

2020 EPP Annual Report

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://sites.google.com/a/upr.edu/programa-induccion-upr-rp/home>

Description of data accessible via link: Impact Measures (CAEP Standard 4) Initial

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

Link: <http://educacion.uprrp.edu/>

Description of data accessible via link: Annual Reporting Measures

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?
 Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?
 Are benchmarks available for comparison?
 Are measures widely shared? How? With whom?

4.1-Completers present projects with their students (See page link)

-The 20M (March 20-World Day of Oral Narration), impacted students: 200 in activity carried out at the College of Education. Teachers impacting students in their schools: 27 (video evidence 20M 2019).

-Results of the Study Back to School after Hurricane Maria -

article link <https://revistas.upr.edu/index.php/educacion/article/view/16067/14515>

4.2- Participation of Completers in Forums, Seminars and Worktables on Public Policy.

-Accompaniment, Mentoring and Experience Program (5 pairs of Graduate-Mentor / Graduate-Mentor).

- The Library of the Teaching Induction Project (PIM) was created.

- Data from the Satisfaction questionnaire shows the achievements of the completers in their teaching and professional development:

Recognition as a teacher for the year at the School, recognition by student organization and their contributions to the community.

Voluntary collaboration with schools of various resources, I am a dancer in the workshop of the Ballets the San Juan company, currently taking courses in STEM

Microsoft certification."

Article published in Inclusion Magazine Vol. 2 No. 1 (Rehabilitation Counselling) about Differentiated Assessment for Students with Functional Diversity.

" My master's thesis will be published in the Magazine of Hispanic Studies and a literary investigation was cited in a book of literary criticism on "One Hundred Years of Solitude".

Workshop Offered: Electronic Portfolio- Ana G. Méndez University, Gurabo Campus (April 2019) Participants: Association of Leaders Linked to Student Progress (ALEPE) https://padlet.com/proframos_cimatec/portafolio Workshop Offer: Children and Girls Club, San Lorenzo (February and March 2018) Workshop Offering: Centro Alternativa Educativa Maunabeña, Maunabo PR (March, April and July 2016)

Master in Human Resources (2016), Recognition and dedication of Achievement Night grade 12 (2018), membership in FBLA and DECA (2014-2019), Certification in Computer Science (2017) (proposed UPR-RP in ECS)

Completed a Graduate Certification in Developmental Deficiencies and Early Intervention in the Medical Sciences Campus. I collaborated in a workshop offered in my center for the UPRRP's Alcanza program on a specific educational setting and routine. I am currently completing the Master in Special and Differentiated Education.

. Founder and president of the independent theater company Teatro Azucarero. He received several recognitions as Outstanding Professional in the East area in cultural achievements by JCI.

- Student achievements reported by Completers:

.My students did research about 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.

Regional Competitions of the Language Festival, 4th Place in Public Speaking, Poster, Rehearsal

Students complete their most focused and cooperative semesters with the teacher.

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.

. Coalition of State Bioscience Institutes: STEM Voice Competition 2016, Regional Winner (Ana Valeria Vázquez Navas) & STEM Voice Competition 2017, National & Regional Winner (Viviana Rivera) <https://www.csbioinstitutes.org/stemvoicewinners> Third place in Spelling Catholic Schools 2018

State FBLA and DECA Competitions. Students in the top 3 in various categories of Business Administration.

First place in the category of History in the intellectual tests of the National Honor Society (2015-2016) First place as a team in the intellectual tests of the National Honor Society, was moderator (2016) Participation Club de Historia Colegio del Carmen (2011-2012) Student of the Colegio del Carmen winner of an El Nuevo Día Educator Award etc ...

"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. 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."

4.3 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 graduates 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. 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.

4.4 An immense majority of completers surveyed indicate that the preparation they received at the College 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%). 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, 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%.

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.

Outcome Measures :Data and Trends (See section 6 attachments for more information and tables)

5. Graduation Rates: See section 6 attachments

6. UPRrp College of Education Licencing rates are always higher than the Puerto Rico island wide population examined by the College Board. Benchmarks are other PR EPPs passing rates provided by the College Board.

7. The tendency is that more than 70% of our completers are hired as teachers, being the public system superior in number than the private sector. The 11% manage to work in educational endeavors, using their knowledge and skills at other level.

8. The institution do not have access to that information.

Benchmarks are provided by the College Board , the University of Puerto Rico System, and the Puerto Rico Department of Education.

Measures are widely shared with the EPP academic community, candidates, completers, and the external community by the Strategic Planning and Evaluation Office Bulletin, meetings of the EPP's Directive committee , Academic Departments, and the Induction Program Web page, Facebook and activities