

Program Impact in K-12 Students UPRRP 2018- 2019

4.1 Completers (42) who completed the Satisfaction questionnaire in 2018-19 reported Student Impact activities. Some of those are described qualitatively as follows:

1. My students did research on the situation of Hurricane Maria and performed a choreography with my mentoring narrating the day of the event to compete in 2 carnivals in which they received First Place as a Local Comparsa and the Puerto Rican Childhood Award. They then presented their award and choreography to the community and school faculty.
2. Regional Competitions of the Language Festival, 4th Place in Public Speaking, Poster, Rehearsal
3. Students complete their most focused and cooperative semesters with the teacher.
4. They have created a theater group, they have reached the first places in academic and artistic competitions, they have been accepted in various boarding schools in the United States as well as in universities.
5. Coalition of State Bioscience Institutes: STEM Voice Competition 2018, Regional Winner (Ana Valeria Vázquez Navas) & STEM Voice Competition 2018, National & Regional Winner (Viviana Rivera) <https://www.csbioinstitutes.org/stemvoicewinners>
6. Third place in Spelling Catholic Schools 2018
7. State FBLA and DECA Competitions. Students in the top 3 in various categories of Business Administration.
8. First Place in the History category in the intellectual tests of the National Honor Society. First place as a team in the intellectual tests of the National Honor Society, was moderator (2018); Participation Club of History College del Carmen; Student of the College del Carmen winner of an El Nuevo Día Educator Award etc.
9. The achievements of my students have been in the positions of the competitions and Mathematical Olympiads. Most of the time we are located over half of the participating schools and in many occasions they obtain the position among the best three schools. In the Math Olympics we always manage to get to the Third Phase.
10. Second Place Artistic Competition Catrinas Night held at the Ballajá Barracks in San Juan.

Completers impacting students outside of schools and remote learning

The College of Education celebrated the World Day of Oral Narration (20M). Twenty-four (24) teachers impacted students in their schools on March 20, 2019. The theme was dedicated to Pura Belpré and the tradition of the folk tale. Completers teachers participated asynchronously in 20M promoting oral narration to develop the diction, vocabulary, oratory and the use of the narrated word that they can carry out at home, school or organization. In the practice, 200 students who saw six different schools were impacted: Río Piedras (4 schools) Caguas (1 school), Quebradillas (1 school).

<https://drive.google.com/file/d/1gQStIX9SCUgQtq3CV0-H2Nu8OJzocSt1/view?usp=sharing>

24 teachers registered to carry out the following activities in their schools - using the Tool Kit on the electronic support page -, briefly described below by themselves:

1. A story was read aloud.
2. Book club students will read to younger children
3. We will be narrating a poem and then doing an activity related to it during the 6th grade Spanish class period.
4. A collective story was narrated, the characters and setting were created to dramatize it ...
5. Teacher told stories and children will present a topic of their interest
6. In the reading area of the classroom we will meet and do the oral activity
7. Puppet play based on the story Cucarachita Martina de Pura Belpré. Exhibition of Biography and works of Pura Belpré
8. The reading club students will read to the younger students traditional stories and then carry out educational activities.
9. Children will create the story and paint or create their story
10. The students will take turns commenting on the topics and details.
11. After the story is told they will make a manatee puppet. (Environmental literature) It is intended to create awareness about the importance of taking care of our environment.
12. Little Red Riding Hood and Snow White
13. Tell a traditional story to the first graders, sitting on the floor, on a colored rug. I will use puppets for that too
14. Reading club students and club library assistants visited classrooms to tell stories and perform a paper puppet with students in prekindergarten through sixth grade. The librarian used a pamphlet with information on World Oral Narration Day, a brief biography of Pura Belpré and the story of Martina and Pérez.
15. Everything was worked with Juan Bobo's folk tale
16. They will narrate orally their learning and anecdotes at the Research Congress
17. After assigning the writing of an anecdote through an interview, the students wrote them. The stories were recorded reading it turning it back into oral history. (Oral History Theme)
18. The children brought rugs or towels to listen to a story in a space in our school that is surrounded by trees and different species of birds. They will consume their respective snacks there. They will leave the place as clean and natural as when we arrived. Then we will make drawings about the story and their experiences in reading a story in the middle of the nature of our school.
19. Students took turns reading various group stories.
20. They wrote a story and read it in the classroom.
21. Teacher did readings to the children. Reading children will read to their peers.
22. At different times legends are narrated and there will be a legend acted by students
23. The reading club students read stories to the little ones at school.

Resources created by the PIM to increase the impact of completers on their students and support their professional growth

The facebook page, World Day of Oral Narration has 94 posts from January 3, 2018 to June 8, 2019. The posts share a total of 189 resources, such as; links, news, videos and achievements of completers in activities related to the theme of oral narration. We have reached 2,922 people of

which we have had 146 reactions (I like you and I love them), 326 interactions and 238 reproductions. This has caused an increase of 230 to 291 followers.

The Facebook page of the Teacher Induction Project has been active from January 22, 2018 to July 31, 2019 with 255 publications. In this we have shared more than 300 resources, such as; links, job calls, infographics, videos and publications related to teaching work This is because we have created this page during the second half of 2018. In this, from April 20 to July 31, we had a total reach of 5,933 people with 1.3670 reactions (I like you and I love them), 1,601 interactions and 412 reproductions. Taking an increase from 0 to 145 followers.

4.2 Effective Teaching and Professional Development

Participation of Completers in Public Forums, Training Workshops, Thematic Seminars and Work Tables on Public Policy sponsored by the PIM Academic Year January 2018- May 20

Name of the activity	Resources	Auspices	Date	# assistance
Forum on Privatization and Educational Reform	Dr. Abrams, Dr. Roamé Torres, Dr. Ana. H. Quintero, Under Secretary Department of Education Harry Valentín	<ul style="list-style-type: none"> ● College of Education, ● DEG ● PIM ● INE 	February 2018	66 Completers
Project-Based Learning Workshop at the Puerto Rican Congress of Research in Education	Dra. Lissette Velázquez	<ul style="list-style-type: none"> ● CIE ● PIM ● APPU 	March 2019	15 Completers
Research Presentation on Protective Factors Promoted by Teachers in Socio-Natural Disasters	Puerto Rican Congress of Research in Education, Nellie Zambrana and Silene Vargas	<ul style="list-style-type: none"> ● CIE ● PIM 	March 2019	16 Completers, teachers in general and future teachers
Teaching Practice Seminars Transition from University to Teaching	Dra. Carmen Pacheco and invited graduates Karla Monge (2018) Jorge Agosto (2008)	<ul style="list-style-type: none"> ● PIM ● APPU ● OPD 	October 2018 April 2019	total of 98 future teachers

20M World Day of Oral Narration Held at the UPRRP Faculty of Education	Tere Marichal, Whisperers of Caguas, Esc. Secundaria UPR, Preschool Central Administration, Eduardo Aguiar, filmmaker	<ul style="list-style-type: none"> ● Collective ContARTE, ● PIM, ● Grupo SM 	March 2019	157 students 27 Completers
Constructive Discipline Webinar	Collaboration with Distance Education, Dra. Alicia Montañez and Prof. Nitchia Viruet	<ul style="list-style-type: none"> ● PIM, ● DEG 	June 2019	40 teachers and principals have taken it
Symposium: Special Education, Gifted and Double Exceptional, Differentiated, and enriching experiences	Dra. Ana Miró, Members of the Board of Directors of The Association for the Gifted (TAG)	<ul style="list-style-type: none"> ● PIM, ● DEG, ● College of Education, ● DEAFECTO 	May 3, 2019	150 Completers and in general

The Teacher Induction Program (PIM) of the College of Education of the University of Puerto Rico Río Piedras Campus has a pilot initiative entitled, Support, Mentoring and Experience (AME) This initiative seeks to offer the experienced teacher the opportunity to share their experiences and support the beginning completer through a mentoring process with other experienced completers. Currently, we have 5 couples who offer mentoring related to lesson planning, group management, learning assessment, construction of assessment tasks, literature, teaching strategies and technology integration.

In January 2019, the PIM developed a Digital Library for Teachers ([link](#)) to offer educational tools that are relevant to teaching work, such as; documents, tutorials, articles, manuals, guides, among others. Within this library we find a space with local and international resources that serve as support and accompaniment in protective actions that the teachers carry out in different emergencies, entitled Master Shelter. This digital library has 259 visits as of December 24, 2019.

4.3 Employers Satisfaction

The nine (9) directors surveyed have 98 completers working in their schools. Of these, 17 are beginning graduates with less than 4 years of experience. Of the nine schools, 3 are private and 5 are public (1 with Montessori classrooms, 1 specialized in Music). 88.9% of the sample of directors rate the quality of the Teacher Preparation Program of the College of Education, UPR-Río Piedras as “excellent” and 11.1% as “good”. In conclusion, all the directors have a high satisfaction with the program.

56% of the directors said that our completers usually receive promotions or positions of greater responsibility. 56% of the directors said that, if it were in their control, they would hire our completers all the time. 44% said they would hire them most of the time. The directors expressed that our completers:

“They benefit from mentor teachers when they start, but they generally fit teachers well and have a range of useful tools to keep growing professionally.”

The directors describe various impact activities for students carried out by our completers: differentiated teaching in mathematics for 5th grade students; development of literacy activities; ABP Project-based learning; integration of planet conservation issues and strategic planning in urban settings in various subjects, design of performance tasks and execution. They also mention and describe leadership actions such as: they moderate a club so that the outstanding students in the disciplines have space to challenge themselves, they carry out an investigative project so that the student will make the connection between learning and their daily life, and they do hours of internships and Leadership. Completers get their students to get prizes at the Science Fair, Spelling Bee, Math Cup.

The director of the public Montessori School that filled out the questionnaire recounts the achievements of the completers: children who start reading processes at the Children's House; Appreciation for reading Interest in research Support; participation with Para la Naturaleza (Conservation Trust) - research and life map- birds Presentations at Nature Fair; Obtain the first positions in the Intercollegiate Mathematics Competitions .; Get students to reach the third phase of the Mathematical Olympics.

In summary, the directors reported professional achievements and contributions from completers in these categories: 1) Professional development: “Continuing education, obtaining doctoral degrees”; 2) Effectiveness in teaching and the well-being of its students: "search for the best strategies and ways for the student to develop both academically and emotionally"; 3) Effort and dedication: “they always cooperate and give themselves to the activities of the school, meetings and for their students” 4) Form clubs and community organizations: “participation with Para la Naturaleza (Conservation Trust)”; 5) Participation in academic competitions: "prizes in Science Fair, Spelling Bee, Cup of Mathematics."

This opinion of the directors also aims to recognize high satisfaction in their performance in terms of effective teaching (4.2).

Satisfaction with the teaching skills of graduates reported by the directors:

EPP Competence	Very competent / competent	Little competent / not competent
Mastery and knowledge of the subject taught	100%	0%
Student knowledge and learning process	100%	0%

Teaching planning	100%	0%
Implementation of teaching and research	100%	0%
Creation of learning environment	100%	0%
Communication	100%	0%
Integration of educational technologies	88%	11%
Learning Assessment	100%	0%
Relationship with the community	100%	0%
Professional development and performance	100%	0%

Student achievements supported by completers, according to the directors, cross-validates what the completers report in another anonymous questionnaire, and is also intertwined with criterion 4.1 of impact on student learning and development.

Student Achievement Category	Mentioned frequency ¹
Academic achievement, high test scores, high achievement	66.7%
Personal and psychosocial achievements	44%
Student group development	44%
Scientific research achievements	33%
Entry into academic programs	33%
Professional achievements of students	22%
Awards in competitions	44%
Participation in educational competitions	78%
Contributions to school	33%

4.4 Program Impact: Completer Satisfaction and Ability of completers to be hired in education positions, Initial Level

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

¹ More than one achievement could be scored, so the sum is not 100.

premises and was completed online. From the analysis of the information collected among our completers, 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%.

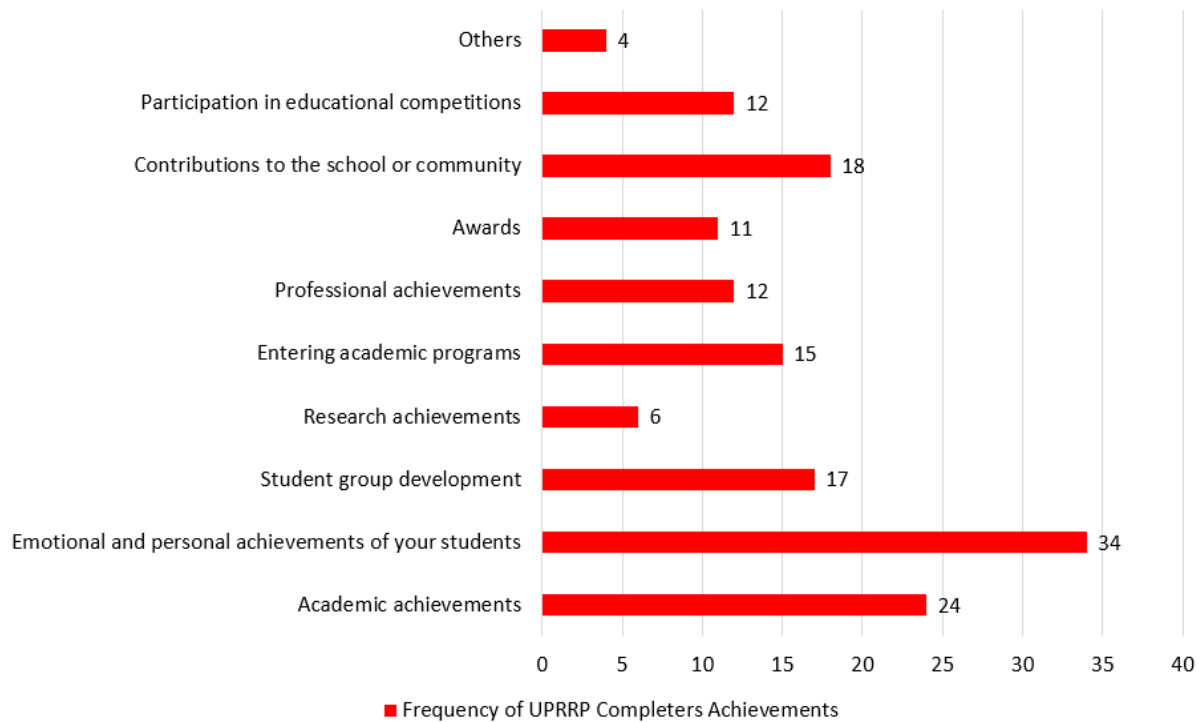
The surveyed completers reported having no need to reinforce the content of the subject they teach (76.1%), or in the integration of technology (69%), or teaching strategies (66.6%). However, they stated the need for knowledge in the area of collaboration with parents in the teaching and learning process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

Frequency of UPRRP Completers Achievements



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

Nellie Zambrana Ortiz, Karina Gómez and María Robles Sellés, April 22, 2020