these private schools include those, for instance, that have total immersion in English or that are bilingual, or those with a specific instructional methodology such as the Montessori model.

This unit's closest partners are the UPR Infant and Toddler and Early Childhood Centers, Preschool Development Center, and the Elementary and Secondary laboratory schools. The mission of these centers establishes providing field and clinical experiences to the future teachers of the CoE as a main priority. The Preschool Center is located within the main campus, next to the CoE building, and the Elementary and Secondary schools are across the street from the campus, which makes these schools excellent options for candidates to engage in field and clinical experiences. Most laboratory school faculty members have master and doctoral degrees. Many have had experience providing methodological and content courses for this unit, and some have been clinical supervisors.

The selection of school partners for the advanced programs responds to the domains included in the Department of Graduate Studies Conceptual Framework of the Educator as Transformer in the Professional and Social Context Model (please refer to the DGS Conceptual Framework and Competencies Profile, available as an exhibit). All three doctoral programs require a clinical internship course in order to strengthen the professional experience of their candidates. At the master's level, the following four programs require a clinical practice: Educational Administration and Supervision, Guidance and Counseling, Special Education, and Exercise Science Professional Servicetrack. However, most of advanced programs candidates' clinical practices and field experiences are held in contexts other than P-12 schools. This reflects the fact that only one of the advanced programs, the masters degree in Educational Administration and Supervision is predominantly focused in preparing other school professionals. DGS programs include candidates who are or will be educators in other settings, including higher education and community organizations. For example, of the 27 candidates that enrolled in clinical practice during the second semester of the 08-09 academic year, only 7 practiced in P-12 settings; during the first semester of 09-10, it was 5 out of 19; during the second semester of 09-10, 6 out of 35. The total percentage of candidates whose clinical practice was set within a P-12 context during those three semesters was 18 percent.

Among clinical partners for other school professionals in clinical practices in the doctoral program are leaders of public and private universities, agencies and organizations with an educational component and non-profit organizations. Examples are: Puerto Rico Department of Education (including schools), Science Education Program, UPR-President's Office, University of Puerto Rico Medicine Campus, Sea Grant Program, Historical Archives of Municipalities such as Carolina, public and private libraries, the Multilingual Institute and the Alzheimer Association. Among the collaborating partners for other school

professionals at the master's level are Puerto Rico Department of Education (including schools), community-based organizations, and other public and private agencies. The field experiences are essentially conducted in the same settings. For a more complete list of institutions that support our candidates by hosting their clinical practices, please refer to exhibit DGS Clinical Practice Centers Database.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

At the initial level, the unit uses the requirements and norms established by the PRDE in Circular Letter 10-2004-2005, as a guide to organize and implement the candidates clinical experiences. Faculty also consider these requirements when planning and implementing field experiences. All candidates are required to complete a continuum of field experiences that prepare them for the clinical practicum. The continuum begins with observations of classrooms, followed by participation as teacher assistant, and culminate in the one year prepracticum or Methods courses where candidates teach. Partner involvement in early field experiences is limited to providing opportunities for observations in the classroom and school facilities, interviews with school personnel, and certifying the time candidates spent in the school. Candidates must submit a report of their observations and interviews, which serve as feedback for faculty to evaluate the design of the experiences. The design of prepracticum or Methods course field experiences are discussed by faculty and school based personnel to ensure the optimal participation of the candidates in the teaching process. The unit is moving towards formalization of the participation of school based personnel in the design, delivery and evaluation of the continuum of field experiences.

Collaborations with the PRDE to engage in the design, delivery and evaluation of clinical experiences include periodic meetings between the clinical faculty and the cooperating teachers. The Coordinator of the OFECP participates in meetings every semester at the Institute for Teacher Professional Development through which all the initiatives related to student teaching are coordinated. In addition, the unit offers continuous professional seminars and activities which are open to the school-based and university- based clinical faculty.

The Institute for Teacher Professional Development approved the Guide to Evaluate the Operation and Compliance of Clinical Practicum Centers which stresses frequent visits to schools by the Department of Education staff to supervise the implementation of the norms and regulations of the clinical practice. (See PRDE letter, August, 23, 2006).

The unit's Clinical Experiences Handbook was developed through the effort of candidates and university and school-based clinical faculty. Specific meetings, discussion groups, interviews and other activities were completed to ensure ample discussion of the content that was finally approved.

Each semester the university based and school based clinical faculty collaboratively report on the achievements, concerns and recommendations related to the clinical practicum. The number of meetings held between the university professors and the school personnel as well as the visits to the candidates are reported. In these meetings, the procedures of the clinical experiences, options for placement of candidates, course content, the assessment instruments, the evaluation process and other related aspects are discussed.

School and university based clinical faculty jointly assess the candidates achievement of the ten competencies during the clinical experience. The Clinical Practicum Evaluation Instrument and assessment process were developed and revised through collaboration between the unit and partners. The data is summarized, analyzed and discussed in clinical faculty meetings, and clinical faculty in turn

discuss the information with the school based personnel. This information is gathered by academic program and is compared to previous semesters to monitor and establish trends related to the preparation of teacher candidates.

At the advanced program level, other school professional programs' clinical practices are fundamentally designed by the unit's faculty to foster knowledge, skills, and professional dispositions according to content areas as well as candidates' professional interests. Unit partners play a crucial role in delivering and evaluating clinical practices. Their expertise and experiences are invaluable in the candidates' professional formation. They allow candidates to use their facilities, observe, assist, and interview them, and conduct research, among other structured activities related to the roles for which the candidates are preparing themselves. Partners supervise the candidates, and are available to advise and act as consultants for them.

Through the assessment process, the DGS has recognized the need to include unit partners more prominently in the design of the clinical practices and has institutionalized since August 2009 the position of Clinical Practices and Field Experiences Coordinator. Salient among her responsibilities is to "propitiate collaborative relationships and systematic communication between clinical and DGS faculty"(see exhibit DGS Clinical Practices and Field Experiences Coordinator [responsibilities]. (Further information available in the e-exhibit room)

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

At the initial level, the unit and its partners collaborate in determining how and where candidates are placed for field and clinical experiences. In this process, the unit's role is to identify those settings that will provide the best possible field or clinical experience for candidates using various criteria. First, rules and regulations provided by the PRDE for field experience and clinical practicum sites, as well as input provided by the other partners, serve as a basis or guide for the placements. A second criterion is past experience of candidates in the sites. Veteran field and clinical faculty will usually evaluate past experiences with field or clinical centers to determine which will serve as the best scenarios for candidate placement. Aspects such as capacity for role modeling and critical reflection on behalf of school based clinical faculty are essential for selecting field and clinical centers. Within these best scenarios, field and clinical faculty must ensure that candidates have opportunities to experience diverse settings that will enable them to have a full understanding of the educational system spectrum. Within this criterion, clinical faculty at the unit level also consider the particular needs of candidates in order to place them in an environment suited to fulfill such needs. This is particularly true for candidates that have special needs or live in distant or hard to reach areas.

The unit initiates and maintains communication channels open with partners to facilitate candidate placement through visits by clinical faculty to prospective centers to converse with school-based faculty on expectations for candidate placement. Documentation is provided to school based personnel on the objectives and requirements of field and clinical experience, as well as instruments and criteria used to evaluating the candidates, information on the conceptual framework of the CoE and information on candidate profiles.

For the clinical practicum, all candidates are assigned to a certified cooperating teacher within an appropriate school according to their discipline and school level-preschool, elementary or secondary, for four hours daily, five days a week. Candidates may petition to be placed in a particular school and the university clinical faculty evaluate the center, determine its appropriateness and make the final determination. Many of the partner schools and school based clinical faculty who share supervising

responsibility of clinical experiences, also worked with the candidates during previous field experiences. Thus, besides providing candidates with the opportunity to explore and become acquainted with different school settings, field experiences also give them an opportunity to select their cooperating teacher. The appropriateness of the petition is discussed with the university-based clinical faculty in terms of how the selected school setting will best enhance the candidate's knowledge, skills and dispositions. After this preliminary evaluation of the site, the supervising professor communicates with school personnel to jointly determine the candidate's placement. When a new site is being considered for placement, the supervising professor visits the school and meets with the principal and teachers to consider the opportunity of having a candidate for his /her clinical experience.

As professional adults, candidates in advanced programs for other school professionals, suggest the setting in which they conduct their clinical practices and field experiences in accordance with their interests, knowledge, and professional and academic experiences. University faculty must agree with the candidates' suggestions. Respectful negotiations between faculty and candidates sometimes arise that are guided by the both the institution's commitment to honor the candidates interests and by the faculty's responsibility of ensuring an academically rich and challenging experience for the candidate. Unit partners must also agree to work with the candidate in their respective institution, and be willing and committed to provide him(her) the appropriate academic and professional experience. Among other criteria utilized to reach these decisions are: clinical partners' needs, services and working hours, clinical faculty expertise, and (in the case of the Guidance and Counseling program) professional licenses, and candidate's research interests (for more details regarding these criteria, see DGS Clinical Practices-Descriptive Table).

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

At the initial level, all field experiences and clinical practice are structured in a continuum to ensure candidates develop the necessary skills and knowledge that best prepares them for their role as future teachers. The sharing of expertise and resources between the unit and school partners related to field experiences occurs mostly at the level of prepracticum or Methods course, in which the candidates become involved in teaching activities. Professors of the methods course communicate with teachers to discuss possible learning experiences for each candidate. During the clinical practicum, the formative evaluation process of candidates' performance provides the best scenario for the unit and its partners to share expertise and resources to support candidates' learning. During this process, they collaboratively assess the candidates' initial stages of performance in order to recommend educational strategies, and interventions that may assist them in improving their overall performance. This formative evaluation process is guided by clear competencies which are included in the field and clinical evaluation documents that have been developed for these experiences (See "Evaluacion formativa de las competencias del Estudiante Maestro, 2003"). During clinical experiences a minimum of three meetings are required for candidate evaluation per semester, in which the candidate, and the school and university-based clinical faculty meet to reflect upon diverse aspects related to the experience. The most important outcome of these meetings is the dialogic and reflective process that takes place which will result in recommendations and assurances on behalf of the candidate, the unit, and partners to advance identified strengths and improve on weak areas.

At the advanced level, Guidance and Counseling, Educational Administration and Supervision, and Exercise Science master's programs require university faculty to visit the candidate at least three times during the semester. The purpose of the Initial Visit is to discuss practicum objectives and candidate's functions; to identify the project to be conducted; and discuss the activities in which the candidate will be involved. The second time is for Follow Up, which serves to determine the candidate's progress in the

practicum and to generate alternatives to respond to encountered challenges. The third time is for the Final Evaluation in order to determine the degree to which the candidate met the established goals and to evaluate the overall professional performance. Between these three visits, university supervisors conduct additional weekly meetings with candidates either at the university or clinical practice center to assess the candidate's progress; to offer appropriate guidance and support in situations confronted by the candidate, and on generated materials and planned or enacted activities; and to foster candidate's participation in pertinent forums, conferences, research, panels and other professional formative activities. In these programs, clinical faculty partners conduct periodic meetings with candidates to supervise their work, and participate in periodic meetings with university supervisors to analyze candidate's work, certify working hours, and evaluate candidate's daily work. Within certain variations among programs, clinical and unit faculty jointly evaluate the performance of the candidate in the clinical practice, particularly those held within P-12 settings.

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Evaluation Instrument Clinical Practicum
Puerto Rico Department of Education Circular Letter 10 2004-05
Handbook of Clinical Practicum
Contract between unit and partner
Description of Field Experiences

See **Attachments** panel below.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

At the initial level, one of the major requirements for entry to clinical practicum is that all candidates must have completed the field experience continuum as well as all general and professional courses. These experiences are designed to provide candidates with the necessary tools to successfully assume the full role of an educator during the clinical practicum. Through the field experience continuum, candidates have the opportunity to carry out observations of the teaching and learning process, tutor students, participate with the community, interact with families, develop intervention strategies, and evaluate the teaching learning process before their immersion in the clinical practicum. An essential feature of all field experiences is the reflective and feedback process that promotes the appropriate dispositions expected from all candidates. All teacher preparation programs of the CoE have identified the core sequence required to comply with these field experiences. Every experience has a description and corresponding assessment process that is used to evaluate the performance of the candidate.

To be accepted to the clinical practicum, candidates must fill out and submit a form that certifies they completed all required courses from the general studies component, as well as all the professional and specialization courses. This allows candidates to concentrate on the clinical practicum, which constitutes a full academic load. An academic evaluation of the candidate must be performed by an guidance officer, accompanied by an official credit transcript. Candidates must hold a minimum of 2.5 GPA, and 2.5 or more in his/her concentration area. An orientation session is offered to all candidates on the process during the semester prior to the clinical practicum and at the beginning of the clinical practicum semester. The information submitted for each candidate is screened by the OFECP and evaluated by a

faculty supervisor of the program to which the candidate belongs, who makes the final decision on the acceptance of the candidate to the clinical practicum.

To complete the clinical practice semester, candidates and cooperating teacher must certify that the candidate has completed the minimum of 300 hours and performed the role of teacher. The schedule to complete the total hours is four hours a day for five days a week. Candidates must provide evidence of their work that indicates the achievement of the ten (10) competencies established by the unit's conceptual framework, which includes knowledge of the discipline, knowledge of student's learning and development, planning process, teaching performance, use of assessments, promoting context for learning, verbal and written communication competencies (Spanish and English), professional development and community involvement. These competencies are established and detailed in the Formative Assessment Instrument for Clinical Practice (see exhibit) which is based on a four point scale for supervisors and school based personnel to assess each competency. A summative evaluation form is prepared by the cooperating teacher and faculty supervisor, and discussed with the candidate. All three parties must sign the evaluation form.

The total of 300 hours includes the time spent by the candidate teaching in the school as well as participation in a series of clinical practicum and program seminars coordinated by the OFECP and supervising faculty throughout the semester. Participation of candidates in these seminars is required and considered in the final evaluation of the candidate. These seminars enrich candidates' professional development because they focus on practical topics directly related to the clinical practicum. General seminars for all candidates, cover topics such as classroom management, writing instructional objectives, assessment of student learning, action research in the classroom, and others. In the program level seminars, topics are related to the teaching of specific content areas according to candidate needs and interests as identified by the faculty supervisor and cooperating teacher.

The document Policies and Procedures for Clinical Practicum (Política y Procedimiento de la Práctica Docente) (see exhibit) further requires all candidates to review and analyze student files, actively participate in teaching and evaluation processes, and engage in activities designed for the school community. Candidates must show that they are actively involved with parents, other school personnel as well as with the external community in the planning and execution phases of the activities that are designed at the school level. It is important, through the clinical experience, that candidates view themselves as participating members of a community rather than isolated educators providing a class. At the exit level, candidates must show full understanding of this perspective.

For the advanced level, entry and exit requirements for other school professionals vary according to programs. Please refer to table Entry Requirements for Clinical Practices and DGS Clinical Practices Descriptive Table, included in OSP-Tables 3b, attached in 3b.9.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

Table 7
Field Experiences and Clinical Practice by Program

		Clinical Practice (Student Teaching)	
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Program	Field Experiences	or Internship)	Total Number of Hours
See attachment in 3b9			

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

At the initial level, the CoE Handbook for Clinical Practicum, as well as the syllabi for each course in which a field experience is required, and for the clinical practice, indicate how field and clinical experiences are aligned with the proficiencies outlined in the CoE conceptual framework. This framework is aligned with the PRDE standards for teachers, the professional standards of the program areas, and the strategic plan of the UPRRP campus. Each specific teacher preparation program has identified the competencies that candidates should evidence upon completion of their field experience and clinical practice. This includes programs that have internal institutional evaluation as well as programs subject to SPA.

The continuum of field and clinical experiences established by the CoE was implemented as part of the revision of the baccalaureate programs in the UPR campus level approved in 2008. It envisions and monitors candidate's progress at each stage during his or her educational career. The continuum was developed to systematically ensure that all candidates have the appropriate experiences at each stage, as well as to systematically gather data on the performance of candidates. A unitwide rubric has been developed for each core field experience to assess candidate proficiencies. A main area of emphasis included during the revision of the field experiences was the integration of criteria to assess candidate dispositions as it is considered that dispositions must be demonstrated through candidate performance in real settings. Faculty require candidates to prepare reports on their field experiences according to guidelines based on the evaluation criteria, which in turn are based on the expected candidate proficiencies for each experience. The evaluation of the report is included in the course grading process. Gathering of assessment data on field experiences started during 2009, when the first field experience level was fully implemented. Data is gathered and entered into the unit's central database to prepare aggregated data reports that are analyzed by faculty to determine the development of proficiencies in candidates and improve field experiences.

The assessment of the candidate proficiencies during the clinical practicum is a formative and summative process based on the use of the unitwide evaluation instrument, which includes a rubric to assess performance levels of each of the ten competencies. Candidates are assessed by the cooperating teacher and the faculty supervisor based on direct observation of candidate performing teaching roles and evidences.

At the advanced level, proficiencies outlined in the unit's conceptual framework, state standards, and professional standards are developed through field and clinical experiences. Clinical practicum syllabi for each of these experiences are aligned with the DGS conceptual framework and particular objectives each academic program (see DGS Clinical Practices Syllabi exhibit). Moreover, since the second semester of 2008-2009 the DGS implemented a common rubric to evaluate candidates' performance within P-12 settings. Another valuable mechanism to ensure that candidates develop these proficiencies is the clinical practice portfolio that candidates in all programs are required to prepare; many of the candidates in the Educational Administration and Supervision master's program are preparing the portfolio in electronic format (examples of portfolios available upon request).

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

At the initial level, the use of technology as an instructional tool is established as one of the ten

Principles and Competencies (number 7) of unit's conceptual framework (see Framework). To ensure that all candidates use technology as an instructional tool, various strategies are carried out. First, all candidates are required to take a 2 credit course on the use of technology for instruction during the initial stage of their academic preparation process. This course, which is adapted for the preschool, elementary and high school level, includes a ten-hour field experience in a school in which candidates carry out a participant observation activity related to the use of technology in the instructional process. Candidates prepare reports on this experience and are evaluated with a unitwide assessment instrument. An additional systemic strategy to promote the proficiency of candidates in the use of technology as an instructional tool is the inclusion of assistive technology as a main topic in course EDES 4006: Nature and needs of students with special needs, which is a core course required by all candidates. Furthermore, since 2005 candidates initiating their clinical experience are required to take a four hour seminar on assistive technology followed by a two hour workshop on the use of these technologies. Under this initiative, candidates are encouraged to borrow computer lap-tops with adapted programs to meet the needs of their students requiring special education. Since 2008 all special education candidates are required to take a full course on the use of adapted technologies in order for them to improve outcomes for their students EDES 3205: Assistive Technology for Students with Special Needs. Finally, all candidates are required to integrate technology as an instructional tool during the clinical practicum, as it is one of the ten main competencies that is evaluated through the unitwide Clinical Practicum Evaluation Instrument, which includes a rubric on this competency that is used to assess the performance of all candidates.

The P-12 Clinical Practice Rubric for advanced programs includes two items related to knowledge about, and ability to apply, technology in their practices (please see P-12 DGS Clinical Practices Results and Rubric, available as an exhibit). Moreover, since within their programs of study candidates are expected to constantly use technology, the expectation is that technology is used in all academic activities in which they engage themselves, including clinical practices and field experiences.

Due to the nature of their discipline, the Special Education Program candidates are required to get acquainted with the assistive technology available for students and candidates with special needs. The School of Education has its own Assistive Technology Laboratory, from which candidates can familiarize themselves with the different technologies available for individuals with disabilities.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

At the initial level, the school-based clinical faculty members are selected as cooperating teachers according to criteria established in Circular Letter 10-2004-2005, which include the following evidence among others: commitment to integrate the candidate in the teaching process with students, the school personnel, the parents and others; knowledge of the curricular reform and capacity to implement these guiding elements in the classroom; knowledge of the subject matter, the courses that they teach and standards that guide these courses; formal preparation and teacher certification in the area and level that they teach; knowledge of the profile and professional standards established for teachers in Puerto Rico; actively supports the development of human values among teachers in the educational system, such as, solidarity, respect of human dignity and comprehension of cultural diversity; professional competencies evident in visit reports, results of evaluation, strategies and other teaching experiences; and capacity to communicate effectively in oral and written format.

Additionally, school based faculty are required to complete the cooperating teacher course (EDPE 4070: Purposes of clinical practicum and the role of the cooperating teacher). This course is offered each

semester by the unit. It is expected that they take a refresher course every five years to ensure an appropriate level of knowledge and skills to work with the candidates. It is also expected that they have been classified as Highly Qualified Teachers according to the Department of Education required standards. Finally, they have to be certified in the specialty area that they teach. The Department of Education certifies these last two criteria when the unit provides it with the list of cooperating teachers each year.

If the school-based clinical faculty is from a private school, the private institution certifies that they comply with all requirements. The process for selection of school-based clinical faculty in private settings is an equally rigorous process.

In terms of the UPR laboratory schools, all school based clinical faculty are classified as University professors and have completed a rigorous selection process. They should have at least four years of experience and comply with the requirements established in this unit's document on Policy and procedures for Clinical Practice (see exhibit).

The list of the school-based clinical faculty is revised every year to ensure that each one is up to date on all the requirements. In fact, the University-based clinical faculty have to report on how many of their school-based clinical faculty are up to date in the required course. In the event of a new recommendation, the University-based clinical faculty ensures that the he or she complies with the requirements.

At the advanced level, Table Criteria Used in the Selection of Clinical Faculty, included in OSP-Tables 3b, attached in 3b.9, presents the criteria used in the selection of school-based faculty for each program that has a clinical practice at the advanced level. Criteria are varied and respond to the specifications of each program (please, see exhibit DGS Clinical Practice Centers Database for clinical faculty profiles). The unit clinical faculty is responsible of ensuring that school or center-based clinical faculty satisfy the established criteria as part of the process of determining where the candidate will have the experience, and that school or center-based clinical faculty is an accomplished professional in the area that he/she will be mentoring and/or supervising.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

At the initial level, the school-based faculty members must complete a 45 hour course offered by the unit to qualify as clinical faculty. Every five years they must complete a fifteen-hour refresher course in order to update their knowledge on emerging educational perspectives. The course presents the CoE Conceptual Framework, particularly with the Principles, Competencies, and Dispositions of the Future Teacher, the requirements of the CoE teacher preparation programs, the Handbook and requirements of the clinical practicum for the candidate, the PRDE norms and regulations related to the clinical practicum, and the roles required of them as cooperating teachers, including day to day supervision, mentoring and coaching the candidate in their role as teacher, and the formative and summative evaluation process in which they evaluate the candidate jointly with the faculty supervisor.

The unit has also offered professional development activities to University based clinical faculty on their role as supervisors, who in turn relay the information to school-based clinical faculty. Topics such as The role of the supervisor during the evaluation instances, and The supervisor as facilitator are included in such activities. School based clinical faculty have been invited to participate in the professional development activities on topics such as crisis prevention, stress management, low cost instructional materials, open forums related to instructional strategies and others.

At the advanced programs level, there are significant initiatives related to the ongoing professional development of professionals who are qualified to be school-based clinical supervisors. Salient among those initiatives are the following three:

- collaboration of the Guidance and Counseling Program faculty with the Puerto Rico Department of Health in its mentorship training program for the provisional licensed counselors who engage in the partnership and supervision of counselors-in-training, with the Puerto Rican Counseling Association, and by offering different workshops for continuing education
- annual conference offered by doctoral candidates in the Guidance and Counseling program, who complete their internship, to share their expertise, knowledge, skills and experiences, and that provides continuing education credits for Licensed Professional Counselors (LPC) (Exhibit Counseling Professional Activities [candidates, faculty, and guest speakers] shows promotion and other evidence in this area);
- the Educational Leadership Center, established in 2001 under the area of Educational Administration and Supervision, whose main objective is to achieve a culture of continuous learning among educational leaders and which, for example, established an Annual Professional Activity for their clinical practice faculty, held for the first time in May 2009, as explained in 3a.2 (please, visit: Educational Leadership Center; Educational Leadership Center By-Laws available as an exhibit).

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

At the initial level, the school based and unit based clinical faculty and the school principal form a team to provide ongoing support for the student teachers. The school based clinical faculty members are required to provide regular and continuous support for student teachers on a daily basis throughout their clinical practicum experience. The unit based clinical faculty members meet with the candidate through program professional seminars on a regular basis where the progress of the clinical practicum is discussed. Unit based clinical faculty are also on call for student teachers in case situations arise that require immediate intervention or support. Meetings between the student teachers and unit based faculty are held during each phase of the clinical practicum to ensure that the experience is developing according to requirements. As part of a formative and summative assessment process, the unit based clinical faculty meet with the student teacher and the cooperating teacher and other interested parties at the school site at least three times during the clinical practicum to observe and evaluate the candidate's performance. As part of the clinical visit, the university based supervisor will observe the candidates performance while assuming the role of the teacher. Afterwards, they meet to share observations and reflect upon the candidate's performance. These meetings provide the best instances for the university-based clinical faculty to provide support to the candidate and determine the level of support provided by the school-based faculty supervisor. During the evaluation visits, unit clinical faculty keep minutes or make annotations on their professional note books on the various topics that are discussed. In addition, candidates keep a professional portfolio in which all evidences on general and evaluation visits are kept. These evidences include minutes on the specific recommendations made by the clinical faculty geared towards improving performance and the levels of support required to achieve expected outcomes. Cooperating teachers are required to revise all plans and assessments prepared by the candidate prior to their implementation, and provide feedback for improvement.

The calendar of professional seminars provided to candidates throughout their clinical experience by the unit clinical faculty supervisor also evidences the level of support given by the unit to increase candidate's opportunities for successful completion of this experience (see exhibit). Through these professional seminars, candidates acquire knowledge and skills that will help them manage the clinical

experience. These are planned and designed in advance in order to ensure their full participation.

Each unit based clinical supervisor is required a report on their work as supervisor each semester, following a standard format that requires the following information, which is indicative of their support for student teachers: number of meetings with school personnel (principals, superintendents, content supervisors, others), number of meetings with cooperating teachers, number of meetings and visits with each candidate, a description of the activities performed by each candidate related to each competency, situations that require the attention of the OFECP, and recommendations to improve the clinical practicum. These reports are submitted to the coordinator of the OFECP who reviews the data to ensure that supervisors are providing adequate support to candidates. Also, the OFECP holds at least two meetings each semester in which matters related to candidates needs and possible interventions are discussed. A special procedure to manage extraordinary situations that candidates confront in the practicum has been developed which includes the supervisor faculty, the OFECP coordinator and the CoE Dean of Student Affairs in a team to identify the problem and implement supportive actions. At the advanced level, unit clinical faculty have individual mechanisms to maintain evidence that they regularly and continuously provide support to other school professionals that are engaged in their clinical practice. Mechanisms include notebooks with handwritten notes or brief minutes about discussed issues and suggestions; written feedback to candidates works such as reflections about their practice or other documents (handwritten or electronically); feedback provided by e-mail; individual written forms to track observations during visits).

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

One of the three domains in terms of candidates' learning in which the DGS focuses is precisely research and creative activity. Developing and strengthening research skills is fundamental to candidates' academic progress. Salient among structured activities required in programs involving analysis of data and current research are: courses (required research courses and other required courses which include a research component); degree examinations; and the thesis, projects, or dissertation.

The graduate examination is a degree completion requirement in all advanced programs. It is described as "an educational experience to evaluate professional competencies, educational practices, and the student's capacity to integrate content knowledge in the area of specialization, research skills and the educational foundations; and the capacity of critical analysis and synthesis within a specific context" (Norms and Procedures for Master's and Doctoral Graduate Exams, 2008, p. 1).

The culminating and integrative experience for all advanced candidates is the thesis, project, or dissertation. A thesis or project is required for the master's degree where the candidate is expected "to integrate content knowledge in the area of specialization and demonstrates the research and creative competencies as well as a reflective attitude of academic responsibilities". The dissertation requirement for doctoral candidates consists of "a rigorous in-depth creative and academic study that integrates content knowledge in the area of specialization, competencies of research methodologies; and the reflective attitudes of academic responsibilities" (Norms and Procedures for Thesis, Projects and Dissertations; DGS-thesis, projects, dissertations <http://ege.uprrp.edu/disertaciones.html>).

Moreover, since the beginning of the 2007-2008 academic year, advanced candidates are strongly encouraged to participate in the workshops: Integration of Information Skills to the Graduate Curriculum.

3b.9. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here.

[Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

OSP-Tables 3b
Policy and procedures for clinical practicum
Syllabus of Clinical Practicum Course
Course to Certify School Based Clinical Faculty as Cooperating Teacher
Report of the Clinical Faculty Supervisor
Table 7 Field experiences and clinical practice

See **Attachments** panel below.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

For initial level programs, 266 eligible candidates enroll in clinical practicum on average each semester. The OFECP has specific procedures for candidates to apply for the clinical practicum. Each semester, orientation meetings are offered to those candidates that have completed all the requirements for clinical practice. Candidates are oriented on general requirements, application process, how the application is evaluated, important dates related to the process and other information. The OFECP prepares a record for each candidate with all the necessary documents. The university based clinical faculty examine these records to ensure that all candidates have the required courses and GPA and are ready to be accepted for their clinical experience. Once the university professors approve the requests for clinical practice, candidates are notified the results by letter and are invited for an orientation meeting.

The average completion rate for successful clinical practice is over 97% for the last three years. The high rate of completion is attributed in great part to the formative nature of the assessment process leading up to the clinical practice. With very few exceptions, candidates are able to progress through their clinical practice with the necessary support of their university and school based clinical supervisors.

For advanced level programs, the tables Candidates in Clinical Practices and Candidates who practiced in P-12 settings (presented in OSP-Tables 3c, attached in 3c.7) contain information regarding eligible and successful candidates in clinical practices at the advanced level. The first table, Candidates in Clinical Practices, presents information regarding all clinical practices; the second table, Candidates who practiced within P-12 settings, presents information (since the second semester of the 08-09 academic year) regarding clinical experiences held within P-12 settings. On average, 23 candidates are eligible for all clinical practices each semester; 95% complete the practice successfully. On average, 6.5 candidates are eligible for clinical practices held within P-12 settings each semester; 92% complete the practice successfully (related supplementary assessment results for the second semester of 2009-2010 available in OSP Supplementary Results (09-10 II), attached in 3c.7).

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

At the initial level, assessment of candidate performance and review of results during the clinical

experience is a shared responsibility of the triad: candidate, cooperating teacher and university supervisor. Assessment of student teaching is a systematic process coordinated by the university supervisor, based on the use of the Clinical Practicum Evaluation Instrument. The university supervisor ensures that the cooperating teacher and the candidate thoroughly review the evaluation instrument, competencies and components at the beginning of the experience to discuss it and promote full understanding of the criteria, the assessment process and their roles in it. In the instrument, each competency is evaluated using a rubric with 3 to 4 components that are scored on a four level performance scale, and a space for writing narrative comments. It is required that the triad evaluate candidate performance at least three times during the semester as established in the semester calendar. During these three occasions, the clinical supervisor faculty member visits the candidate and cooperating teacher to observe the candidate, and they meet after the observation to discuss the candidate's performance. The first two assessment moments are formative in nature while the third is summative. The central objective of formative assessment of clinical practice is early identification of areas of the student teacher competencies that need to be strengthened. The candidates are provided ample time and space to discuss their performance and share with the university supervisor and school-based faculty their strengths, as well as apprehensions. As the result of the assessment discussions, agreements are reached on the candidates' strengths regarding the competencies as well as the areas that need to be further improved and specific actions for improvement. Agreements are written on the evaluation forms, which are then signed by all three members of the triad. The school-based faculty is instrumental in observing the candidates' performance and reviewing the teaching plans, assessments, and materials prepared by the them, and discussing the experience with the candidate through daily and weekly meetings as part of the ongoing coaching process to provide feedback to the candidate and the university supervisor. Both the school based faculty, as well as the university clinical supervisor have the added responsibility of identifying specific instances where the student might need intensive intervention to ensure that they developed the skills required. Many of the candidates start their teaching assignments within weeks of their placements and at this time receive continuous and immediate feedback from the school-based faculty. Candidates are responsible for documenting their work and submitting it for review. They are encouraged to continuously assess their own performance and take corrective actions towards full implementation and completion of the experience requirements. Periodically during the semester, on a one to one basis as well as during group meetings in the program area seminars, candidates and university clinical supervisor meet at the unit to discuss the clinical experiences, progress towards achievement of the competencies, and opportunities for development.

The role of the supervisor is also to continuously monitor candidates to ensure that their knowledge and skills, as well as dispositions and reflections are aligned with the profile established by the CoE. Finally, every semester the university clinical supervisor uses the final scores as part of the grading of the course, and reports the candidate's evaluation results signed by the three members of the triad, to the OFECP to summarize this information and present it to the university faculty, cooperating teachers, and candidates for discussion and taking improvement actions.

The role of advanced level candidates, university supervisors, and school or center-based faculty in assessing candidate performance and reviewing the results during clinical practice varies among programs, in terms of unit faculty visits to candidates at their practice site; the extent to which the school or center-based faculty is involved in the planning, supervision, and delivery of the experience; the tightness of the on-going communication between unit and center-based clinical faculty; and the relative weight that each has in the final evaluation DGS Clinical Pract.-Table, attached in 3c.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

At the initial level, all field experiences of the continuum from initial, to development to refinement, are structured to provide time for candidate reflection and feedback from professors. As part of the field experience description presented and discussed with candidates at the beginning of each course, candidates are provided guidelines to reflect upon and make connections between what they are learning in terms of the particular principles, competencies and dispositions related to the course and their practices in the field experience, and to identify actions to improve their practices. Candidates are required to prepare reports on each field experience, in which they include their reflections. Professors evaluate these reports through a rubric, and provide feedback to promote further improvement of the candidate development.

In the clinical practicum, ongoing reflection of the candidates about their educational practice is stressed, particularly through Competencies 8 and 9- Professional and personal proficiency, which state that "The candidate will reflect on his professional responsibilities, evaluate the impact that his or her decisions and actions have on other members of the academic community (students, parents, administrators, other professionals), and the general community, and as a result actively engages in his professional development". To facilitate reflection of candidates as a continuous process, the university clinical supervisor, together with the school-based clinical faculty and the candidate discuss ways in which to promote effective reflection as an integral part of the clinical practicum, and evaluate the candidates reflective practices as part of the formative and summative evaluation process. Also, the university faculty supervisors promote reflective discussions among candidates during the periodic seminars and other meetings among candidates, and maintain close communication with the candidates and the school based clinical faculty through email, online discussions, and telephone to support candidate reflection. Another important space to promote reflection among candidates is provided through the 3 Professional Reflective Seminars required of all candidates in which they develop their electronic portfolios. In all three seminars, reflection on field experiences or clinical practicum is encouraged and supported. Candidates present reflections on their learning on each principle and professors provide feedback to encourage and guide further candidate growth.

At the advanced level, at the heart of the DGS conceptual model is the commitment to supporting the development of reflective and transformative educational practitioners and the underlying principle of collaborative work as a means to lead the processes of collective and personal transformation. Reflection and collaboration is thus inherent to all the formal educational experiences of our candidates, including clinical practices. There are variations among programs and faculty regarding ways in which reflection is incorporated into field experiences and clinical practices, and ways in which candidates benefit from feedback from peers. Mechanisms for reflection include: reflective journals, weekly candidates' reports that must address their reflections about the experiences, and self-evaluations. Mechanisms for peer feedback include weekly seminars that are part of the Guidance and Counseling clinical practices, in which candidates reflect about their ongoing experiences, and receive feedback from faculty and peers. In the Special Education program, reflection and feedback from peers is an integral part of field experiences and clinical practices. In the Educational Administration and Supervision seminar, specific issues that arise during the clinical practice are discussed and collectively reflected upon; peer suggestions on how to proceed are encouraged through the discussion and reflection (DGS-College of Education report).

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

At the initial level, the CoE field experiences and clinical practicum continuum is designed to emphasize the development of knowledge, skills and professional dispositions among all candidates to prepare

them as teachers for helping all students learn, as envisioned in the CoE Conceptual Framework. In alignment with this Framework, the assessment of candidate performance in field and clinical experiences systematically focuses on these capacities through a set of instruments used by all professors of the pertinent courses, and clinical supervisors and cooperating teachers, that include specific rubrics addressing these aspects. The particular ways in which candidates are expected to demonstrate their dispositions towards helping all students learn throughout their practice in the field experiences, and on which they are directly assessed include the following: the candidate develops learning environments that are sensitive to diversity and encourage active learning, positive social interaction, collaboration, integration of technologies, collaboration with others, and self evaluation to facilitate the intellectual, social and personal development of all students; and the candidate plans teaching and assessment to address the diverse characteristics of their students considering their social contexts and development processes. For the clinical practicum, the rubrics for Competencies 2 (seeking information to know students and their diverse needs), 3 (planning instruction according to students' needs), 4 (creating a classroom environment that promotes learning among all students), and 5 (assessing student learning considering their needs), are particularly related to the candidates' development in planning, teaching and assessment of all students. Furthermore, the unit stresses in Competence 10- the development of interactions and collaborations within the school and community to promote learning of all students. The unit's process for assessing candidate development in their ability to work with and promote learning of all students in field experiences and clinical practicum requires that faculty members submit a final report every semester and this data is aggregated and examined to determine the unit's effectiveness in promoting these knowledge, skills and dispositions among all candidates. The initial data collected through the assessment system on these knowledge, skills and dispositions through the recently implemented field experience and clinical practicum continuum indicate that candidates are evidencing adequate development (see Standard 1g). The Evaluation Instrument of the Clinical Practicum that is used by all clinical faculty supervisors and cooperating teachers has been recently revised to strengthen the importance of addressing the learning needs of all students in each of the 10 competencies.

At the advanced level, data that provide evidence that candidates demonstrate the knowledge, skills, and dispositions for helping all candidates learn derives from the Educ. Administration and Supervision Practicum Rubric and the P-12 DGS Clinical Practices Rubric (exhibits A & S Practicum Results and Rubric and P-12 DGS Clinical Practices Results and Rubric). Candidates in the Administration and Supervision master's program were evaluated as either excellent or very good on all nine criteria of their practicum instrument. Six criteria in the instrument respond to exercising leadership in each of the fundamental areas on which the program focuses: strategic, didactic, administrative, community, ethical, and political leadership; the other relate to academic capacity, appropriate attitude, and communication skills. Since the second semester of the 2006-2007 academic year until the first semester of 2009-2010, eight candidates in this program engaged in their clinical practice. All of the candidates were evaluated as excellent or very good in all criteria. The candidates' individual rubric is signed by both, the university and site supervisors. In terms of results from the P-12 DGS Clinical Practice Rubric, all the candidates were evaluated by their supervisor as outstanding or remarkable in the fourteen items (the DGS is considering a similar instrument to be used by clinical faculty in evaluating the candidate). Available data from field experiences in the Childhood Ed. programs also suggest that candidates demonstrate the knowledge, skills and dispositions for helping all candidates learn (OSP-Tables 3c).

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

At the initial level, during the field experience of the second semester of the Pre-practicum or Methods course, as well as throughout the clinical practicum, all candidates become highly involved in the design of assessment methods and instruments, including modifications and adaptations, the collection and analysis of data on student learning, reflecting on the data and improving student learning. In the

Methods course, one of the major tasks required of all candidates is the design and implementation of a unit plan that must include the development of assessment instruments, the collection and analysis of data on student learning, and reflection on results to improve student learning. All candidates must prepare a report on this experience with evidence of the student performance, which is evaluated by the professor according to the field experience criteria that include: collection of data on student learning and reflecting on the results, planning of interventions based on the results to help all students learn, and implementation of an assessment system for the continuous assessment and improvement of learning of all students, and development and implementation of several assessment strategies that consider the diverse needs of students.

During the clinical practicum, all candidates become fully involved in planning and implementing instruction and assessment of student learning, under the coaching and supervision of the school based and university clinical faculty, starting early during the semester. All candidates must keep evidence of the plans and assessments they design and implement, the results of student learning, their analysis and presentation of results of student learning, and actions they take to address the learning needs identified through the assessment process, and present periodic reports for evaluation of their performance. This evidence is thoroughly assessed by the school based and university supervising faculty, who provide ongoing feedback to candidates to support their improvement. The Evaluation Instrument of Clinical Practicum includes Assessment of Student Learning as one of the ten competencies that all candidates must evidence to complete the practicum. The rubric components include that the candidate will develop, design, select and adapt diverse assessment methods to evidence student learning, will analyze, present and communicate results to students for their improvement, and modify their teaching practices to further enhance student learning.

At the advanced level, for all clinical practices for other school professionals that are conducted within P-12 settings, candidates are expected to conduct a students' need assessment study. The data are analyzed by the candidate under the supervision and guidance of the unit faculty and school partner in order to determine which activities and services are needed. It is based on this study that candidates prepare their action plans to address the student's needs (examples available in the DGS Clinical Practices Action Plans exhibit).

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

At the initial level, all candidates are expected to develop dispositions that evidence awareness and respect towards diversity of their students, and use their knowledge and skills to teach all students with fairness. To achieve the vision of the Conceptual Framework, all field experiences and the clinical practice have been designed to ensure that candidates develop these dispositions towards diversity. The numerous field experiences required of all candidates, which include EDFU 3002 and equivalents- Educational Psychology; EDES 4006 and equivalents- The needs of the exceptional child; TEED 3017 and equivalents- The integration of technology in the teaching and learning process; and the one year Pre Practicum or Methods course, provide candidates with broad opportunities to become participate in diverse schools and student populations. One of the earliest field experiences occurs in EDES 4006- Needs of the exceptional child, or its equivalent, which is required of all candidates. In these courses different exceptionalities are discussed along with alternatives for intervention. The candidates have the opportunity to apply this knowledge through the observation or intervention with students that present different exceptionalities during the field experience. Given that K-12 students identified under the special education program in Puerto Rico is over 17% of the entire student population, most classrooms in public schools in which candidates have field and clinical experiences usually have several students with exceptionalities. In another core course that has an early field experience, EDFU 3002: Educational

Psychology, and its equivalents, diversity is addressed in terms of the students' development and learning processes according to different experiences, backgrounds and educational scenarios. When working in field experiences as part of this course, candidates have experiences with students of different backgrounds. In methodology courses candidates also work with students from diverse backgrounds in terms of socioeconomic level, ethnic groups, exceptionalities and gender.

In the overwhelming majority of public schools in which the unit's candidates carry out their field experiences and clinical practicum, over 60% of students belong to a low socioeconomic background which gives candidates various opportunities to work with underprivileged students. Candidates also carry out field experiences and clinical practicum in private schools, where the economic background of students tends to be higher in comparison to public schools. The ratio of female versus male students in all schools is very close to 50-50 which ensures that all candidates have sufficient field experiences and clinical experiences with both genders. Even though in the vast majority of schools the main language is Spanish, there are some bilingual schools in which candidates have to adapt to English speaking students. While most schools in Puerto Rico serve students who are over 95% Hispanic Puerto Ricans, there are also schools with larger populations of students from different ethnic groups such as the Dominican Republic. In Standard 4 of this report, a profile of the schools and the students is presented in more detail.

At the advanced level, given the nature of DGS programs, the unit seeks to provide candidates across all OSP programs have at least one field/clinical experience including the described populations. Only one of the advanced programs is predominantly focused in preparing other school professionals. Only seven of the thirteen programs require a clinical practice. Because of the inherent diversity among Puerto Rican society, candidates that do engage in a clinical practice within school settings have the opportunity of interacting with students from diverse groups.

3c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

OSP-Tables 3c
OSP Supplementary Results (09-10 II)
Total number of candidates that enroll and complete clinical practicum

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 3?

The development of a systematic formative and summative evaluation process to assess the development of all candidates' knowledge, skills and dispositions has been a key feature of the clinical practicum in the CoE. The Evaluation Instrument of the Clinical Practicum has been revised through several iterations with the participation of university clinical supervisors, school based cooperating teachers and candidates (See Exhibit Validation of the Evaluation Instrument of the Clinical Practicum) and trends in the results of the summative evaluation have been tracked during the past three years to identify trends in the development of the unit candidates (See Three Year study on the results of the Evaluation of the Clinical Practicum).

2. What research related to Standard 3 is being conducted by the unit or its faculty?

Bonilla Rodríguez, V.E. & Ramírez Leiton, J.J. (2009). La percepción y experiencia de los candidatos a graduación respecto al Programa de Preparación de Maestros. Cuaderno de Investigación en la Educación, 24, 47-82.

Zambrana, Alvarez & Maldonado (2008). Experiencias de campo en la Facultad de Educación: sus alcances y desafíos según docentes y estdiantes. Cuaderno de Investigación en la Educación, 23, 113-152.

Zambrana, Alvarez & Maldonado (2007, June). Experiencias prácticas en la Facultad de Educación: enfoque multimétodo. Informe Final. Facultad de Educación, UPR-RP.

Figarella, F., Velazquez, L. and Macksoud, S. (2010). Embedding action-research-reflection in the prepracticum field experiences of future teachers. Accepted by AACTE for presentation at the 2010 Annual Meeting.

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The commitment to the development of proficiencies related to diversity of the EMH College of Education is expressed in Principles # 2, 3, 5, 8, 9, and 10 of the Guiding Principles of the Conceptual Framework and the corresponding competencies expected of teacher candidates (See C.1 and Exhibit 4a.2).

The principles and corresponding competencies address diversity in the following areas: learning and development, planning, motivation, evaluation and assessment, community and social contexts, and professional and reflective professional action and development. These principles and competencies provide the basis for five dispositions regarding diversity. In light of its Conceptual Framework, the College of Education EMH has the purpose of facilitating the development of teachers and leaders that are committed to socio-humanistic reflexive and transformative practices, and with the highest values of justice, democracy and peace. In accordance with this vision, it is expected that the teachers in development are respectful of diversity in the search of transformations towards a democratic life, which

will contribute to a more just and peaceful society. Accordingly, teacher candidates are expected to :

1. Develop learning environments that are sensitive to diversity and in which active learning, positive social interactions, collaboration, the integration of technology, work in teams, and self initiative are promoted to facilitate the intellectual, social, and personal development of all. (Present in Principles and Competencies 2 and 5).
2. Plan the learning process based on the characteristics of students in their particular sociocultural contexts and change processes. (Present in Principle and Competence 3).
3. Use varied evaluation and assessment techniques to analyze and improve the performance of all. (Present in Principle and Competence 8).
4. Promote fair and respectful relations with the diverse members of the learning community to which she/he belongs, as well as with those of the external community (Present in Principle and Competence 9).
5. Value and promote democratic life, social justice, the dignity of the human being, and a culture of peace. (Present in Principle and Competence 10).

At the advanced level, candidates are expected to develop the proficiencies of fairness and the belief that all students can learn, in order to work in a dynamic and diverse world. Throughout their coursework, candidates should be able to recognize different aspects of diversity, to integrate the knowledge of their discipline in diverse settings, and to communicate effectively with these diverse groups. In this way fairness and the belief that all students can learn are propitiated.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- **awareness of the importance of diversity in teaching and learning; and**
- **the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

The EMH College of Education provides all candidates with a variety of experiences that contribute to their understanding of the significance of diversity and to the development of their capacity and disposition to apply this understanding in their educational practices in order to guarantee that all students have an opportunity to learn. These experiences are provided not only through their coursework and field experiences, but also through their direct exposition to a highly diverse faculty and student body both at the University as well as on the Island's public and private school system. In addition, the College of Education provides candidates with opportunities to participate in a variety of conferences and congresses in different countries with diverse cultural and linguistic traditions (Colombia, Mexico, Guatemala, Israel, Finland, Sweden, Spain, USA) as well as in student teaching experiences in the United States that expose them to students of diverse ethnicities and socioeconomic backgrounds (See Annual Reports of the College of Education). Six of the Guiding Principles of the EMH College of Education Conceptual Framework orient candidates to this goal.

At the initial level, candidates are required to take a significant number of courses that include diversity in their learning objectives, discussion topics, activities, assignments, assessment strategies and/or field experiences. At the initial level, diversity and its social and educational implications in Puerto Rico are examined and experienced in the educational foundation courses (EDFU 3001-Human Development, EDFU 3002, EDFU 3007, EDFU 3017. In the Social Foundations in Education (EDFU 3007) course syllabi, an entire section is dedicated to the examination of educational inequalities and opportunities in Puerto Rico based on social, cultural, racial, gender, and special needs considerations, while in the

Human Development and Growth courses (EDFU 3001- Foundations of Human Development and EDFU 3002-Educational Psychology), the social, cultural, gender, and cognitive differences are addressed in various sections dealing with human development, cognition, and learning. The evaluation and assessment courses, EDFU 3017 (Evaluation of Learning), EDFU 3036 and ECDO 4136 (Evaluation in Early Childhood) address the diversity issues and factors that influence the evaluation and assessment processes and provide these candidates with a variety of evaluation and assessment techniques for analyzing and promoting the learning progress of all their students. In the newly required Professional Reflective Seminars (FAED 4001, 4002, and 4003) distributed along the bachelor's degree experience, initial level students are provided with the opportunity to reflect on the proficiencies and dispositions regarding diversity. They are expected to present evidence of this in their E - Portfolio (PortaE). (See B.6.)

On the other hand, in the required special education course EDES 4006: The nature and needs of exceptional learners, candidates have the opportunity to learn about the educational needs of exceptional students, their legal and educational rights, and the principle of inclusion. In the methods courses, candidates gradually assume teaching and assessment responsibilities that give special attention to students of diverse social and cultural backgrounds and with exceptionalities.

In addition, the field experiences of the foundations, special education and methods courses, and the required clinical practice, take place in a variety of settings that provide candidates with the opportunity to interact with students from diverse backgrounds and with exceptionalities. In these courses, field experiences and student teaching experiences, candidates gain and demonstrate knowledge of, and proficiency in, working with diverse students. In addition to the courses and field experiences that candidates take at the College of Education, they study and learn to value diversity and other cultures in the required Social Sciences and Humanities courses they take at the General Studies College.

Advanced level: Candidates take at least one required course where diversity is discussed. Table Courses where diversity is a topic of discussion (included in OSP-Tables 4a, attached in 4a.4; courses syllabi included in exhibit DGS Courses with Diversity Topics) identifies those courses by each academic program. Moreover, all candidates take foundations courses, all of which incorporate in various ways issues of diversity.

Clinical practices serve to assess the development of diversity proficiencies, in relation to students and families, particularly those that are held within P-12 settings. In integrative courses other than the clinical experience, like the thesis, project or dissertation, advanced candidates also have the opportunity to design and implement strategies that suit the students and populations they serve and that are consistent with the belief that all students can learn. The DGS Clinical Practice Centers Database (available as an exhibit) presents the different places/organizations where advanced candidates conduct clinical practices and reflect the diversity of groups that they serve. Exhibit Thesis, Projects, and Dissertations Topics presents the topics of the thesis, project and dissertations chosen by candidates for their culminating academic work, many of which reflect the commitment to better accommodate the diverse population.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Throughout the foundation, special education, technology, and method courses as well as in the student teaching experience, candidates at the initial level are assessed in a variety of ways on their understanding and dispositions regarding diversity and on their ability to work with diverse populations. In the student teaching experience, candidates proficiency regarding diversity will be assessed using the revised Student Teaching Performance Evaluation Instrument, specifically by way of the rubrics that correspond to competencies 2, 3, 5, 8, 9 and 10 of the instrument, which as already mentioned, are

competencies related to diversity. However, as mentioned before (B.6), the administration of this instrument will begin during the academic year 2010-2011, thus assessment data from this instrument for such competencies are not available at this moment. On the other hand, preliminary data on initial candidates' proficiency and dispositions regarding diversity is available from the assessment rubrics of the Electronic Portfolio (Porta-e) associated to principles and competencies 2, 3, 5, 8, 9, and 10. A table summarizing these data is attached in 4a.4.. Also available are preliminary data on candidates diversity proficiencies and dispositions on diversity from the rubrics applied during the 2009-10 academic year to assess the field experiences that are required in the EDFU 3002 (Educational Psychology), EDES 4006 (Special Education), TEED 3017 (or its equivalent) and methods (I and II) courses . These data are summarized in a table attached in 4a.4. According to these data, the percentage of undergraduate candidates that have achieved such proficiencies is the following for each of the five (5) dispositions regarding diversity: 75% for the first disposition, 93% for the second, 93% for the third, 65% for the fourth, and 52% for the fifth.

Advanced Level: It is within the clinical practices, particularly those held within P-12 settings that advanced candidates explicitly demonstrate proficiencies related to diversity. As discussed in Standard 3, only seven of the advanced programs include a Clinical Practice (including Exercise Science). However, most advanced candidates' clinical practices are held in contexts other than P-12 schools. This reflects the fact that only one of the advanced programs—the master's degree in Educational Administration and Supervision—is predominantly focused in preparing other school professionals, as our programs also serve candidates who are or will be educators in other settings, including higher education and community organizations.

Specific data indicating that advanced candidates demonstrate proficiencies related to diversity, including students with exceptionalities, derive from the Educational Administration and Supervision Practicum Rubric and the P-12 DGS Clinical Practice Rubric (please, see exhibits A & S Practicum Results and Rubric and P-12 DGS Clinical Practices Results and Rubric). Three criteria in the Administration and Supervision master's program rubric are closely associated with these proficiencies: exercise of community, ethical, and political leadership. As the Educational Administration and Supervision Practicum Results table (included in OSP-Tables 4a, attached in 4a.4), all of the eight candidates in this program who engaged in their practicum between 2006 and 2009, were evaluated as excellent or very good in those criteria (items 4, 5, and 6). Eight of the fourteen items in the P-12 DGS Clinical Practice Rubric (implemented to evaluate candidates whose clinical practices was within a P-12 setting since the second semester of 2008-2009), explicitly address related proficiencies, such as knowledge and ability related to diverse social and cultural contexts of children, their families, and communities; knowledge and ability about school environment and assessment of students' learning, including students with exceptionalities; knowledge and ability regarding the creation of positive environments for all students; and the dispositions of fairness and the belief that all students can learn. As table Clinical Practices in P-12 Evaluations (included in OSP-Tables 4a, attached in 4a.4) reflects, all of the candidates who practiced within P-12 settings during the second semester of 08-09 and first semester of 09-10 were evaluated as outstanding or remarkable in the pertinent items (on a scale including, in descending order: outstanding, remarkable, good, and inadequate).

Available data from field experiences in the Childhood Education programs also suggest that candidates demonstrate proficiencies related to diversity, including language learners and students with exceptionalities. Of the ten candidates who during the second semester of the 2008-2009 academic year engaged in a field experience within a preschool setting as part of the EDUC 6115 course (Preschool Curriculum Design), nine were evaluated as outstanding (on a scale including outstanding, acceptable, and non-acceptable) in all criteria, including: elaborates general objectives, taking into consideration the children's particular characteristics and standards of the diverse content areas; effectively demonstrates knowledge about children and their particularities, family and sociocultural context, learning styles, and

the creation of adequate learning environments. The data include examples of activities adapted to respond to the diversity of all children (please see, Preschool Curriculum Field Experience Results included in OSP-Tables 4a, attached in 4a.4; the course wasn't offered since until the first semester of 2010-2011).

Besides the presented aggregated data across programs, the master's program in Special Education generates, due to the nature of their specialty, multiple evidences demonstrating their candidates' proficiencies related to diversity, particularly in their work with exceptional populations and their families.

4a.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

OSP-Tables 4a
Portfolio assessment regarding diversity
Field Experiences assessment of diversity dispositions

See **Attachments** panel below.

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

Candidates in the EMH College of Education interact with faculty of diverse socioeconomic, cultural, ethnic, educational, racial, and gender characteristics in the Río Piedras Campus and in the schools where they have field experiences and clinical practice. Moreover, the faculty of the unit as well as that of other units of the Río Piedras Campus where candidates take courses come from different countries and/or have completed their advanced degrees in a variety of institutions inside and outside of Puerto Rico, including the United States, the Caribbean, Mexico, South America, and Europe (See 4b.4 and 4b.5 below; also Standard 5).

At both the initial and advanced level, multiple opportunities beyond the classroom are offered that enable candidates to interact with higher education faculty from diverse groups, and with expertise in issues of diversity. Many of these activities are workshops and conferences where topics deal with aspects of diversity. Also, visiting lecturers and professors from diverse geographical backgrounds, ethnicities, and gender, and often with expertise in issues related to diversity, lecture and give workshops that are well-attended by candidates and faculty. Table Examples of Academic Activities that Incorporate Issues of Diversity, attached in 4c.4, presents examples of such academic activities. The main event in this regard is the Puerto Rican Congress of Educational Research (Congreso Puertorriqueño de Investigación en la Educación), sponsored by the College of Education every two years, which exposes initial and advanced level candidates to a variety of local and visiting professors, researchers and lecturers from different nationalities and ethnic background, and where many of the conferences and workshops deal with different aspects of diversity.

Throughout Clinical Practices and Field Experiences, advanced level candidates have the opportunity to work with a diverse school-based faculty and diverse settings, granting the opportunity to the candidates to develop dispositions and skills that serve a diverse population.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

As evidenced in the unit's Conceptual Framework and syllabi of courses listed in the previous section, initial and advanced level faculty are committed to the education of all students and to promote candidates' knowledge and proficiencies regarding diversity and equity. Cooperating teachers in schools also have this commitment and have the capacity and disposition for helping candidates work with diverse and exceptional students. Moreover, both initial and advanced level faculty and cooperating teachers are amply knowledgeable not only of the diverse social background and special conditions of students but also of the ways to work effectively and with equity with students and candidates of diverse groups. Knowledge and capacity obtained not only in their particular field of studies (for example, human development, educational psychology, educational sociology, school administration, curriculum development, special education, etc.) but also in their broad experience with students of diverse groups in public and private schools (for example, students from different, geographic, immigrant, socio-economic, gender, special education sectors of the population).

On the other hand, faculty reflects diversity not only in their personal background, but in their professional/educational development as well. As evidenced in Standard 5a.1, many of our professors areas of expertise, lines of research, and professional experiences are tightly connected to facilitating learning experiences that respect and affirm diversity in its multiple manifestations, including, among other, gender issues and exceptionalities. Moreover, faculty members incorporate their knowledge and experiences in diversity in the courses taught. Advanced level faculty have reported how diversity is addressed in their individual courses (please see Table 5b6-DGS Courses and Diversity, included in exhibit Standard 5-DGS Exhibit Tables, pp. 88-93).

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

Table 8
Faculty Demographics

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty (Optional) n (%)
American Indian or Alaska Native	0(0%) non-hispanic	0(0%) non-hispanic		Non-hispanic unknown	0(0%) non-hispanic
Asian	0(0%) non-hispanic	0(0%) non-hispanic		34(5%)	0(0%) non-hispanic
Black or African American, non-Hispanic	0(0%)	0(0%)		Non-hispanic unknown	0(0%)
Native Hawaiian or Other Pacific Islander	0(0%)	0(0%)		21(3%)	0(0%)
Hispanic or Latino	83 (97.6%)	31 (94.0%)		563(87%)	37 (100%)
White, non-Hispanic	1 (1.2%)	1 (3.0%)		Non-hispanic unknown	0(0%)
Two or more races	0(0%) non-hispanic	1(3.0%) non-hispanic		Non-hispanic unknown	0(0%)
Other	0(0%) non-hispanic	0(0%) non-hispanic		Non-hispanic unknown	0(0%)
	1 (1.2%)	0(0%)		27(4%)	

Race/ethnicity Unknown					
Total	84 (100%)	33 (100%)		645(100%) Answered	
Female	59 (69.4%)	22 (70%)		558(50.1%)	24(65%)
Male	26 (30.6%)	9 (30%)		556(49.9%)	13 (35%)
Total	85 (100%)	31 (100%)		1114(100%)	37(100%)

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

In its hiring practices, the EMH College of Education and the University of Puerto Rico pursue a clearly nondiscrimination policy. According to this policy, faculty members are recruited based only on their academic qualifications, not on the basis of their social or cultural background, ethnicity, religious, racial or gender characteristics.

The criteria used for the recruitment of faculty is contained in the "Reglamento General de la UPR" (available as exhibit UPR By-Laws). Moreover, The "Reglamento General" and several other policy statements reiterate the nondiscrimination policy of the institution such as the "Política Contra la Discriminación en la Universidad de Puerto Rico" ("Policy Against Discrimination in the University of Puerto Rico") issued by the UPR Board of Trustees (by means of Certification Number 58, 2004-2005), the "Declaration of Policy Concerning Affirmative Action for Nondiscrimination Because of Race, Color, Religion, Sex, or National Origin", "Declaration of Policy Concerning Affirmative Action for the Employment of Women" and the ""Declaration of Policy Concerning Affirmative Action for Nondiscrimination Against Mentally and Physically Disabled Persons" (included in Exhibit 4b.7). Moreover, the Deanship of Academic Affairs and the Office of Human Resources oversee the enforcement of these policies as well as the federal laws about equal opportunity employment.

4b.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Faculty Demographics
Faculty Initial Level Detailed Demographics
Faculty Advanced Level Detailed Demographics

See **Attachments** panel below.

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Initial and advanced candidates in the EMH College of Education interact and work with other candidates with exceptionalities and from diverse socioeconomic, cultural, ethnic, national, geographic, racial and gender backgrounds or characteristics.

Candidates interact with peers in classrooms, in co- curricular activities, such as conferences and workshops sponsored by the unit, specific Academic Areas and campus-wide. Considering the diverse composition of the faculty and candidates, these are key opportunities to be exposed to diverse populations. At the advanced level, they are encouraged to participate in the Graduate Students Association in Education (AEGE) which is very active in sponsoring professional and social activities to advance and support candidates academic experience.

Most of the activities included in table Examples of Academic Activities that Incorporate Issues of Diversity (attached in 4c.4) were held within the UPR campus and are examples of opportunities where candidates interact among each other.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

**Table 9
Candidate Demographics**

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native	0 (0%)	0 (0%)	4 (0.02%)	0.0%
Asian	0 (0%)	0 (0%)	9 (0.05%)	0.09%
Black or African American, non-Hispanic	1 (0.03%)	0 (0%)	4 (0.02%)	0.1%
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	2703 (76.1%)	100 (100.0%)	14531 (77.5%)	98.6%
White, non-Hispanic	10 (0.3%)	0 (0%)	72 (0.4%)	1.0%
Two or more races	0 (0%)	0 (0%)	0 (0%)	0%
Other	3 (0.1%)	0 (0%)	33 (0.2%)	0.1%
Race/ethnicity unknown	836 (23.5%)	0 (0%)	4117 (21.9%)	0%
Total	3553 (100.0%)	137 (100.0%)	18870 (100.0%)	100%
Female	2145 (70.0%)	378 (78.3%)	12294 (64.8)	52.0%
Male	924 (30.0%)	103 (21.4%)	6672 (35.2%)	48.0%
Total	3069 (100.0%)	481 (100.0%)	18966 (100.0%)	100.0%

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The institutional non-discrimination policy of the University of Puerto Rico does provide for a diverse student body at both the initial and advanced level. The Central Administration of the University of Puerto Rico is in charge of the continuous revision of institutional policies in order to achieve greater effectiveness in the identification of potential candidates. At the initial level, emphasis is placed upon increasing opportunities for the economically less privileged and diversity without jeopardizing institutional academic standards.

The EMH College of Education Plan develops various promotional and recruitment activities. The Plan aspires to attract the best-qualified and diverse candidates who request admission to the initial and advanced professional education programs. At least once a year, the Campus places advertisements in all major local newspapers to promote programs.

Initial Recruitment efforts are made year round. As part of the recruitment effort, counselors provide orientation about the College's programs and other institutions' initial level programs, both public and private; usually during the fall semester. A large number of initial candidates come from other Units of the Río Piedras Campus to take courses as electives or to complete requirements of professional education programs. The College also receives candidates from the Students' Exchange Program.

As the only state institution offering advanced programs in education, tuition costs for the graduate programs of the EMH College of Education are very low, compared to those in private institutions offering similar degrees. These low tuition costs are thus an incentive that attracts a large number of good applicants with diverse backgrounds and characteristics. This large pool of applicants, in

conjunction with the non-discriminatory policy of the University of Puerto Rico, assures the admission of a diverse and highly qualified graduate student body at the Unit. In addition, the admission package provided for these candidates includes a description of financial aid programs. Among these are the State Scholarship, Federal Loans, and the Teaching and Research Assistantships. Graduate students also can apply for scholarships given by the Hermanas Calzada Fund.

At the advanced level, different academic activities with the purpose of recruiting new candidates for our programs, that maintain and strengthen the diversity within our student body. These activities include academic fairs in our campus as well as at other higher education institutions, and attendance to professional conferences where there is an opportunity for advertisement and recruitment. Moreover, through the Deanship of International Affairs (UPR, RP-Deanship of International Affairs) the UPR has reached agreements with institutions in various parts of the world that attract candidates from other countries.

The unit provides services to ensure advanced candidate retention and academic progress. Salient among the responsibilities of the DGS Assistant Director for Student Affairs are supporting candidates reach their academic goals, individual advising, group workshops, and other pertinent services. The DGS has an in-house professional counselor to support the advanced level candidates in dealing with situations that affect their academic achievement.

4c.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Candidates Detailed Demographics
Examples of Academic Activities that Incorporate Issues of Diversity-advanced level
Presentations and Conferences Regarding Diversity-initial level

See **Attachments** panel below.

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

Initial and advanced candidates have field experiences and clinical practice in a wide variety of public and private schools that serve a highly pluralistic population which include a large amount of students with a variety of exceptionalities as well as a great number of students of diverse socioeconomic, cultural, ethnic, racial, gender, religious and geographic characteristics (See Standard 3, Field Experiences and Clinical Practice for a detailed description of these activities). In these field and clinical activities, candidates have ample opportunities to interact and work with such highly diverse student population, to reflect on how these forms of diversity affect the teaching-learning process, and to develop teaching strategies that are sensible to diversity and that improve the learning of all students.

Of the 92 schools that serve as sites for clinical practice, 72% are public, 21% are private and 7% are the lab schools. It should be taken into account that public and private schools in Puerto Rico, as in other countries, serve very different student populations in terms of socioeconomic status and of racial and ethnic categories. Private schools serve mainly Puerto Rican, North American and Cuban students from the upper and middle classes, while public schools, where the large majority of the school population attends, serve basically the lower socioeconomic sectors of the Island, which though largely Puerto

For reasons related to the nature of the DGS programs and the clinical practices within the advanced programs discussed at various points throughout the report, the unit cannot ensure that candidates across all other school professional programs have at least one field/clinical experience with students from ethnic/racial group different than his/her own, English language learners, students with exceptionalities, and students from different socioeconomic groups. Salient among those reasons is that only one of the advanced programs—the master's degree in Educational Administration and Supervision—is predominantly focused in preparing other school professionals, as advanced programs serve candidates who are or will be educators in other settings, including higher education and community organizations. Moreover, only six of the thirteen advanced programs susceptible to NCATE accreditation require a clinical practice. Less than 20% of advanced candidates engage in their clinical practices within P-12 settings. However, given the inherent diversity among Puerto Rican society at large, we know that candidates that do engage in a clinical practice within school setting have the opportunity of interacting with students from diverse groups.

Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs

[illegible]

[illegible]

Solá	0%	0%	0%	0%	100%	0%	0%	0%	0%	96%	100%	100%
Antera Rosado Fuentes	0%	0%	0%	0%	100%	0%	0%	0%	0%	95%	100%	17%
Rafael López Sicardó	0%	0%	0%	0%	96.2%	0%	0%	0%	3.8%	90%	100%	21.7%
Margarita Janer	0%	0%	0%	0%	100%	0%	0%	0%	0%	62%	100%	14.3%
Luisa Valderrama Martínez	0%	0%	0%	0%	100%	0%	0%	0%	0%	68%	100%	24.7%
La Esperanza	0%	0%	0%	0%	100%	0%	0%	0%	0%	99%	100%	100%
Col. Congregación Mita	0%	0%	0%	0%	100%	0%	0%	0%	0%	nd	100%	22.3%
Esc. Sup. Ramón Vilá Mayo	0%	0%	0%	0%	100%	0%	0%	0%	0%	64%	100%	nd
Esc. Sup. Juan José Osuna	0%	0%	0%	0%	100%	0%	0%	0%	0%	99%	100%	nd
Eugenio M. de Hostos, Trujillo Alto	0%	0%	0%	0%	100%	0%	0%	0%	0%	74%	100%	nd
Herminia Díaz Aponte	0%	0%	0%	0%	100%	0%	0%	0%	0%	97%	100%	nd
Las Mercedes	0%	0%	0%	0%	100%	0%	0%	0%	0%	77%	100%	nd
José Colombán Rosario	0%	0%	0%	0%	100%	0%	0%	0%	0%	77%	100%	nd
Dr. Facundo Bueso	0%	0%	0%	0%	100%	0%	0%	0%	0%	88%	100%	nd
Sotero Figueroa	0%	0%	0%	0%	100%	0%	0%	0%	0%	85%	100%	nd
Fair View	0%	0%	0%	0%	100%	0%	0%	0%	0%	94%	100%	nd
Luz Eneida Colón	0%	0%	0%	0%	100%	0%	0%	0%	0%	88%	100%	nd
Abraham Lincoln	0%	0%	0%	0%	100%	0%	0%	0%	0%	88%	100%	nd
Las Américas	0%	0%	0%	0%	100%	0%	0%	0%	0%	90%	100%	nd
República de Colombia	0%	0%	0%	0%	100%	0%	0%	0%	0%	55%	100%	nd
Santiago Iglesias Pantín	0%	0%	0%	0%	100%	0%	0%	0%	0%	98%	100%	nd
Víctor Parés Collazo	0%	0%	0%	0%	100%	0%	0%	0%	0%	95%	100%	nd
Juana Méndez	0%	0%	0%	0%	100%	0%	0%	0%	0%	81%	100%	nd
María Teresa Serrano	0%	0%	0%	0%	100%	0%	0%	0%	0%	88%	100%	nd
El Conquistador	0%	0%	0%	0%	100%	0%	0%	0%	0%	99%	100%	nd
Esc. Superior Berwind	0%	0%	0%	0%	100%	0%	0%	0%	0%	77%	100%	nd
Federico	0%	0%	0%	0%	100%	0%	0%	0%	0%	36%	100%	nd

Asenjo												
Villa Granada	0%	0%	0%	0%	100%	0%	0%	0%	0%	90%	100%	nd
Esc. Laboratorio Secundaria UPR (UHS)	0%	0%	0%	0%	99.4%	0.6%	0%	0%	0%	22% below poverty level	nd	22.4%
Esc. Laboratorio Elemental UPR	0%	0%	0%	0%	98.3%	1.7%	0%	0%	0%	9% below poverty level	nd	14.9%

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Mechanisms for initial candidates' reflection and feedback on working with students from diverse groups in their field experiences and student teaching, include among others, the Electronic Portafolio, the field experiences rubrics for the EDFU 3002 (Educational Psychology), EDES 4006 (Special Education) and method (I and II) courses, as well as the rubrics of Student Teaching Performance Assessment Instrument that correspond to competencies 2, 3, 5, 8, 9 and 10 of the instrument.

Advanced level: At the heart of the DGS conceptual model of the educator as transformer in the professional and social context is the commitment to supporting the development of reflective and transformative educational practitioners and the underlying principle of collaborative work as a means to lead the processes of collective and personal transformation. Reflection and collaboration is thus inherent to all the formal educational experiences of our candidates.

There are variations among programs and faculty regarding ways in which reflection is incorporated, particularly into clinical practices, and ways in which candidates benefit from feedback from peers, including: reflective journals, weekly candidates' reports that must address their reflections about the experiences, and self-evaluations. Mechanisms for peer feedback include weekly seminars that are part of the Guidance and Counseling clinical practices, in which candidates reflect about their ongoing experiences, and receive feedback from faculty and peers. In the Special Education program, reflection and feedback from peers is an integral part of field experiences and clinical practices. Within the Educational Administration and Supervision seminar, an integral part of the clinical practice, specific issues that arise during the practice are discussed and collectively reflected upon; peer suggestions on how to proceed are encouraged through the discussion and reflection (DGS-College of Education report, pp. 95-96).

4d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 4?

The EMH College of Education has a solid and excellent Special Education Program at both the initial and advanced levels. At the initial level it includes subspecialties in mental retardation, behavior disorder, visual and auditive handicaps, and specific learning disabilities. Moreover, all initial level students are required to take a Special Education course (EDES 4006) that provides an overview of all the theoretical, historical, and legal aspects related to the provision of special education services and a

knowledge base on the causes, characteristics and needs of students with exceptional learning needs. The course also requires a field experience.

In 2008, AACTE awarded Dr. Lucy Torres of the EMH College of Education, the "Best Practice Award for the Innovative Use of Technology" for Inclusive Assistive Technology Project.

The UPR CoE Elementary and Secondary Laboratory Schools have a collaboration with the Puerto Rico Department of Education to provide services to the special education student population of the schools that focuses on inclusion. The Elementary Lab School has a Preschool Center for Deaf Children in which exemplary teaching practices are modeled. In addition, several professors are collaborating with the Loaiza Cordero School for the Blind.

The CoE developed a professional development and research project in collaboration with the PR Department of Education, and the Puerto Rico Council on Higher Education, entitled Math for all, in which inservice teachers developed strategies to teach math to special education students. A Math for All Guidebook was published with strategies to teach math to special education students, containing the lessons developed by the participating teachers.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

Interuniversity project about gender participation and representation in higher education, Consejo de Educación Superior. Research project directed by Dr. Loida Martínez Ramos, professor of the Department of Graduate Studies

Tres miradas y una voz: Historias de vida de estudiantes dominicano-boricuas en escuelas públicas de Río Piedras. Research project on Dominican-Puerto Rican students in the public schools of Río Piedras, directed by Dr. Ivette Torres Roig, assistant professor of the UPR Laboratory Secondary School.

Knowledge and attitudes towards HIV/AIDS among student teachers: Building a future without HIV/AIDS. Dr. Farrah Ramirez, Dr. Maria Ojeda, N. Bonilla, N. Bruno, and B. Vega. (2008) NALS Journal. 30 (2), 20-28. This is an NIH funded project in collaboration with the Medical Sciences Campus, UPR.

The CoE developed a research and professional development project in collaboration with the PR Department of Education, and the Puerto Rico Council on Higher Education, entitled Math for all, in which inservice teachers developed strategies to teach math to special education students. A Math for All Guidebook was published with strategies to teach math to special education students, containing the lessons developed by the participating teachers . Directed by Dr. Ana Miró, professor of Special Education. The results of the project and the guidebook were presented at the UPR Río Piedras in May 2009 and AACTE in February 2010.

Arte, tecnología (narrativa digital) y currículo integrado para fomentar el aprendizaje en los niños especiales. Project funded by Puerto Rico Council on Higher Education (CHE) and conducted by the Center of Educational Research (CIE) of the EMH College of Education. Directed by Dr. Annette López de Méndez.

Professional Training for Teachers of English to Diverse Learners: Strategies for Language Enhancement. Project funded by the CHE and sponsored by the CIE. Directed by Dr. Annette López and Dr. María Irizarry.

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

Table 11
Faculty Qualification Summary

FacultyInfo_12363_2474_29435.xls
See **Attachments** panel below.

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Most Faculty members hold a doctorate as a terminal degree. There are 10 professors (15%) with a master's degree at the undergraduate level. Three out of twenty-one faculty members in the Curriculum and Teaching Department hold a master's degree, one out of sixteen holds a master's degree in the Foundations Program, three out of ten hold a master's degree in the Family Ecology Program, one out of ten holds a master's degree in the Physical Education Program, and two out of ten hold a master's degree in the ARTI Program. Faculty members without terminal degrees hold a master's degree, have a vast experience and licenses in the areas they teach which require continuing education. They have an average of 35 years of experience and are near retirement. At the time they were hired by the Unit, the doctoral degree was not a requirement. It was difficult to recruit personnel with a doctorate. Article 42 in Section 42.1.5 of the University Bylaws (Exhibit: University Bylaws or Reglamento General de la UPR) states that in areas where it is hard to recruit faculty, the Department can hire them without the terminal degree as long as they have exceptional merits in their specialty area. If they do not have the highest academic degree, they can be hired as substitute, temporary, or special faculty.

At the graduate level, all full-time tenured track faculty members hold their terminal degree for their assignment. One part-time faculty member teaches a course in the Exercise Science Academic Area holds a master's degree in her specialization area and holds several certifications and specialized studies in the content area that she teaches, which is one of difficult recruitment. A part-timer in the Educational

Research and Evaluation Master's Program holds a master's degree, has the appropriate courses at the doctoral level (ABD) and has been recognized as exceptional in his field by the corresponding governing bodies in the University to teach the course (statistics).

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

At the initial level, all supervising faculty members hold valid licenses in the areas and have a vast experience. The Table Faculty Teaching Licensure in the areas of teaching and supervision shows the faculty licenses, type of license, update status, area in which they supervise, and type of experience.

The "Práctica Docente" Office (Student Teaching Office) ensures that all supervising faculty are licensed according to the Puerto Rico Department of Education's regulations (Circular Letter #10-2004-2005). This document establishes the following criteria to select the supervising faculty: (a) A minimum of two years of experience teaching; and (b) Have approved the preparatory course of 45 hours of supervising faculty.

At the advanced level, Exhibit DGS Clinical Practice Centers Database presents a summary of the clinical experience faculty qualifications per Academic Area. It includes their position, academic professional preparation, licenses, and certifications. The corresponding Academic Areas have established criteria for their field and/or clinical practice faculty. All clinical practice faculty hold licenses in the fields of Education Administration and Supervision, Guidance and Counseling [hold the State License of Professional Counseling (LPC) and the National Certified Counselor (NCC) Certification], and Exercise Science. The clinical experience faculty members are evaluated and approved by the Academic Area Committee before the candidates can begin their practicum or internship.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Higher education clinical faculty have been licensed as classroom teachers and/or administrators. They have a broad experience in school settings in Puerto Rico and abroad. This allows them to provide service for P-12 teachers and supervise the students in their pre-service and service. Faculty from the Foundations Program who supervise field experiences have been working with public schools in Puerto Rico. The Curriculum and Teaching Department faculty have teaching experience in P-12, hold a teaching license and work closely with schools. Supervisors from the Physical Education and Family Ecology Programs have experience working in public and private schools, with the Department of Education and private universities in Puerto Rico. Art and Technology supervisors have experience working with public schools in Puerto Rico, have also worked with the Department of Education in Puerto Rico in different municipalities; have experience in the United States, for example one faculty member has experience working with the BEST Project in New York and in Public School District of Bronx, NY (See Table 11 for experience in P-12).

At the advanced level, higher education faculty of the Areas that have clinical practices have professional experience and hold professional certificates or licenses in the respective fields of expertise they supervise (see Table 11[b] in 5a.1)). Supervisors from the Educational Administration and Supervision Area have been school supervisors or principals, acting superintendent P-12, Assistant Secretary of Education, members of board of directors, and hold licenses as teachers and supervisors. Special Education supervisors are either experienced in teaching deaf/blind children to communicate in sign language and providing technical assistance in the area of communication to teachers of deaf-blind

students or serve as international pedagogical consultants for teaching special or differentiated populations. Exercise science clinical experience supervisors have current certifications as Exercise Program Director, Certified Strength and Conditioning Specialist, and Exercise Test Technologist and have experience as program directors, researchers and exercise physiology consultants. Guidance and Counseling clinical faculty have worked as professional counselors in private practice and at the university setting and preside or are members of the Board of Examiners of Professional Counselors of the Commonwealth of Puerto Rico.

5a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Faculty Teaching Licensure
List of Exhibits for Element 5a

See **Attachments** panel below.

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

Teaching by professional education faculty reflects the Unit's Conceptual Framework. Additionally, faculty courses are aligned to the 10 principles of the unit's conceptual framework: 1) Discipline and general education, 2) Learning and Development, 3) Planning, 4) Critical thinking, research and creation, 5) Motivation, 6) Language, 7) Emerging educational technologies, 8) Assessment and evaluation, 9) Community and social contexts, 10) Ethical and reflective professional development and action. Exhibit of courses and Units' principles shows the alignment of one of the faculty courses with the principles of the unit's conceptual framework. In the same exhibit it can be observed that the faculty has either published recent research and use the current developments in the field. At the graduate level, please refer to the DGS Conceptual Framework and Competencies Profile (available as an exhibit), the conceptual framework is evidenced in the course syllabi and in the alignment to course content presented by each faculty member (table 5b2). Table 5b3-Conceptual Framework and Current Research in DGS Courses (included in exhibit Standard 5-DGS Exhibit Tables, pp. 63-73) refers to course activities that are aimed to develop active learners that assume responsibility for his/her own learning and have the dispositions for collaborative work and personal transformation. Examples of the content of the courses that promote the reflective and creative examination of the disciplines and how the courses are founded on conceptual and practical bases, such as shared processes of creation and application of knowledge are also presented.

Faculty courses are aligned to the latest research and developments in their respective fields. Candidates are guided by the faculty to the most recent information resources that include: books, articles, reports, government documents, electronic resources and their own research. These are used for class discussion, and the development of the different activities and projects of the course.

In addition, comprehensive program revisions at the graduate level have been conducted recently and are at the stage of approval in the corresponding governing bodies (please see DGS Programs-Revisions and Creation, available as an exhibit). Changes at the curricular level that are feasible to implement have been incorporated, and courses that are part of the revised program are offered.

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

A variety of strategies are used by faculty members to encourage the development of reflection, critical thinking, problem solving, and professional dispositions. To develop their critical thinking and reflection, candidates are engaged in the creation of blogs, curriculum design and planning, research projects; articles analysis, literature review, instructional materials evaluation, analysis and evaluation of students artistic works, cooperative assignments, quizzes, open questions, concept maps, interviews, and preparing and giving classes in their courses and in their practice. Problem solving is developed mainly through group activities; for example candidates are engaged in case studies, lab experiences, problem base learning modules, web quest creation, critical analysis and discussion of research and professional literature, videos, news, decision making on hypothetical situations, history reconstruction, cooperative team work, exercises on oral and written argumentation, and participation in online discussion boards on controversial topics.

Faculty encourage the development of the respective professional dispositions identified by professional, state and institutional standards of each content area. Activities include real life experiences to develop the belief that all students are capable of learning; actively participating in a community project to recognize the importance of providing a qualitative differential education for every learner; peer modeling and research collaboration; projects, visiting professors conferences, class observation, discussion and application of ethical principles. Undergraduate students are required to attend three seminars in order to develop the e-portfolio and examine their professional dispositions (visit <https://sites.google.com/a/upr.edu/portae>)

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Faculty used a variety of instructional strategies that reflect an understanding of different learning styles. The most used strategies are: oral presentations, conference, group discussion, simulation, demonstrations and video-conference. Undergraduate faculty also reported using: laboratories, case studies, movie presentations and discussions, cooperative learning, problem based learning, technology assistance, field experiences, internet search, projects, interviews to professionals, technology literacy, think-aloud, participative tests, forums, blackboard, virtual class, e-forums, action research, publishing articles in blog, observations, concept maps, and visual organizers. Graduate faculty report the use of lectures, small and whole group discussions, cooperative learning, socialized discussions, field experiences, assigned readings, multimedia-rich presentations (video conferencing, power point presentations, video), candidates oral expositions and written reports, conceptual mapping, guest speakers, role-playing, workshops, bibliographical searches, discussion forums, case studies, candidates debate, and concept paper.

Unit faculty report using formative and summative assessment strategies. The assessment strategies most used are: projects, tests, self-assessment, rubrics, portfolio, monographs, oral presentations and reflective essays. In addition faculty model the following assessment strategies: concept maps, semantic matrices, labs, internet search, instrument development, blackboard forums, article analyses, role representations, cooperative learning, annotated bibliography, demonstrative classes, group discussions, peer evaluation, essays and reflections, field experiences, video and audio recording, curriculum design, research, check lists, and class observations. In addition, graduate faculty assessment strategies include: written tests, evaluation of reflective essays, performance tasks, self, peer and teacher evaluation of candidate presentations, problem-solving assignments, published article critique, annotated bibliographies, rubrics to evaluate curricular unit and lesson designs, writing a research or creative

project proposal, literature reviews, interviews, and laboratory reports.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Faculty members integrate various types of technology applications in their teaching. The majority of the faculty report using Power Point in their instruction; they also use Blackboard and videos. Some faculty also reported using blogs, the internet search, You Tube, Excel and SPSS/NVIVO. In addition, faculty also use Sakai, Photo Studio, Photo Maker, build of interactive pages, web quest, graphic calculator, data bases, e-books, Facebook, virtual libraries, Movie Maker, Publisher, e-mail, Inspiration, photos, piano and electronic musical instruments. The faculty also has on-line courses, video conference, and e-mail communication. The course TEED 3018 (Integracion de la Tecnologia y la computadora al curriculo de la escuela secundaria - Technology and computer integration to secondary school curricula) is offered as an online course by the professor Juan Melendez.

Faculty participated in the PT3 project which significantly promoted the development of interactive course designs, digital educational resources, electronic portfolios and the use of the Blackboard platform to enhance the courses offerings at both the advanced and initial levels. There are currently 171 undergraduate courses and 122 graduate courses in the Blackboard Plataform (please see 5b7-DGS Courses in Blackboard, included in exhibit Standard 5-DGS Exhibit Tables, pp. 94-106).

Furthermore, graduate faculty reported the use of: online communication with candidates, electronic searches on the internet, creation of electronic pages, use of other interactive platforms for discussion of works with candidates (for example Netbriefing and Vyew) and as a communication media (ex. blogs), video-conferences and virtual meetings with colleagues, developing instructional multimedia (CDs and DVDs), use of computer programs to develop instructional materials, presentations, collecting and analyzing data (SPSS and NVivo), and developing databases (Access) (please see 5b8-Use of Technology and Courses in Blackboard, included in exhibit Standard 5-DGS Exhibit Tables, pp. 107-111).

Other examples of the incorporation of technology into instruction include:

The integration of the e-portfolio por undergraduate candidates (see <https://sites.google.com/a/upr.edu/portae/>). At the graduate level the electronic portfolio is integrated as part of candidates' evaluation through the support of the RIT project (Graduate Renovation, Innovation and Transformation) of the Deanship of Graduate Studies and Research.

The development of the electronic journals such as "Cuaderno de Investigaciones" which was the first electronic journal published at UPR (<http://cie.uprrp.edu/cuaderno/>), and "Paideia Puertorriquena", (<http://paideia.uprrp.edu/>) whose editorial board is composed of graduate students mentored by one faculty member the Department of Graduate Studies. Both journals are indexed in Latindex.

Training of candidates and faculty in the use of the Graphic Calculator as part of a collaboration project with Texas Instrument (<http://cie.uprrp.edu/msp/>)

Training of preschool candidates an in-service learning using online modules ALCANZA, modules may be accessed at <http://alcanza.uprrp.edu/>

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Professors make a conscious effort to model the best teaching practices with self- evaluations of teacher effectiveness and assessing the positive effects transferred to candidates' learning and performance through candidates' evaluation, peer evaluation, and the self-administered faculty-evaluation instrument. Peer evaluation and the self-administered-faculty evaluation instrument is followed by a discussion of the instrument with the Department Personnel Committee. Undergraduate faculty report using results from students' evaluation (44.1%) from the office of Evaluation to guide their self-assessment as well as the peer observations. In addition, faculty uses a variety of strategies to assess their teaching: students course evaluations (67.6%), students written reflections (61.8%), students interviews (50%). Among other strategies, they report the use of educational blogs, electronic messages, group discussions, special projects, other faculty collaborations, students' reactions to special activities, letters and awards received.

Graduate faculty assess their teaching through the following strategies: results of the student evaluation instrument, reflections written by the candidates about the course, candidate's final qualitative evaluation, dialogue and candidates feedback, recommendations from the Personnel Committee from the peer evaluation process, candidates involvement in course projects and quality of candidates products, discussion board in Blackboard with open questions to evaluate different aspects of the course, auto-reflection of the attainment of the objectives of the course, group discussions where the candidates discuss how they have attained their goals. Faculty receives feedback of formal evaluation and reported that they incorporate the recommendations in their teaching practices.

5b.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

List of Exhibits for Element 5b
Assessment and self-assessment Table
Strategies, Instructional strategies and Technology Table

See **Attachments** panel below.

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

Professional education faculty demonstrates scholarly work in their fields of specialization, as stated on the mission of the institution's and unit's mission. The UPR Mission (See Exhibit), the UPR ByLaws (Section 45.3) and the unit's mission (See Exhibit) defines scholarly work as: (a) quality teaching, (b) research, dedication to work and university service, (c) professional development, (e) conferences on matters within their field, (f) publications, exhibitions, concerts and other similar activities. One of the Ten Goals for the Decade from the University's Strategic Development Plan for 2006-2016 (See Exhibit) is an academic culture of up-to-dateness, experimentation and renewal; as part of this goal the University aims to encourage professors and researchers to obtain terminal degrees in their areas, to foster and support research, and to provide the tools needed for professional development. Another goal is competitive research, and creative work; encouraging the production of research and strengthening faculty publishing in peer reviewed journals.

At the advanced level, the Graduate Studies Department policies with respect to research and creation are presented in the document: DGS Research and Creative Activity Policy (See as Exhibit). The DGS

Faculty Development Plan (in Exhibit) responds to the tendencies and projections of the University and the College of Education with respect to research, internationalization, creation of knowledge, participation in the community and social endeavors.

All faculty members must present in their Annual Reports (FACTUM) information about their research, publications and creative work, lectures, presentations and project proposals. Recently hired faculty signs a contract in which specific commitments regarding research, fund seeking and publications are outlined (in Exhibit).

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

All faculty has demonstrated a high level of scholarly productivity, as evidenced in the past three years (2006-09). Examination of their work (See Scholarship table) demonstrate that Faculty has been involved in a variety of scholarship activities, such as: research, creative and service projects; publications (Books, chapters in books and manuals, articles in peer reviewed professional journals, professional organization newsletters, local newspapers, interactive media like CD's and DVD's, and electronic pages); presentations and lectures at professional conferences, workshops, skills training sessions. Service projects, research, and workshops done by Faculty demonstrate how their work is done in collaboration with the professional community and related to interests and needs (see research projects) of k-12 schools, effective teaching and learning strategies, and publications related to school and college reality and action research done by or in collaboration with school teachers.

At the initial level, the majority (68%) of the undergraduate Faculty has been engaged in a variety of scholarship activities: Half of the undergraduate faculty (48.52%) has published an article in a professional journal, and about a third has produced a creative work (29.41%) such as teaching modules, videos, concerts and expositions; one fourth has published a book (19%), 14.7% has published a chapter in a book, another 14.7% has written a monograph and 2.94% has written a technical report (See exhibit of scholarship activities). Undergraduate faculty focus on the scholarship and publication of Handbooks, Creative projects and their practice in teaching providing input for practitioners.

At the advanced level, the Graduate Department Faculty scholarly work is summarized in Table 11 (b) Faculty Qualifications Summary 100% of the full-time tenure-track faculty has been involved in scholarship activities. A list of scholarly activity of faculty can be found in the four tables 5c1-Scholarship (included in exhibit Standard 5-DGS Exhibit Table, pp. 114-144): Research and creative activity (pp.114-120), publications (pp. 121-126), lectures, conferences and other presentations (pp. 127-141), and grants by Faculty (pp. 142-144).

Samples of undergraduate and DGS Faculty samples of scholarly activities are available as exhibits (DGS Faculty-Publication Samples and Undergraduate Faculty Publication samples).

5c.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

List of Exhibits for Element 5c
Faculty Research Projects
Scholarship Table

See **Attachments** panel below.

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

The unit's mission, philosophical principles and conceptual framework (in Exhibit) demonstrate commitment to service, leadership and collaboration as a means to lead the processes of collective and personal transformation that will have an effect on education and the Puerto Rican society in its local and international context. Faculty members are expected to be involved in service to the institution, the profession, and the community at large. Service to the institution includes: participation in committees (departmental, faculty, campus, system and/or ad-hoc), curricular development, and other assignments related to teaching (for example counseling student organizations, faculty substitution or representation, recommendations for book acquisitions, etc.). Service to the community includes: collaboration with P-12 private and public schools, agencies or educational institutions; designing school workshops, providing consulting services and other services to the community like volunteer work. Professional service refers to work done for national and international professional organizations such as member of board of director, journal editorship, article and grant proposal review, etc.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Faculty has been involved in a variety of service practices at the local, state, national and international levels. Some of the collaborative services to P-12 schools include workshops to schools about games, curricular integration, technology use, art in preschool and nutrition. Examples of collaborative service activities at the local level have been: Nutrition and diet presentations at "Youth Survival Camp" in Cayey, P.R., nutrition and diet presentation at the Baptist Church; Word, Excel and Power Point workshops at correctional institutions. At the National level some examples of collaborative service include consulting services at Early Head Start office in P.R.; conferences about Human Rights; collaboration with the project "Peninsula de Cantera"; collaboration with the association "Artistas Plasticos Asociados"; collaboration with Private Foundations to develop on-line teaching modules "ALCANZA" and in-service training projects for pre-school teachers; collaboration with the consulting committee at CES-PR (Consejo de Educacion Superior) and developing in-service projects in the teaching of English as a second language using innovative strategies for school teachers and directors; collaborations with the Department of Education in P.R. and participating in a Math and Science Partnership to promote quality education; collaborating with Public Agencies such as ACUDEN to develop a Quality Rating System, and with the Department of Health. At the international level, faculty collaborating activities include: Mission chief at the "Juegos Paralimpicos" in Brasil; collaboration with UNESCO and membership to international professional associations such as AERA, NAEYC, ASCD, APA, ACCSCT, ITEA and AAHPERD (See table of Undergraduate Faculty Service). At the initial level, the majority of the undergraduate faculty has collaborated in different activities at the local level (34%) and at the national level (25%); in addition 18% of them have collaborated with schools at the local level and 4% has collaborated at the international level.

At advanced level, all faculty members (100%) are also actively involved in service to the Department, Faculty and Institution and the broader community. They provide education-related services to the educational system in public and private schools in the Metropolitan Area and Island-wide. Faculty is engaged in conducting workshops, lectures, and skills training sessions, among others to schools and administrators. They also serve as direct consultants to the PR Department of Education on specific issues of concern to particular schools or at the administrative level and hold memberships and participate actively in a variety of professional organizations related to their particular disciplines. (Exhibit Standard 5-DGS Exhibit Tables 5d-1, 5d-2, 5d-3, 5d) Service Project examples: Title I Transforming the Schools Strategically, "CELELI" for the promotion, and research of reading, writing in children.

5d.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

List of Exhibits for Element 5d
Undergraduate Faculty Service Table

See **Attachments** panel below.

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

The Unit conducts systematic and comprehensive evaluations of faculty teaching, scholarship and service performance to enhance the competency and intellectual vitality of the professional education faculty. Every academic year adjunct/part-time, tenured and non-tenured faculty is evaluated by faculty and department personnel committee using the following criteria stated in "Article 45 of the University Bylaws" (Exhibit of University Bylaws): Quality of teaching; Research and publishing; Dedication to their duties and university service; Compliance with their educational work; Professional development; Cooperation in faculty work including committees and programs; Research and creation completed Works; Conferences in topics of their fields; Publishing, exhibitions, concerts and other analogue activities; Awards received.

Tenure-track faculty are evaluated regularly by each Departmental Personnel Committee, the evaluation process consists in (a) presenting an evidence based self-evaluation, which consists of a dossier or portfolio that evidence how the candidate complies with the evaluation criteria: Teaching [Knowledge, methodology, evaluation, recognition, among others]; Professional Development [Formal education and In-Service training, etc.]; Research, Creative Endeavors, and Publication [On-going research, consulting, creative projects, etc.]; Institutional Services [Duties, cooperation, participation and productivity, conferences and seminars, etc.]; Community Service [Collaboration, consulting, conferences, etc.]. and (b) classroom observation by peers, followed by a discussion with members of the Personnel Committee. Each Departmental Personnel Committee, presents evaluations results and recommends to the Department Chair and Faculty Personnel Committee.

Tenured faculty can voluntarily request an evaluation. There is a proposal at the senate level (Certification 65, 97 y 21) that established a procedure to evaluate tenured faculty. In addition,

professors may request a student evaluation of their courses. The Office of Evaluation has established a protocol of administering, codifying and writing report of student evaluation who is there to provide. (See exhibit student evaluation instrument)

Graduate teaching Assistant's are evaluated yearly by their mentors using the Deanship of Graduate Studies and Research criteria (See exhibit the evaluation criteria) student evaluation instrument is discussed with the candidate at the initial and final stages of their performance as research or teaching assistantships. Evaluation results are discussed with the Teaching Assistant focusing on the performance and the areas that need improvement. Evaluation results are send to the Deanship of Graduate Studies and Research.

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.)

Faculty is generally successful on the unit's evaluations. The following data summarizes faculty performance: (a) Promotions: Academic years 2007-08 - seven professors promoted to full professor, four to associate, and two to assistant. 2008-09 nine professor promoted to full professors, seven to associate, and two to assistant. 2009-10 (Number of professors recommend, but pending for Administrative Board approval): 4 professors to full professor, eight professors to associate; (b) Tenures: Academic years 2007-08 five granted, 2008-09 nine granted, 2009-10 three granted; (c) Sabbaticals: Academic years 2007-08 three professors, 2008-09 two professors, 2009-10 Institutional funds not available; (d) license with salary: 2007-08 three professors, 2008-09 three professors, 2009-10 Institutional funds not available; (e) license without pay: 2007-08 three professors, 2008-09 three professors, 2009-10 Institutional funds not available due to fiscal crisis.

Results from students evaluation indicate that most of the candidates rated excellent performance of faculty with respect to how well prepared is the professor (87.4%), the professor accepts suggestions from students (84.4%), accepts that students might disagree (82.3%), fairness in evaluation (78.66%), is ready to help students (88.3%), stimulates students to give the maximum (79.3%), explains with clarity (77.7%), respects students (92.03%), enthusiastic while teaching (86.7%), stimulates students to think (80.7%), tolerant (86.2%) and understanding (87.3%) (See exhibit Publication from Office of Evaluation Vol 3, Num1).

At the advanced level, Summary of Faculty Evaluations may be examined in Standard 5-DGS Summary of Faculty Evaluations A and B Exhibit Tables 5e1, p.163-164). Results from Section II of the Department of Graduate Studies Exit Survey demonstrate that most of the candidates are either very satisfied or quite satisfied with the academic services - aspects related to the courses.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Evaluations of professional education faculty are used to offer feedback to improve teaching, scholarship and services of the Unit faculty, as well as to collect data on the quality of teaching of the Unit. The in-classroom observation evaluation is discussed within the Personnel Committee to reach consensus and then with the faculty member to provide feedback to improve teaching. The results of the faculty evaluation made by students is handed directly to the professor during the following semester. Most faculty reported using the results of the candidate's evaluation for self assessment of their teaching and use them as an instrument to modify their courses, develop new teaching and learning strategies, implement changes in methodology and changes in course lectures and textbooks.

The faculty self-evaluation instrument with all its supporting evidence is evaluated by the Departmental

Personnel Committee, discussed with the faculty member and returned to the professor with the final score. Faculty is encouraged to follow recommendations made by the personnel committee. Their improvement is assessed in the following evaluation cycle. When needed, mentoring activities for new faculty members are implemented. Faculty is encouraged to attend workshops and conferences aimed at developing skills and knowledge in the areas that they need to improve. In addition, faculty must complete an Annual Report (FACTUM) and update its curriculum vita, encouraging to improve their teaching, scholarship, and service.

5e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

List of Exhibits for Element 5e

See **Attachments** panel below.

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Based upon the Institutional policy of the Campus as a Community of Learners, the Unit provides opportunities for faculty development aimed at gaining new knowledge and skills. Unit policies related to professional development are reflected in various official documents; among them (available as exhibits): UPR By-Laws (article 63); DGS Faculty Development Plan, Faculty Manual-UPR, Rio Piedras; Certification 76 [of the Rio Piedras] Academic Senate; and Vision University 2016. The faculty's needs are taken into account to establish priorities. In addition, results from the faculty evaluations that the Office of Evaluation conducts, professional development needs are highlighted and workshops are scheduled. Results have been disseminated for 2007-2008 and 2008-2009 academic years. The Unit considers these results to analyze and implement activities according to the needs found in the results.

Professional development activities are sponsored by the Center for Academic Excellence (CAE), according to the faculty development plan for the year. In addition, the Center for Research in Education (CIE) collaborates organizing and promoting special activities and a biannual Congress. At the Advanced programs, the GSC and the DGS management team develop and implement special activities that serve as professional development after discussing the needs for faculty development at the department level. The Unit makes a financial contribution to cover the expenses of professors to attend activities that are held abroad. In addition, for professional activities that are part of professional organization requirements the participation of faculty has been sponsored.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

A wide variety of workshops and activities are offered to faculty in areas related to diversity, technology, emerging practices, among others. The Center for Academic Excellence (CAE) implements the Unit's professional development policy through a yearlong program. This Center offers lectures, workshops and trainings on a variety of subjects related to excellence in teaching, research and administration. Within the Unit, faculty has been both provider and recipient of activities organized by the Center, particularly participating in lectures and workshops on Instructional Fridays. For a list of activities offered by CAE, please visit: Center for Academic Excellence. The office of Resources for

Teaching and Investigation (OREI- Oficina de Recursos para la Ensenanza e Investigacion) is a part of the Division of Academic and Administrative Technologies (DTAA Division de Tecnologias Academicas y Administrativas) and its objective is to promote the effective integration of technology by the faculty with the aim of developing solutions and products of high quality, founded in innovation, research and teaching (see OREI and/or OREI Brochure, available as an exhibit). In addition, LabCAD offers workshops to facilitate integration of technology into the teaching/learning process. The Center for Research in Education (CIE) sponsors diversity and research activities such as the Puerto Rican Congress on Research in Education (<http://cie.uprrp.edu/congreso/index.html>) and brings recognized speakers on research areas such as Dr. Marilyn Cochran-Smith, Dr. Joseph Maxwell, Dr. Harry Wolcott, Dr. James Mc Millan, and Dr. David Berliner (<http://cie.uprrp.edu/visitas.html>). The Deanship of Graduate Studies and Research (DEGI) coordinates and offers different educational activities related to assessment and research aimed at graduate faculty, administrators and graduate students. In addition, the College of Education, the DGS Center for Graduate Research, and the DGS organize symposia, workshops, conferences and professional retreats aimed at faculty and candidates' development (examples in 5f1-Unit Professional Development Activities, included in exhibit Standard 5-DGS Exhibit Tables, pp. 165-166). Finally, the Unit encourages the faculty to participate in local, national, and international academic activities such as taking formal courses, attending conventions, symposia, and conferences among others.

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

As reflected in the Faculty Annual Reports (FACTUM) professional education faculty actively participate in different professional development opportunities. During the past three years, faculty have reported participating in activities like: Workshops organized by the DEGI for coordinators and directors of graduate programs to improve the quality of graduate programs, workshops organized by the Office of Government Ethics. The majority of the faculty has participated in professional conferences, national and international, in their respective fields. Although most of the conferences have been local; some professors have participated in international conferences. Some topics of seminars and conferences attended are: ethics in research, assessment strategies, electronic portfolios, databases in the UPR Library System, technological tools for teaching, crisis management, institute of peace education, higher education, leadership, and others. To see all themes from the workshops and conferences attended please refer to exhibit of faculty attendance to conferences and workshops and 5f2-Professional Activities Faculty Participated, included in exhibit Standard 5-DGS Exhibit Tables, pp. 167-179.

5f.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

List of Exhibits for Element 5f
Faculty Professional Development Activities

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 5?

Faculty: The main characteristics of the faculty members are the following:

- Best academic credentials on the Island. In 1998, the Administrative Board approved Certification Number 110 that reaffirms, for faculty recruitment purposes, the requirement of a terminal degree in the discipline to be taught. The percentage of Campus professors that have doctoral degrees from accredited institutions represents the highest percentage of all higher education institutions in Puerto Rico. In the EMH College of Education, 100% of the full-time, at the advanced level hold a Ph. D. or an Ed. D. At the initial level, 85% hold a doctoral degree.
- Abundance and high quality of research publications, creative endeavors, and community service performed by the Campus and the College of Education reflect a high degree of commitment and consonance with those aspects of the Mission.
- Presentation of a considerable number of research and concept papers at national and international forums.
- Outstanding participation in collaborative projects with local and United States public school systems and with universities in the United States, Latin America, and the Caribbean.
- Dedication and excellence in teaching as evidenced by course evaluations performed by candidates.
- Leading participation in Campus wide projects such as the Center for Academic Excellence, the Puerto Rico Collaborative for Excellence in Teacher Preparation, the two UNESCO Chairs and the Alliance Between the UPR, the Department of Education and the Surrounding Schools of Río Piedras.
- Leaders in the implementation of assessment workshops at the Campus and College levels.

2. What research related to Standard 5 is being conducted by the unit or its faculty?

Office of Evaluation report of findings of course evaluations performed by candidates for academic year 2007-2008 and first semester of academic year 2008-2009 . Professor Tomás Reyes, and Luz A. Rivera Moreno, research assistant. Published in Breves Breviarios, Vol. 3 Num. 1 Nov. 2009

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The Dean is the official representative of the unit, responsible for the planning, delivery, and operations of all programs. To collaborate in these tasks, there is an Associate Dean of Academic Affairs, an Assistant Dean of Administrative Affairs, and an Assistant Dean of Student Affairs. Each dean has duties related to the Dean's position. The Executive Committee, the Administrative Team, and permanent and ad-hoc faculty committees support the administrative collaborative work within the programs. Permanent committees established on a yearly basis by institutional regulations (see UPR Bylaws) are the Personnel Committee and the Curriculum Committee. There are Personnel Committees

at the level of the departments and at the level of the College, in order to inform and support the Dean's decisions related to hiring, evaluation, tenure, promotions, sabbaticals, transfers, and other licenses available for faculty. The Curriculum Committee is organized at two levels: at the undergraduate level, it is responsible for reviewing proposals for the revisions and creation of initial programs before these come to the faculty for final approval. At the graduate level, there is an independent committee that has the responsibility to review advanced programs' revisions and creations before coming to the attention of the graduate faculty for approval. At both levels, the Committee has student representation.

The Dean is in continuous communication with the campus officials, the chancellor and other deans. At the level of the departments, the Administrative Team -department chairs- is responsible for the direct delivery and day to day operation of teacher preparation programs and other academic and professional programs. The Administrative Team, meets bimonthly and discusses all the matters that concern the planning, delivery and operations of programs, departments, and offices. The Administrative Team participates in the creation of a yearly plan based on the projections of academic areas and other administrative responsibilities.

At the beginning of the academic year, the Dean meets with the department chairs on a retreat, to evaluate the implementation and achievement of the unit's previous year work plan. On the basis of findings, and aligned with the campus goals and strategic plan, a work plan for the academic year is prepared. A second retreat is held at the beginning of the second semester to monitor the implementation and progress of the work plan.

The unit's associate and assistant deans are in continuous collaboration and team work effort with department chairs and with other directors, to ensure that programs and projects are kept up to date on administrative and academic responsibilities.

The Dean meets with other campus deans and with the chancellor on a regular basis, to review data on registration, budget, institutional assessment, and to make decisions concerning the implementation of programs and initiatives on campus and at the unit level. These data are shared and analyzed with the Administrative Team through bimonthly meetings, in order to make academic and administrative decisions. On a yearly basis, at the first faculty assembly of the academic year, the Dean presents a written report that accounts for the achievement and progress of the plan of the previous year. Faculty committees and the Faculty Assembly discuss and decide upon matters such as curriculum, faculty development, by-laws, and others.

At the advanced level, the structure for the unit's programs for other school professionals is framed within the Department of Graduate Studies (DGS) and consists of the Chairperson of the DGS and six leadership teams that provide advice to the Chairperson in the coordination, planning, delivery, and operation of all graduate programs. The five leadership teams established by the DGS By-laws (available as an exhibit) are: (1) Administrative Team, (2) Graduate Studies Committee, (3) DGS Faculty Personnel Committee, (4) DGS Curriculum Committee, and the (5) DGS Student Affairs Committee. In addition, the DGS Programs Assessment Committee contributes to the leadership and advises the DGS Chair. The core of the design and implementation of the programs is at the level of the Academic Areas.

The DGS Administrative Team is responsible for the administration and coordination of all graduate programs. DGS chair prepares a yearly plan based on the plans submitted by the Academic Areas and includes other administrative and programmatic tasks. The plan is executed in coordination with the Academic Areas and the Administrative Team. The Academic Areas are comprised by all the professors that teach in a specific area of specialization. There are ten Academic Areas in the DGS, to which its fourteen academic programs are ascribed. The Graduate Studies Committee structures the DGS' Development Plan and monitors its implementation

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they

are clearly and consistently described in publications and catalogues?

The recruitment and admissions policies are established and implemented for the UPR system, at the level of the President's Office. Every year, an admissions package is prepared and distributed among high schools around the Island. Representatives from the campus' Deanship for Student Affairs, visit schools in the Greater Metropolitan Area to offer orientation to high school graduates on the admissions policies and procedures. Future candidates can apply by mail or online. Admission to the unit, and to the particular program applied for by the future candidate, is granted at the moment of initial admission to the institution. Candidates complete General Education courses at the College of General Studies, during their freshman year. Admission to the initial programs is determined on the basis of a compound formula called Índice General de Admisión or IGS (General Admission Index), in which 50 % of the weight is the high school graduation academic index, and the other 50% is the score of the College Entrance Examination Board exam. IGS for admission at the College of Education ranges between 260 and 285, and a GPA of 2.50, but many candidates are admitted with higher IGS and GPA.

At the advanced level, the Recruitment Plan developed by the Deanship of Graduate Studies and Research is followed including activities for the target population (DGS Recruitment Plan, available as an exhibit). Selection of candidates begins at the Deanship of Graduate Studies and Research, based on the criteria established by that Deanship and the DGS. These normative practices are published in the institutional catalogs and other related documents. Each Academic Area in the DGS has criteria for admissions based on the Deanship of Graduate Studies and Research general admissions policies. Candidates are expected to meet a minimum GPA of 3.00, EXADEP or GRE scores, have an interview, write a short essay and provide letters of recommendation (see DGS Internal Admission Manual).

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

The calendars, catalogs, and grading policies are shared through public documents that the institution publishes on its home page. The administrative staff of the unit conducts periodic reviews of the publicized information. At the advanced level, for example, the incoming candidates' handbook (DGS Incoming Candidates Manual, available as an exhibit) is reviewed every year.

The Registrar's Office determines the academic calendar and schedules which are updated and published biannually. The grading policies are determined upon registration of each course following the Deanship of Graduate Studies and Research and Registrar's Office grading policies. Each Academic Area submits a proposal of courses to be scheduled for each semester to the Associate Director of Academic Affairs. After a thorough evaluation, the Associate Director of Academic Affairs submits the proposals to the Registrar's Office through the Deanship of Academic Affairs of the College of Education. The Registrar's Office publishes and updates academic schedules. At the advance level, the DGS also publishes the schedule on its electronic web page, which is updated periodically.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

There are four in-house professional counselors and one psychologist who facilitate candidates' access to services, such as personal, academic, and career guidance and counseling. The unit constantly writes and shares electronic communication with candidates. It sends regular letters to the candidates for registration procedures, special events, candidate progress reports, and academic evaluations. In

In addition, the unit and the DSG have an electronic homepage where information is shared with candidates as well as with the general public (DGS-Documents). At the initial and advanced levels, candidates at risk of low performance or whose academic progress doesn't satisfy institutional expectations are scheduled to see the academic advisor or the professional counselor (for the DGS protocol to manage these cases, please see exhibit DGS Protocol for Candidates with Low Academic Average, available as an exhibit).

At the advanced level, the Retention and Support Project, originated by a proposal submitted to the Deanship of Graduate Studies and Research and implemented in the DGS as a pilot program in 2008-2009, was conducted to ensure that the candidates that are having problems completing their degree receive counseling services. The Project has been thereafter institutionalized in the DGS (for the Project's proposal and implementation report, please see exhibit DGS Retention and Support Project). The DGS offers several orientations per semester to support candidates' academic progress, in areas such as: degree examination; thesis, project, and dissertation; information for incoming candidates; preparation of an independent study proposal (EDUC 6995), among others. Candidates are invited to participate to these activities through letters and e-mails. Information is also available in the DGS homepage and bulletin boards in the EMH building.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

When candidates are admitted to the unit, first they take general education courses at the College of General Studies. The Assistant Deans for Student Affairs at both colleges engage in a collaboration during the summer to ensure that academic programs for freshman candidates are prepared according to academic requirements of the unit and their programs of study. The Deans and department chairpersons from the unit are in constant communication with deans and department chairs from other colleges that provide academic services to candidates, thus ensuring that academic offerings for each semester satisfy academic requirements and electives according to their programs of study.

At the campus level, the Educational Interaction Committee is a body composed of the Campus Chancellor, the college deans, the Academic, Administrative and Graduate/Research Deans, the unit's dean, members of the unit's Administrative Team, candidates' representatives from advanced and initial level and teachers from the school community, as well as the Secretary of Education or a representative. This committee meets once every semester in order to discuss issues related to program design, implementation, learning and unit's assessment results, and ensures the adequate coordination of courses every semester. Key issues are identified in these meetings and are dealt with through individual meetings with deans and with the Department of Education representatives.

Concerning clinical practice, participation of professional community occurs through the continuous communication and collaboration of school faculty in charge of supervising practicum students in placement schools and university supervisors (see Standard 3 for details).

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

For the purpose of revising programs, area coordinators, department chairs, and the Associate Dean for the unit engage in team work and collaboration with their counterparts in other colleges on campus, in order to reach agreements on the changes needed in programs. For the purpose of revising the BA programs at the College of Education, faculty representatives meet with colleagues from other colleges to coordinate new course requirements.

The Dean of the unit represents the UPR system and in particular, the Rio Piedras campus in a commission that brings together the deans and directors of all teacher preparation programs in Puerto Rico. This commission has been instrumental in putting together successful proposals for the P.R.

Department of Education regarding teacher certification requirements, PCMAS, evaluation of teacher preparation programs in PR, and other issues that affect teacher preparation. When deemed necessary, the unit's dean invites directors of teacher preparation programs from the UPR system to discuss and agree on issues that affect programs. In these cases, coordination of the meeting is informed to the VicePresident for Academic Affairs.

6a.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

ExhibitsList standard 6a.doc

See **Attachments** panel below.

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

The principal funding for the UPR derives from legislative appropriations resulting from government recommendations. The Board of Trustees distributes funds to the UPR System. The Río Piedras Campus Budget Officer distributes all the funds and prepares the Campus' budget, which in turn distributes the funds to all colleges and schools. For academic year 2010-2011, approved budget for the Rio Piedras campus is \$235,807,671. For academic year 2009-2010 the approved budget was \$274,122,023. These figures reveal a reduction of 13.98% or \$38,314,352 in the campus budget. At the level of the unit, the approved budget for academic year 2010-2011 was \$20,802,510, while the budget approved for academic year 2009-2010 was \$ 25,479,401. These figures indicate a reduction of \$4, 679,891 or 8.85%. These reductions are the result of a decrease in government revenues that in turn have eroded government allocation for the UPR system. The comparisons of the units' budget with other colleges on campus, shows that even if face of the reductions, the unit's budget is higher that the budget of other colleges. In terms of the budget s of other campuses with teacher preparation programs within the UPR system , the Rio Piedras campus has the highest budget of all (see exhibits in attachments).

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

There has been continuous budgetary support during the past five years for the various programs of the EMH College of Education. Nevertheless, since academic year 2009-10 and during the current year, the UPR has seen a considerable reduction of funds received from the government. Steps have been taken to ensure that academic program continue to administrative hires, reduction of personnel benefits, reduction of travel monies, reduction of administrative salaries, among others. Vacant faculty positions have been frozen due to the lack of funds to support the commitment of the institution with new hires for upcoming years.

Since fiscal year 2009-2010, the UPR system is facing a funding crisis related to a decrease in resource at the level of the government of the Commonwealth of Puerto Rico. Last year, the UPR system faced a deficit o that was managed with an assignment of \$110 million in ARRA Funds and internal measures to reduce expenditures. During this fiscal year 2010-2011, only \$15 million in ARRA Funds are available, thus not being enough for facing a deficit in\$ 200 million at the level of the system. The impact on the

Río Piedras Campus resulted in a reduction of \$38 million, and a reduction of \$5 million in the unit's budget. The Board of Trustees enacted a measure to increase revenues by establishing a special registration fee of \$800 to be charged next semester (see Board of Trustees certification # 146, 2009-2010). For the next two years and a half, this fee will be charged at the moment of registration, resulting in an increase of \$400 per semester in registration fees. The total revenue for the UPR system will be at least, \$ 40 million . Besides, the UPR's President and the Río Piedras campus Acting Chancellor put in place measures to reduce expenditures such as freezing the approval of promotions, freezing recruitment of faculty and administrative positions, reducing the compensation for extra load in courses, reducing the number of class sessions in order to increase enrollment in class sessions, reducing full time contracts, reducing travel money, among others.

6b.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Instructional Budget for the Río Piedras Campus (2003-2010)
Consolidated Budget for UPR System
Budget History: 2009-2010 to 2010-2011
Budgets of Comparable UPR Campuses with Clinical Components
Budget Distribution by Colleges

See **Attachments** panel below.

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

As a general rule stated in the institution's By-laws (UPR By-Laws, available as an exhibit), the unit workload policies require faculty to have a minimum of 12 credit hours and a maximum of 21. At the initial level, each course section is expected to have a minimum enrollment of 30 candidates according to the size of the classroom; at the advanced level, is expected to have a minimum enrollment of 10. At the initial level, the faculty workload is comprised of courses, research and creative projects, supervision of practicum and internships, coordination of Academic Areas. At the advanced level, faculty workload also include chairing thesis, projects and dissertation committees, and coordination of special projects (for example, UNESCO Chair in Higher Education [UNESCO-Higher Education PR Chair], CELELI [Center for the Study of Reading, Writing and Children's Literature; CELELI], the Graduate Research Center, among others). As part of an internal DGS policy, three credits are allocated for research, as long as the professor has a structured research project, complies with requested reports, and funding is available. At both levels, academic advising is part of the regular workload of the faculty. At the initial level, compensation for the professor depends on the amount of candidates enrolled in a given major: .50 credits for each group of 50 candidates or less, active in the major; 1 credit for each group of 100-candidates up to a maximum of 3 credits.

At the advanced level, the number of advisees per professor depends on the ratio of candidates per faculty in each academic program; since the ratio is so varied among programs, the number of advisees to professors fluctuates between 5 and 33. There is no differentiation on faculty positions as it regards academic workloads. According to institutional policies, each faculty member may chair a maximum of

six thesis, project, or dissertation committees; however, due to various reasons, including the high ratio of candidates to faculty in some programs, oftentimes faculty members chair more committees than the institutional limit. Due to fiscal limitations, a recent policy in place establishes that faculty will be compensated one (1) credit per chair of thesis, projects, and dissertation up to four semesters. If the candidate has not yet completed the thesis, project, or dissertation, from there on it will be part of the faculty workload without monetary compensation.

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

Although the academic load of the faculty is 12 credits, a fair number of professors surpass this number. At the initial level, several faculty members engage in teaching and clinical supervision simultaneously. The workloads in these cases include 9 credits in clinical supervision and 3 credits in teaching. Faculty may have extra workload teaching another 3- credit course. In exceptional cases, extra workload could be substituted by the supervision of up to three additional candidates in clinical practice.

At the advanced level, not all the academic programs have clinical experiences as part of the curricula. Table Average Number of Credits per Academic Area, attached in 6c.7, presents the average academic workload of faculty. Table Average Number of Credits on Coordination and Research, also attached in 6c.7, presents the workload on coordination and research for full time professors in each Academic Area since the 2006-2007 academic year. Exercise Science and Family Ecology are not included in the tables because they share their academic loads with other departments. The average workload of faculty is 17 credits.

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

At both levels, frequently the average workload of the faculty exceeds the minimum required. In addition, the academic advice to graduate candidates is considered a fundamental task of the faculty on graduate programs. The effect of this overload directly affects academic advice, and research and creative activities. At the advanced level, as shown in table Average Number of Credits on Coordination and Research (referred to in the previous question) the proportion of credits for research is lower than for coordination within the workload distribution. Faculty may apply for assistantships which are granted according to the project that they have and the availability of resources. Since the 2006-2007 academic year, an average of 12 research or teaching assistants have been assigned to 11 professors. In addition, some professors have sought external funds which include teaching and research assistantships. For example, the Project for the Professional Development of Teachers to Improve Science and Math Learning (MSP-San Juan), has four assistants; the research project Factors that Influence Students' Success, sponsored by the Council of Higher Education, has one assistant; and the Center for the Study of Higher Education, sponsored by the Deanship of Graduate Studies and Research, has an additional assistant (proposal for the establishment of the Center, available as exhibit Center for the Study of Higher Education proposal).

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

At the initial and advanced levels, part-time professors are regarded as faculty members. Many of the part-time faculty is full-time faculty in other departments of the College of Education or other UPR units. Previous to their hiring, prospective part-time faculty must be evaluated for recommendation by the Academic Area and the Personnel Committees. Once teaching in the unit, part-time faculty are evaluated through a classroom visit by the Faculty Personnel Committees and a professor from the Academic Area. At both, initial and advanced levels, there are particular classroom visit instruments used by the members of the Personnel Committees (for more details, please refer to Standard 5e; initial and DGS Faculty Classroom Evaluation Instrument, available as an exhibit).

Part-time faculty attends department and faculty meetings in order to maintain consistency and integrity of the unit and its programs. The part-time faculty receives regular communication from the Department by e-mail and regular mail.

In 2009-2010, there were 18 part-time instructors. They are linked to the full-time faculty in the preparation of syllabi and the process of the candidates' assessment.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

The unit has approximately 100 clerical personnel responsible for the administrative task related to the programs. In each department at least the unit has 2 administrative clerks to support educational activities related to the faculty program. The ratio of administrative personnel to faculty is 1.5; to candidates is 3.6.

Support staff for the unit is a management team consisting of the Dean, the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs and the Administrative Affairs. The Dean supervises a team of five clerical personnel that includes an executive secretary, two secretaries, one receptionist and the messenger. The Dean also supervises a group of four professional counselors and one psychologist that provide direct services to candidates. The Associate Dean for Academic Affairs is responsible for the supervision of one secretary. Also, works with eleven department chairs; each with at least, one secretary. The Assistant Dean of Student Affairs supervises a team of two secretaries, two orientation officials and one registration official. The Assistant Dean of Administrative Affairs supervises six employees. At the advanced level, the DGS has a management team consisting of a Chairperson, an Associate Chair of Academic Affairs (vacant), an Assistant Chairperson for Student Affairs, a Graduate Studies Coordinator, and the DGS Professional Counselor (vacant). In addition, there is a Student Affairs Official, an Administrative Affairs Official, a Lab Technician assigned to the Counseling Lab, and four secretaries who have specific responsibilities (administrative affairs, academic affairs, doctoral program, and master's program, respectively) (please, see DGS Directory 09-10, II, available as an exhibit). Special projects are usually coordinated by a professor, with the support of one or more research or teaching assistants.

6c.6. What financial support is available for professional development activities for faculty?

As a matter of policy and Bylaws, Faculty members can apply for sabbatical, leave of absence with or without pay, and financial assistance to complete doctorates. In 2006, the institution granted 3 sabbaticals to the unit's faculty members. Also, in 2007-08, four of the faculty members received 5 sabbaticals and two licences with financial assistance; in 2008-09, 6 sabbaticals were granted. The EMH College of Education offered a budget allowance so that faculty members can attend conferences, seminars, or conventions for professional development. This allowance pays for the faculty member's registration and airfare, among other expenses. Up to last year, the faculty applied for other support to the Deanship of Academic Affairs, the Chancellor and also, the UPR President's Office.

The EMH College of Education externally funded projects provide another avenue to sponsor professional development activities participating faculties. Since last year, due to the financial constraints, sabbaticals and leave of absences with pay or financial assistance, are frozen.

6c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Faculty full-time and part-time status
Statistics on highest degree and tenure

See **Attachments** panel below.

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

Facilities and equipment supporting the academic programs are distributed among eight buildings on Campus with 103 classrooms and 139 faculty offices. The EMH College of Education, including the Office of the Dean, is housed at the Eugenio Maria de Hostos (EMH) Building. Thus, the majority of academic departments are located in this building, as well as other services and offices, such as the Curriculum and Teaching Department, Foundations of Education Department, Department Graduate Studies, Guidance and Counseling Office, Educational Technology Center, Virtual Classroom, eight computers laboratories including the Business Education Program Laboratory, Center for Inclusive Assisted Technology for impaired persons, Educational Research Center, Office of Evaluation, Authentic Assessment Center, Student Council Office, Gerardo Selles Sola Education Library, Rafael Cordero Theater and three smaller amphitheaters. Ascribed to the DGS are the Graduate Research Center, the Counseling Lab, the CELELI, the Project for the Professional Development of Teachers to Improve Science and Math Learning office, the Center for the Study of Higher Education, and the Physiology of Exercise Lab.

Other departments within walking distance of the EMH building include the Physical Education and Recreation Department/Sports Complex, School of Family Ecology (Biochemistry, Clothing, Food Preparation, Home Management, Independent Living for Impaired Persons Laboratories, Lydia J. Roberts Resource Center, the Nursery School and the Infant and Toddlers Laboratory), Occupational and Technology Education Laboratories, Preschool Development Center, and the UPR Elementary and Secondary Laboratory Schools.

The UPR Elementary and Secondary Schools physical facilities are located across the street from the EMH building and are furnished with adequate resources, offering candidates an opportunity to observe and teach classes. The physical facilities at the EMH College of Education are available to the community for the purpose of activities such as conferences, in-service training for teachers, faculty special projects, initiatives and events, such as the Puerto Rico Educational Research Congress, UNESCO Conferences, among others. Classroom space and facilities are sufficient, adequate, and accessible to all candidates, providing an effective teaching and learning environment. Faculty office space is adequate but limited, since up to this moment some faculty members (Table #2) and projects share offices. The challenge is to continue the effort to expand the physical facilities as

expressed in the UPR, Rio Piedras Campus Master Plan Vision 2016, which presents a comprehensive analysis of the institutional efforts to address physical issues.

6d.2. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Facilities distribution -Table.docx

See **Attachments** panel below.

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

The unit's budget do not include a particular line of funding allocated for technology. However, since academic year 2005-2006 a technology fee of \$25 per semester is charged to candidates at the moment of registration (see Board of Trustees Certification # 62 2004-2005). At the level of the Rio Piedras Campus, the technology fee represents an annual revenue of one million dollars. This amount is intended to provide direct technology services and equipment for teaching and research aimed at students, connection to internet services, and WiFi services. Up to the FY 2009-2010, the distribution of the technology revenues was the responsibility of the Chancellor in coordination with the Division of Academic and Administrative Technologies (DTAA) From 2006 to 2008, the unit received a total amount of \$259, 937. This amount does not include a proposal submitted in 2009-2010 for equipment, totalling \$166,209.95, that was not acted upon by the Acting Chancellor or DTAA.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

The unit has a system of information technology, the Gerardo Sellés Library, and the Library System of the University of Puerto Rico which are widely used by candidates and faculty. In terms of technology, the Resource Center for Learning and Research (CRAI) supports and provides faculty and candidates with access to emergent technologies and services. It has four computer classrooms, one Virtual Classroom with video-conference and audio-conference equipment, a television and editing studio, Graphic Design Office, and audiovisual services. The EMH building has a closed-circuit television system and it is wired with Internet access to all faculty offices, classrooms, amphitheatres, plus Internet II access to the third and fourth floors. The Guidance and Counseling Lab has been recently remodeled and furnished with the necessary technological equipment for its services; this lab is used by candidates and professors from the Guidance and Counseling Programs. The Graduate Research Center, offers research workshops for candidates, and has eleven computers that can be used by both faculty and candidates. The majority of the professors have a computer or laptop provided by the DGS, the Deanship of Graduate Studies and Research, or obtained through research or service grants.

The UPR provides each candidate and faculty member with an e-mail address that they are expected to use for university related undertakings (registration, online access to library, Blackboard courses, etc.). The existence of several courses in the Blackboard space is evidence of the use of this technology (please see 5b7-DGS Courses in Blackboard, included in exhibit Standard 5-DGS Exhibit Tables, pp. 94-106). In addition, the University has a system-wide database where faculty is expected to report

individual academic and professional achievements (FACTUM). Unfortunately, this is not widely used by the faculty, nor is the e-mail address assigned by the University (for more details regarding unit facilitation of professional development related to technology, please see related information on element 5f2).

The unit collaborates in a project with the Gerardo Sellés Solá Library, for the development of information and research skill integrated within the curriculum at the initial level. At the advanced level, there is another project aimed at fostering competencies needed for thesis, projects, and dissertations, and for independent research.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

The unit's budget does not have a particular line of funding for assessment. However, the Dean has allocated resources through the provision of faculty time, within their academic load, to dedicate themselves to the development and implementation of the assessment system. The DGS Assessment Committee (exhibit DGS Programs Assessment Committee) receives support from the Office of Evaluation of the College of Education.

At the time when the EMH College of Education began the implementation process of its Five-Year Assessment Plan, The Dean appointed two faculty members, one as the coordinator of the Center (CEA), two graduate student assistants, and provided office space with Internet access. The CEA will articulate the Unit and programs evaluation and accreditation processes, and will maintain communication with the UPR Academic Planning Office, Admissions Office, Registrar's Office, Academic Affairs Deanship, Graduate Studies and Research Deanship, among other institutional or accreditation related units. The Unit is committed in sustaining the CEA and the Assessment Plan presented to NCATE.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The UPR Library System is composed of twenty-three libraries and collections. It provides services and facilities for the blind and other disabilities. It has the largest collection of bibliographical and related resources in the Caribbean. Examples of this are the collections in the Communication School, the Graduate Planning School, the Information Science Library, School of Law, and the Puerto Rico Collection Libraries.

The Gerardo Selles Sola Library (GSSL), housed at the EMH College of Education, supports and provides services to all academic and research education programs. Its "Policy for the Development of the Collection Gerardo Selles Sola Library" is guided by the College of Education's Conceptual Framework and its academic offerings and by the UPR Library System's official collection development document.

In addition to the resources in this collection, the UPR Library System has access to bibliographical references through HORIZON, an on-line information service with access to more than 300 bibliographical databases in various disciplines. Resources not available at the UPR Library System can be requested through Inter-Library Loans. Media, software, and other collections at the Center of Resources for Learning and Investigation (CRAI) include a variety of materials depending upon client needs. Catalogs, brochures, reviews, and other literature related to selection and use is located in this area. The Center developed a computerized management system in order to facilitate the selection and circulation process. Faculty and candidates participate in the search and selection of media reference material. The CRAI also provides training to faculty members and candidates in the integration of

information technologies in curriculum education. The library director and professors coordinate numerous workshops for faculty, candidates, and the community.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

Access to information is provided through an on-line catalog (NOTIS System), for those who have logged on to the automated system and also by card catalog. The borrowing policies are determined by the Library Bylaws, which apply to all units of the Library System. Borrowing policies allow community members to access the Library System from outside the Campus by Internet.

The GSSL opens 68.5 hours per week and provides faculty and candidates with access to references and electronic information. It is subscribed to an Online Public Access Catalog (OPAC), the local version of which is dubbed Horizon 7.0. There are 211 educational journal subscriptions, 1, 523 journals in full text, and other subscription databases that can be used from anywhere on Campus and off site. The total volume (in all formats) in the library is 40,128. Periodically, faculty and candidates access to books, journals, curricular materials, and electronic information resources, among others. In general, resources at the GSSL are adequate and renewed yearly as demonstrated in the yearly budget.

In previous years, faculty members and candidates of the EMH College of Education that participated in the PT3 Project have had the opportunity to receive training and technical support geared to develop computer skills in the use of the electronic portfolio, Blackboard, email, Internet, Power Point, electronic roll book, and Excel, among others. The outcomes of this project have been institutionalized in the unit. For example, Blackboard as a tool for teaching and research is used by the majority of professors within the unit. The Unit's buildings provide connection and access to Internet (wireless), facilitating the modeling of integration of technology in the classroom, as evidenced in the course syllabi of most courses offered.

6e.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Description of resources
Resources including technology

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 6?

The UPR Library System is composed of twenty-three libraries and collections. It provides services and facilities for the blind and other disabilities. It has the largest collection of bibliographical and related resources in the Caribbean. Examples of this are the collections in the Communication School, the Graduate Planning School, the Information Science Library, School of Law, and the Puerto Rico Collection Libraries. The Gerardo Sellés Solá Library (GSSL), housed at the EMH College of Education, supports and provides services to all academic and research education programs. In addition

to the resources in this collection, the UPR Library System has access to bibliographical references through HORIZON, an on-line information service with access to more than 300 bibliographical databases in various disciplines. Resources not available at the UPR Library System can be requested through Inter-Library Loans. Access to information is provided through an on-line catalog (NOTIS System), for those who have logged on to the automated system and also by card catalog. The borrowing policies are determined by the Library Bylaws, which apply to all units of the Library System. Borrowing policies allow community members to access the Library System from outside the Campus by Internet.

2. What research related to Standard 6 is being conducted by the unit or its faculty?

The CoE is one of three units in the Rio Piedras Campus that is part of the Project to Integrate Information Competencies in the Curriculum, and is part of a research project of the UPR Library System to identify the information competencies of faculty and students that are participating in the Project. It is a fundamental effort to advance the implementation of efforts to integrate information competencies across the Campus, to meet the Profile of the UPRRP Student.