

# **Completer Satisfaction with the Teacher Preparation Program of UPRRP 2018- 2019**

## **4.4 Program Impact: Completer Satisfaction**

The data in this report comes from the Completer Satisfaction Questionnaire, in which 42 completers participated voluntarily and anonymously during 2018-19. The questionnaire has 34 premises and was completed online. From the analysis of the information collected among our graduates, to maintain and improve the quality of the programs of the College of Education of the Río Piedras Campus, it has been possible to identify areas of great satisfaction and others of less satisfaction that will guide our commitment and work of improvements and transformation to our College.

According to the data collected, our surveyed graduates reported being employed both in the public sector (55.3%) and in the private sector (26.3%), that is, in laboratory laboratories of a university institution (18.4%). They also reported having a professional performance as a teacher (79.5%), mainly at the high school level (54.1%), in urban areas (84.2%). Regarding their academic preparation, respondents teach in various concentrations, Special Education, Preschool Education, Elementary Education 4th-6th; Kindergarten through Third, Math, Science, Social Studies, Fine Arts, Technology, English, and Language Arts.

In the section that explores the competences that they have as educators, a summation was made of the completers who reported being in complete agreement with each premise surveyed and with those who reported being in partial agreement. From this investigation, it was found that an immense majority of the graduates surveyed indicate that the preparation they received at the Faculty of Education of the University of Puerto Rico, Río Piedras Campus allows them to have a broad and deep knowledge of the content of the subject they teach. (92.8%); a large majority indicated that such preparation allows them to make connections between the subject they teach with other disciplines (85.7%); integrate the standards with the content of their discipline (81%) and organize meaningful learning experiences of the subject for all students (81%).

Likewise, it allows them to know the different ways in which students develop cognitively, socially, emotionally, physically and linguistically and the different ways in which they learn (88%); as well as knowing and organizing strategies, resources and teaching and learning activities that address the diverse needs, interests and talents of students (83.3%); align instructional objectives and activities with subject standards and school curriculum goals (78.5%); select and sequence appropriate and relevant teaching activities for students and the community and achievement of learning objectives (78.5%); planning in the short and long term the curricular goals and the knowledge of the students and their community (73.8%) and planning the distribution of time to achieve the learning objectives (81%). In the area of technology, the graduates surveyed indicated that the preparation they received in their academic training allows them to integrate technology to strengthen and promote the active and meaningful learning of their students and the teaching process (85.7%); use technology to

support and strengthen learning assessment (88%); and finally use technology to facilitate and strengthen communication, collaboration, research, and creation (85.7%).

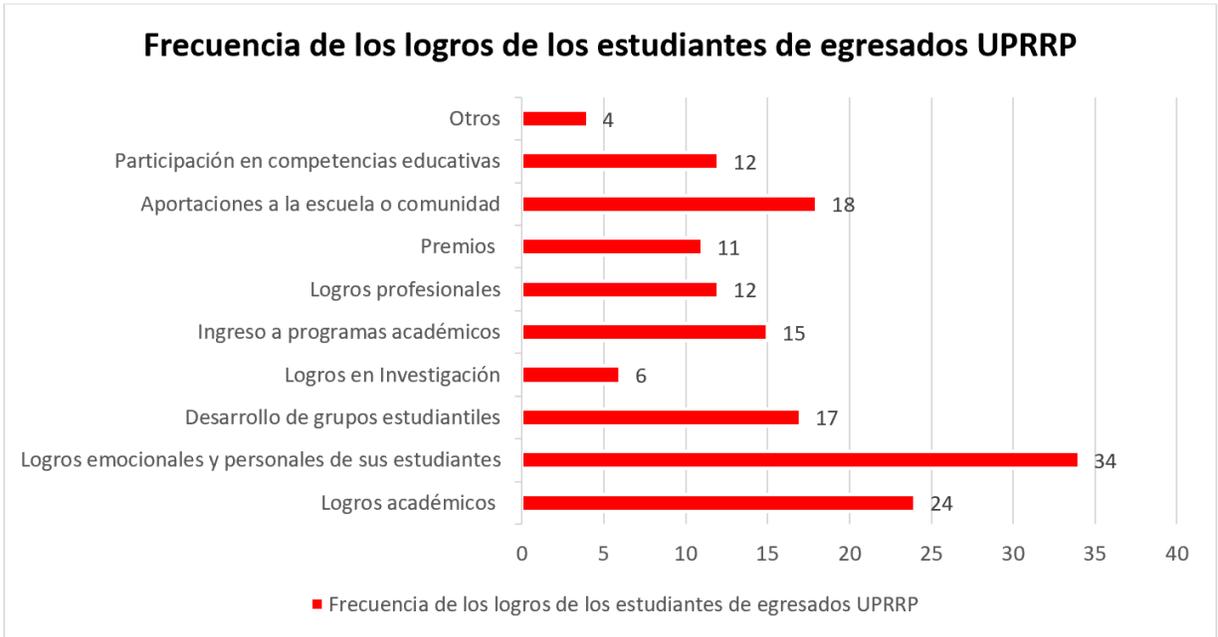
There is a high percentage of surveyed completers who indicate that they are satisfied and very satisfied with the Teacher Preparation Program, for which reason both percentages were also added in this section. From their answers, it appears that 81% express satisfaction with the teaching methodology and pre-practice courses; 88% express satisfaction with the foundations of education courses (human growth and development, educational philosophy, sociology, research and evaluation of teaching); 88% express satisfaction regarding the courses taken at the Faculty of General Studies. However, the highest degree of satisfaction was found in General Education courses with 90.4%.

The surveyed completers reported having no need to reinforce the content of the subject they teach (76.1%), or in the integration of technology (69%), or teaching strategies (66.6%). However, they stated the need for knowledge in the area of collaboration with parents in the teaching and learning process (45.2%) and in the area of positive behavior management in the classroom (42.8%).

#### **4.1 Program Impact on K-12 Students**

The surveyed completers indicated about their educational practice that they have had a positive impact on the academic development and growth of their students, which is evidenced by the mention of different categories of impact on their students. These include: performing choreographies where they tell a story and have won prizes; hold conversations before class begins; create a book with the myths, essays and poems written by the students; group dynamics, EcoExploratory visit to the school; student trips to Europe and the creation of a student insect museum with recyclable materials and a student-created marine animal museum with recyclable materials.

When investigating the achievements made by their students as a direct product of their support or mentoring, the surveyed graduates indicated the achievement of scores by their students (89.5%) and their academic achievements (63.2%) as the two categories of positive impacts on academic development of its most frequent students.



## 4.2 Teaching Effectiveness

A teacher is effective in his teaching when he has a solid preparation and continuous professional development. **Some of the professional achievements that the surveyed completers have had are:** Master in Child Education, with a concentration in Teaching of Reading UPRRP; Master in Human Resources, recognition and dedication of Achievement Night grade 12 (2018), membership in FBLA and DECA (2014-2019), Certification in Computer Science (2017) (proposal of UPR-RP in ECS); Graduate certification in Developmental Deficiencies and Early Intervention in the Medical Sciences Campus; holding a workshop in my center for the UPRRP's Alcanza program on an educational setting and appropriate routine, master's degree in Special and Differentiated Education; baccalaureate proposal: "The game as a strategy of self-control and conflict management"; Master's Proposal: "Inclusion of Special Education Students in the General Curriculum"; Baccalaureate curricular unit: "El Caribe" / Master's curricular unit; "Self-management as a practice of human rights in education"; Founding Member and President of the independent theater company Teatro Azucarero, with recognition as an outstanding young man in the area of cultural achievements by the Board of the Institute of Culture.

**Conclusions:** It can be pointed out that the completers of the College of Education of the University of Puerto Rico, Río Piedras Campus, employed as teachers in both the public and private sectors, report that the Teacher Preparation Program prepares them with the necessary skills to carry out his professional function in a very satisfactory way. However, they point out as a need in the knowledge about the collaboration of parents in the teaching and learning process, and in the positive management of behavior in the classroom. They state that they have positively impacted their students and contributed with their support and mentoring, to obtaining

high scores and recognition for their academic achievements. Many of them indicate that they have been recognized for their work and others indicate that they are pursuing graduate studies in different areas of education.

Teaching Induction Team PIM

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