

CAEP Report Standard 4

UPRRP 2019-2020 4.1 Program Impact in K-12 Students

Actions to impact student's learning as reported in surveys' open questions (Satisfaction questionnaire 2019-20 Student Impact Activities 4.1).

1. Intense integration of technology in the classroom in combination with home visits.
2. The creation of a profile of a novel character in a social network.
3. Collaborative work project with students whose native language is Spanish and students whose native language is English. They characterize a novel in their native languages and then translated to the second language.
4. Board games created by the teacher to develop lessons plans
5. Use of Minecraft platform to develop and enhance planning strategies
6. Development of strategies to enhance remote learning in students with autism
7. Home visits to delivered crafted materials to exceptional children and their families
8. Connection with Agricultural Project in Orocovis, PR, where completers bring their students to complement science and geography lessons.
9. During August 2020, seven (7) leader completers produced webinars on technology and social emotional skills for students and their families.
10. Completers engaged in collaborations with *Science Puerto Rico (Ciencia Puerto Rico)*; *For the Nature (Para la Naturaleza)*; *University of Puerto Rico Theater, Music Conservatory*; *Liga del Arte*, and other public agencies and ONGs,

Candidates impact on students in remote modality On Friday, March 20, 2020, the College of Education celebrated the 5th World Oral Narration Day (20M) virtually through the Facebook page (<https://www.facebook.com/diamundialdelanarracion>) managed by the Teaching Induction Project (PIM). The theme was: *The earth moved and that's how I will tell you*. This event consisted of publishing content, videos, broadcasts and images from different authors every short period of time. The public is encouraged to share their filming, photos and content, the product of oral storytelling activities, focused on Puerto Rico and Latin America, both from the public and private sectors. A total of 26 completers recorded oral storytelling activities: the public schools 62.5% ; private sector 37.5%.



Día Mundial de la Narración Oral
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¡FUE TODO UN ÉXITO! Gracias a todas las personas que participaron y estuvieron en línea con nosotros. Pero esto no se acaba aquí, exhortamos a todos las personas a seguir conmemorando el #20M durante todo el mes de marzo anímate a narrar y etiquetarnos en tus actividades de narración oral con 🇵🇷 🇺🇸 🇩🇪 🇨🇦 #20MdesdeCasa #20MOnline #cuentamealgo #quehaces #Cyber20M #20MReloaded #20MOnline



Arte: Samlle Pérez

5.^a edición del
Día Mundial de la Narración Oral
"La tierra se movió, y así lo cuento yo"

69 Personas alcanzadas 2 Interacciones [Promocionar publicación](#)

👍 Me gusta 💬 Comentar ➦ Compartir

 Comentar como Día Mundial de la Narración Oral 😊 📷 📺 🗨️

4.2 Effective Teaching and Professional Development

The Puerto Rico Department of Education (PRDE) closed all schools - public and private- on March 16, 2020 due to the COVID-19 pandemic emergency. During that period all testing and evaluation processes were postponed in order to manage the distribution of equipment to students and teachers all over the country.

Projects of the Website of the Teaching Induction Project (PIM)

Support, Mentoring and Experience (AME). This initiative seeks to offer the experienced teacher the opportunity to share their experiences and support the beginning graduate through a mentoring process with other experienced . Currently, we have 11 couples who offer mentoring related to lesson planning, group management, learning assessment, construction of assessment tasks, literature, teaching strategies and technology integration.

Digital Library for Completers - to offer educational tools that are relevant to teaching work, such as; peer reviewed 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 completers carry out in the different emergencies that we called **Teacher Refuge**. This digital library had a record of more than 800 visits from May 2019 to January 2020.

Participation data of the UPRRP Faculty of Education

Below is a table with the participation of the alumni of the Faculty of Education of the University of Puerto Rico Río Piedras Campus in Public Forums, Training Workshops, Thematic Seminars and Work Tables on Public Policy sponsored by the PIM Year Academic August 2019 - May 2020.

Table 4.2 (Effective Teaching and Professional Development)

Date	activity title	lecturers	sponsorship	attendance
July - August 2019	Webinar: <i>Constructive Discipline</i>	Dr. Alicia Montañez y Prof. Nitchia Viruet (graduate)	DECEP UPRRP	75 connected
August 2019	Actividad: <i>Defendamos la Educación Pública</i>	Alliance 4 Justice (organización de completers from different US cities to defend public education)	Alliance 4 Justice; FMPR	50 - educators
October 2019	Seminar: <i>Bridges between University and Work</i>	Prof. Rosa Recondo –graduate and Auxiliary Secretary of Montessori Schools Vía Skype Prof. Alex Tirado – graduate and professor Math, Science and Technology High School in San Juan	Office of Clinical Practicum, UPRRP	47 completers
Publication : November 2019	Paper: <i>Post María recovery: Singing-storytelling, drama and hurricane drawings</i>	<ul style="list-style-type: none"> Nellie Zambrana Ortiz, PIM Coordinator 	<i>CYF News.</i> http://www.apa.org/pi/families/resources/newsletter/2019/11/post-maria-recovery	25 completers participated
Publication November 2019	Paper: <i>/Back to school after Hurricane Maria: Protective factors completers promote after a socio-natural disaster</i>	Silene Vargas Díaz, egresada Nellie Zambrana Ortiz, PIM Staff	Revista de Educación de Puerto Rico (REduca) https://revistas.upr.edu/index.php/educacion/article/view/16067	98 completers responses
November 2019	Coaching from graduate to graduate - José Julián	Prof. Jomar Parrilla, MA2016 Iliá Ballester, Special Education	Escuela Secundaria José Julián Acosta en	31 estudiantes + 15 universitarios

	Acosta Dance High School en San Juan.		San Juan.	(EDFU 3012) = 46 participants
April 2021	Graduate Webinar UPRRP Proyecto Inducción al Magisterio	Video-testimonies sharing experiences during COVID-19. Jennifer Pabón, Preschool BA 2019. Wilmer Rivera, Biology, egresado BA 2007, MS 2011, Ph.D. 2019. Peter Joel Zambrana, Performing Arts BA 1991, MEd 2009.	Clinical Practicum Office https://docs.google.com/document/d/1f4w-XFQtIOjy4OYg8kTxYlsNF45f3wVyQdfcUs4_wWM/edit?usp=sharing	52 completers
May 2020	Reseña de Periodico: Endi.com "High School students put masks on portraits of renowned artists"	Félix Concepción, graduate 2013 teacher at the Visual Arts School Pablo Casals, Bayamón	Nuevo Día Newspaper https://www.elnuevodia.com/entretenimiento/cultura/notas/estudiante-s-de-escuela-superior-ponen-mascarillas-a-retratos-de-artistas-reconocidos/	N/A
May 2020	Public Forum: Teacher Voices: Distant Education during COVID19	<ul style="list-style-type: none"> • Jan de la Paz, 2015 • Lisandra Bonilla, 2007 • Rosibel Recondo, 1996 • Iliá Ballester, 2014 • Viviana Velez, 2019 • Luz Marrero, 2018 • Lourdes Torres, 2010; 2015 	<ul style="list-style-type: none"> • Facebook Page: Proyecto Inducción al Magisterio https://fb.watch/59U0VULpwC/	<i>Statistics:</i> 57 viewers 110 comments 40 reactions
July 2020	Página Web: working in US (sample)	Sample de 50 (8%,) from 2017- 2019.	<ul style="list-style-type: none"> • Webpage: 	do not apply

			https://sites.google.com/a/upr.edu/programa-induccion-upr-rp/qui%C3%A9nes-somos/proyecto-de-acreditacion/egresados-en-estados-unidos	
June 2020	Live transmitido por Youtube: <i>Mi hijo está aburrido: ¿STEAM me puede ayudar?</i>	<ul style="list-style-type: none"> Zorimar Siaca, MA 	Rafael Hernández Colón Foundation https://www.youtube.com/watch?v=1MaNVJR9i0	53 views
July 2020	Facebook live: Webinar <i>Planes para funcionar: hablando de implantar planes, con pautas, diseños instruccionales y apoyo.</i>	<ul style="list-style-type: none"> Karla Monge Montañez, teacher graduate, 2017, master in progress in Special Ed. Nellie Zambrana Ortíz, 	Facebook page: Steering Committee Special Education Especial https://fb.watch/59TA1FnwK/	<i>Statistics:</i> 127 comments 69 interactions 1,600 views

4.3 Employers ' Satisfaction

Employers Questionnaire 2019-20 Satisfaction with their teaching skills

Twelve (12) principals surveyed said they had the sum of 104 completers working in their schools. Of these, 20 are beginning with less than 4 years of experience. Of these the nine (12 schools, 3 are private and 9 are public (3 with Montessori classrooms, 1 specialized in Music). 91% of the sample of directors rate the quality of the Teacher Preparation Program of the Faculty of Education, UPR-Río Piedras as “excellent” and 9% rate it as “good.” In conclusion, all directors have high satisfaction with the program.

58% of the directors who answered the survey said that our completers tend to receive promotions or positions of greater responsibility. 60% of principals said that if it were in their control, they would hire our completers all the time. 50% said they would hire them most of the time. The directors expressed that our completers :

"They benefit from mentor completers when they start, but in general they adjust very well to teaching and have a range of useful tools to keep growing professionally."

"They are completers with high social and humanitarian commitment, and at the same time they are excellent in their performance ... the best combination."

"Although they do not have formal preparation in Montessori curriculum, they bring the fundamentals and learn quickly."

The employers who answered the questionnaire describe various student impact activities carried out by our : differentiated teaching in mathematics for 5th grade students; development of literacy activities; PBL Project Based Learning; integration of planet conservation issues and strategic planning in urban environments in various subjects, design of performance and execution tasks. They also mention and describe leadership actions such as: they moderate a club so that outstanding students in the disciplines have space to challenge themselves, they carry out a research project so that the student will make the connection between learning and their daily life, and they do hours of Practices and Leadership. They get their students to obtain: prizes at the Science Fair, Spelling Bee, Mathematics Cup. Principal of the Tulio Larrinaga elementary school, closed in 2018 and whose enrollment is sharing a school, obtained a mention of School of Excellence for the scores in the META Tests, 2018-19. This school has 7 completers of the UPRRP. Three directors of public Montessori Schools report the achievements of the : children who start the reading processes at *Casa de Niños*; Appreciation for reading, Interest in research Support; participation with Para la Naturaleza (Conservation Trust) - research and life map - birds Presentations at the Nature Fair; Obtain the first positions in the Intercollegiate Mathematics Competitions; Get to the second phase of the Mathematics Olympics.

In summary, directors reported professional achievements and contributions from in these categories: 1) Professional development: “Continuing education, obtain 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 dedicate themselves to school activities, meetings and for their students.” 4) Form community clubs and organizations. This opinion of the directors also points to recognizing a high satisfaction in their performance in the area of effective teaching (4.2).

Employers Satisfaction with Completers Performance

Competency	Muy competente/ competente	Poco competente/no competente
Knowledge and skills in subject matter	100%	0%
Knowledge of how students learn and develop	100%	0%
Curriculum and Methodology Planning	100%	0%
Teaching and Research	100%	0%
Learning environments	100%	0%
Communication	100%	0%
Teaching technology integration	93%	7%
Learning Assessment	100%	0%
Community Outreach	100%	0%
Professional development and performance	100%	0%

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

Category of student achievement	Frequency
Academic Achievement (national tests)	66.7%
Psychosocial and Personal Achievements	44%
Students Clubs and Associations	44%
Science Research	33%
College Admissions	33%
Student Professional Achievements	22%
Awards	44%
Academic Olympics	78%
Collaboration with School Policies and Projects	33%

Montessori public system operates under the Department of Education, being monitored by the Auxiliary Secretary of Montessori Schools. There are 47 schools which have one or more Montessori rooms. A total of 90 completers are from UPRRP Preparation Program. According to the employers, our completers have been characterized by their discipline, structure and work orientation. Likewise, they bring with them inquisitive and reflective thinking skills that they undoubtedly acquired in their college years. Also, they are adult learners capable of receiving feedback on their teaching practice.

4.4 Program Impact : Completer Satisfaction

Satisfaction of Completers with the Teacher Preparation Program

The data of this report comes from the Graduate Satisfaction Questionnaire, in which 53 participated voluntarily and anonymously during 2019-2020. The questionnaire has 37 premises and was completed online. From the analysis carried out based on the information collected among our completers, to maintain and improve the quality of the programs of the Faculty of Education of the Río Piedras Campus, it was possible to identify areas of satisfaction and others of less satisfaction that will guide our commitment to improvement work and transformation of our Faculty.

According to the data collected, our surveyed reported being employed both in the public sector (43.3%) and in the private sector (24.5%), that is, in laboratory schools of a university institution (13.2%). They also reported having a professional performance as a teacher (81.1%), mainly at the high school level (43.3%), in urban areas (73.5%). Regarding their academic preparation, the respondents teach in various concentrations, Special Education, Preschool Education, Elementary Education 4th-6th; Kindergarten to Third, Mathematics, Science, Social Studies, History, and Performing Arts.

In the section that explores their teaching competencies, the majority of the 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. (90.5%); a large majority indicated that such preparation allows them to make connections between the subject they teach with other disciplines (88.6%); integrate the standards with the content of their discipline (81%) and organize meaningful learning experiences of the subject for all students (81%).

Likewise, the competences acquired during their academic preparation allow them to know the various ways in which students develop at a cognitive, social, emotional, physical and linguistic level and the various ways in which they learn (88%); as well as knowing and organizing teaching and learning strategies, resources, and activities that address the diverse needs, interests, and talents of students (83%); align instructional objectives and activities with subject standards and school curriculum goals (83%); selecting and sequencing appropriate and relevant instructional activities for students and community and achievement of learning objectives (83%); plan in the short and long term the curricular goals and knowledge of students and their community (77.3%) and plan the distribution of time to achieve the learning objectives (79.2%). The indicated that the preparation received in the area of technology allows them to integrate technology to strengthen and promote the active and meaningful learning of their students and the teaching process (88.6%); use technology to support and strengthen learning assessment

(84.9%); and finally use technology to facilitate and strengthen communication, collaboration, research and creation (88.6%).

There is a high percentage of surveyed - we see this as a very positive tendency - who indicate 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 81.1% express satisfaction with the teaching methodology and pre-practice courses; 86.7% express satisfaction regarding the fundamentals of education courses (human growth and development, educational philosophy, sociology, research and teaching evaluation); 88.6% express satisfaction regarding the courses taken at the Faculty of General Studies. Similarly, 88.6% of the presented were satisfied and very satisfied with the General Education courses.

The surveyed reported having little or no need to reinforce the content of the subject they teach (77.3%), the integration of technology (73.5%) and teaching strategies (67.9%). However, they expressed the existence of a need for knowledge in the area of collaboration with parents in the teaching and learning process (43.3%), in the area of conflict mediation and promotion of a culture of peace (47.7%) and in the area of research methods in the classroom (56.6%). The surveyed indicated about their educational practice that they have had a positive impact on the development and academic growth of their students

4.1 Program Impact on K-12 Students), which is evidenced by the mention of different categories of impact on their students. Among them, the following stand out: creation of workshops: Knowing my Culture through Movement; incorporation of families in the development of the Literary Journal to encourage reading and writing; perform choreographies where they tell a story and have won awards; hold talks before class begins; create a book with the myths, essays and poems written by the students; group dynamics; integration of art into the curriculum; use of Minecraft; create a curriculum according to the interests and needs of infants, toddlers, and preschoolers; collaborative work between students whose language is Spanish and students whose language is English; and developing strategies and activities to remotely educate students with autism.

When researching the achievements of their students as a direct product of their support or mentoring, the surveyed indicated emotional achievements (84.9%) and academic achievements (58.5%) as the two categories of positive impacts on the academic development of their students. more frequent students. A teacher is effective in his/her teaching when s/he has solid preparation and continuous professional development. Of some professional achievements that the surveyed have had, they are (accounts for 4.2 Teaching Effectiveness): Master's Degree in Child Education, Educational Leadership, Certification in Computer Science (2019), Certification in Autism (2019), among others .

Conclusions: It can be highlighted that the different programs of the Faculty of Education of the University of Puerto Rico, Río Piedras Campus, completers in both the public and private sectors, report that the Preparation Program Completers provided the skills and knowledge necessary for the exercise of their professional function in a very satisfactory way. However, they point out that there are areas in which they need reinforcement, such as the collaboration of parents in the teaching and learning process, and in the mediation of conflicts and the promotion of a culture of peace. This represents an area for improvement in the preparation program and to evaluate options to incorporate these topics into academic training to provide with the necessary tools to develop competencies. They claim to have positively impacted their students and to have contributed with their support and mentorship, in the recognition of their students' emotional and personal achievements and recognition for their academic achievements. Many of them indicate having been recognized for their work in different spaces and others indicate that they are pursuing or have obtained graduate studies in different areas of education.

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