

University of Puerto Rico
Río Piedras Campus
College of Education
Teaching Practice Office

**Creation, functions, and procedures
Advisory Committee on Educational Clinical
Experiences
(CAECE, for its acronym in Spanish)**

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Section I

General Dispositions

1.1 Title

This document will be titled Creation, functions, and procedures of the Advisory Committee on Educational Clinical Experiences.

1.2 Mission and vision/ Nature of the Advisory Committee on Educational Clinical Experiences (CAECE, for its acronym in Spanish).

CAECE is a body created to provide counsel to the College of Education of the University of Puerto Rico, Río Piedras Campus in matters related to field experiences, teaching *practicums*, and any other clinical experience that may be developed in the future. It uses as its main guideline the mission and vision of the College of Education, to wit:

Vision To enable the formation of students and educational leaders committed to reflexive and transformative socio-humanistic practices and to the highest values related to justice, democracy, and peace.

Mission To contribute to the achievement of the individual and collective goals of the people of Puerto Rico through the formation of students and educational leaders, and to the transformation of Puerto Rican education within the context of the 21st century's pluralized and multicultural world. Therefore, the College educates and promotes the professional development of teachers, administrators, counselors, and other professionals found in fields related to education. The Eugenio María de Hostos College of Education at the Río Piedras Campus shares with other units of the University of Puerto Rico System a responsibility to contribute to the achievement of the University's mission as set forth and in accordance with the University of Puerto Rico Act. Furthermore, it shares an institutional responsibility to achieve its mission through academic interaction with its laboratory schools and with other colleges and faculties

of the University of Puerto Rico System and the Río Piedras Campus, as well as with other community components, students, and alumni.

1.3 Applicability

This document is prepared with the purpose of creating an advisory committee and to establish the functions and procedures that will guide it. It assumes that educational clinical experiences are part of the curriculum of teacher preparation programs; they establish the suitable expectations for the admission of candidates in mutual coordination with schools, one that insures a direct relationship between theory and practice. CAECE's primary objective is to achieve active participation among all parties involved in the clinical experiences. This document applies to all components that collaborate in the process of carrying out said experiences.

Section II CAECE's Structure

2.1 Functions or Responsibilities and Limitations

The responsibilities of CAECE members will be to advise the Eugenio María de Hostos College of Education (FEEMH, for its acronym in Spanish) through the Office of Educational Clinical Experiences in the establishment of norms, evaluation criteria, and innovations in teacher preparation as they relate to the clinical experiences. To this end, they will review and offer input in the appraisal of existing documents and in the development of new documents that can contribute to the improvement of clinical experiences in existing programs. Thus, they will attend ordinary and extraordinary meetings convened by CAECE's presidents or requested by CAECE's members.

2.2 Membership and appointments

CAECE will have the following members:

Number of Representatives	Section	Appointed by
1	Coordinator of Educational Clinical Experiences	Dean or authorized representative
2	School Directors <i>*1 from private schools</i> <i>*1 from public schools</i>	College of Education Dean upon recommendation from department directors, coordinator, supervisors, school directors and teachers from the teaching practice centers.
2	Cooperating teachers <i>*1 from private schools</i> <i>*1 from public schools</i>	College of Education Dean upon recommendation from department directors, coordinator, supervisors, school directors and teachers from the teaching practice centers.
1	Community or business groups representatives or representatives from schools belonging to the <i>Proyecto de Acompañamiento Escuelas Aledañas</i>	College of Education Dean upon recommendation from department directors, the Educational Clinical Experiences Coordinator, school directors, teachers from the <i>Proyecto de Acompañamiento Escuelas Aledañas</i> , and members of community groups.
1	Representative from the students' association known in Spanish as <i>Asociación de Estudiantes de Práctica Docente</i>	Elected during the first Assembly each semester.
1	Representative from PR Department of Education	College of Education Dean upon recommendation from department directors and the Educational Clinical Experiences Coordinator
1	Representative from the College's Laboratory Schools	College of Education Dean upon recommendation from department directors and the Educational Clinical Experiences Coordinator
1	Teaching Practice Supervisor	College of Education Dean upon recommendation from department directors, supervisors, and the Educational Clinical Experiences Coordinator
1	Field Experience Professor	College of Education Dean upon recommendation from department directors and the Educational Clinical Experiences Coordinator

Membership to CAECE will be for three years, except in the case of the representative from the students' association; this membership will last one semester. Under extraordinary circumstances, an appointment can be made before this period is complete.

2.3 Board of Directors

The board of directors will be created during the first committee meeting. It will be validated every year. The board will have a president, vice president, general secretary, members-representatives and the Field Experiences Coordinator. The president will direct all work carried out by CAECE. Among the president's responsibilities we can cite: Prepare a proposed calendar of the semester's meetings; prepare the agenda for ordinary meetings along with the general secretary; preside over meetings; represent CAECE in any activity that is related to the committee's functions; and to prepare a brief annual report of the work performed by the committee, with support from personnel from the Educational Clinical Experiences Office.

The person that is appointed as vice president will substitute for the president when they are absent. The general secretary will be responsible for: Attendance during ordinary and extraordinary meetings, take minutes of CAECE's of ordinary and extraordinary meetings; collaborate with the president in preparing the proposed meetings calendar for the semester and meetings' agendas, coordinate with the Educational Clinical Experiences Office document management for the committee. A sub-secretary will be elected from the committee members to substitute for the secretary whenever they secretary is absent.

The function of representative-members will be to represent their units and their opinions in any matter discussed during ordinary and extraordinary meetings. They will belong to one of the permanent committees.

2.4 Meetings

CAECE ordinary meetings will be held two times per semester, on the day that is most convenient to all members of the advisory or permanent committee. Extraordinary meetings will be held to discuss pertinent and

necessary matters. Permanent committees will hold meetings during the semester taking into consideration their work agenda.

2.5 Organizational placement and support services

CAECE is placed under the responsibilities of the Educational Clinical Experiences Office. Its coordinator and personnel will provide all necessary support services, will notify CAECE, through its president, about any urgent matters, will collaborate in the elaboration of meeting agendas, and will have custody of all committee files. Similarly, it will provide the necessary information to allow CAECE to function. The coordinator of the Educational Clinical Experiences will be an *ex-officio* member of all permanent committees.

Section III Permanent Committees

CAECE can be divided into *ad hoc* committees to serve specific tasks related to its functions as advisor to FEEMH in matters related to clinical experiences. In said cases, each *ad hoc* committee will elect a president and secretary among its members. Some of the matters they can advise in are:

3.1 Certification of the cooperating teacher or director

Among the functions of this *ad hoc* committee we find: 1) review or develop quality criteria or standards for cooperating teachers; 2) promote the participation as cooperating teachers of teachers with a track record of prove excellence; 3) develop meetings between cooperating teachers and directors that are related to their profession; 4) submit to the Educational Clinical Experiences Office at the beginning of each semester a list of possible cooperating teachers or directors candidates; 5) collaborate in the evaluation of these candidates one semester before they are allowed to participate in the program.

3.2 Development of academic activities

This committee will propose academic activities for students in their field experiences, in their teaching practice, and in any other type of experience

that can enrich the clinical component of all teaching programs. It will also provide candidates to serve as cooperating teachers or directors. These proposed candidates will be sent to the consideration of the Educational Clinical Experiences Office, practice professor, and field experiences in which the P-12 communities, teachers, and the university can receive mutual benefit.

3.3 Educational Clinical Experiences

The educational clinical experiences permanent committee is in charge of evaluating, revising, and designing clinical experiences whose depth, amplitude, diversity, coherence, and duration insures effectiveness and positive impact upon the development of all students based on the knowledge gained, the skills acquired, and the professional disposition of candidates. The committee will collaborate in the collection of important information, as established by CAEP in standard 2 and by the College of Education.

Section IV Procedures before the committee

4.1 Resignations

Any member of the advisory committee, board of directors or permanent committees that wishes to resign to their position will submit their resignation, in writing, to the Dean of the College of Education.

4.2 Quorum

Quorum will be established with the presence of half or more of the total number of committee members or of the permanent committee.

4.3 Elections

Elections will be publicly carried out by using raising the hand as voting symbol. The parliamentary rules used by the institution will be used.

4.4 Amendments

Amendments to these norms will be proposed during ordinary and extraordinary meetings and the proposed amendment has to be approved by 50 % or more of the members of the advisory committee.

4.5 - Attendance

Members who are absent during two or more consecutive meetings of CAECE or its *ad hoc* committees will receive a communication from the Educational Clinical Experiences Office inquiring about their commitment to remain as members of the committee. The answer to this communication will decide if they continue to serve as members. A second communication will be sent if the member misses two additional, consecutive meetings. This last letter will declare the position vacant and a substitute will be sought.

When a member does not attend an ordinary or an extraordinary meeting, it is their duty to inquire about the matters that were discussed during said meeting and the tasks that were assigned.

An annual attendance report will be provided to the dean, unit directors, and public and private agencies that participate in CAECE.

Section V Glossary

*These definitions were taken from the CAEP Accreditation Manual (February, 2015) and the Law to Regulate the Educational Clinical Experiences Program of the Puerto Rico Department of Education.

5.1 Partnership

Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

5.2 Teacher Candidate

Undergraduate or graduate university students that are close to completing their degree that complete an educational clinical experiences and comply with all of the requirements established by the Educational Clinical Experiences Program of the Puerto Rico Department of Education and those established by the university.

5.3 Educational Clinical Experiences Center

Public or private schools or educational centers that have a license to operate provided by the government where students that are preparing to be teachers, school directors, or professional counselors in educational contexts can carry out field and clinical experiences at the pre-school, elementary, and secondary levels.

5.4 Educational Clinical Experiences Coordinator

A university professor assigned to serve as liaison between the higher education institution that they represent and the Puerto Rico Department of Education, or public or private infant, maternal, or preschool centers whose functions will be determined by the faculty or education department of its institution.

5.5 Preparatory course for teachers, school directors or professional counselors working in centers for educational practice

Course to prepare this personnel to supervise and evaluate the clinical experience of candidates in their category, and also to provide opportunities to strengthen their professional competencies.

5.6 Cooperating director

Has the responsibility, along with the clinical experience university supervisor, to evaluate the knowledge, the skills, and the dispositions of the school director candidate in the areas of leadership and educational management, and identifies the strengths and areas in need of development that can provide support to the candidate's professional development.

5.7 Educational Clinical Experiences

Practice in formal preschool and school scenarios at the end of their university studies through which the teacher candidate assumes the inherent responsibilities of their future profession in all of its dimensions, and demonstrates the knowledge, skills, and dispositions acquired throughout their learning process.

5.8 Field experiences

Practice in formal school scenarios, before a clinical experience, that are part of the courses taken as a university student. They may include observation and demonstrative classes.

5.9 Assessment

An ongoing, iterative process consisting of four basic steps: 1. Defining learning outcomes; 2. Choosing a method or approach and then using it to gather evidence of learning; 3. Analyzing and interpreting the evidence; and 4. Using this information to improve student learning (adapted from the Western Association of Schools and Colleges glossary).

5.10 Stakeholder

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or Educator Preparation Providers (EPPs) interested in candidate preparation or education.

5.11 Cooperating teacher

Has the responsibility, along with the clinical experience university supervisor, to evaluate the knowledge, the skills, and the dispositions of the teacher candidate during the teaching and learning processes, and identifies the strengths and areas in need of development that can provide support to the candidate's professional development.

5.12 Educational Clinical Experiences Supervisor

A university professor responsible, along with the cooperating teaching, of evaluating, through the clinical experience, the performance of the teacher candidate.

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Approved by CAEP Steering Committee- May 23, 2016.

Approved by the Dean of the College of Education- October 7, 2016.

Roamé Torres González, Ed.D., Dean

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