

UPRRP 2019-2020

4.1 Impact on P-12 learning and 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.

In absence of state provided data, EMH College of Education used other measures of completers that demonstrate the impacts of preparation on P-12 student learning and development that can be linked with teacher data. Some examples are presented below:

Case Study Completer Profiles 2020

Zorimar Siaca

BA Degree in Preschool Education, Certification in Autism from the University of Puerto Rico, Río Piedras Campus. Certifications: STEAM Curriculum and Positive Behavioral Support Interventions. During the pandemic, she has offered several webinars on the distance education topic. She is the creator of the *Preescolares Creativos* (Creative Preschool) space on Facebook and Instagram.

Peer quote: *“The classes carried out by Zorimar are unforgettable. The teacher not only dresses up the theme that will be worked on that day, but she also creates different activities so that her preschool students can be creative as well. She uses Developmentally Appropriate Practices, as NAEYC indicates .”*

Peer quote:

“En el proceso de enseñanza pude ver que la maestra utiliza diferentes recursos tecnológicos para variar el ritmo de la clase y aumentar la atención de los estudiantes. Algunos de los recursos fueron: videos, música y presentaciones visuales con lo que capturó su atención. Durante la clase la maestra utilizó el elogio al estudiante por hacer preguntas y por responderlas. Dio oportunidad a todos los niños de participar en la clase.”

Reynaldo Marrero

BA in Education School Drama from the UPR; every year he has special production projects with students according to their interests; students all participate in different roles (makeup, costumes, scenes, performing); each production impacts the entire school community and families. He wrote a proposal and received a financial donation to repair the old Sabana Llana School Theater.

Peer quote: “I loved the patience and vocation that Mr. Marrero has with each of his students. He

asks “póngale entusiasmo” from them; he resembles Jaime Escalante’s slogan. It is important and valuable to have these role models like Mr. Marrero.”

Peer quote: *“Uno de los temas de discusión en la clase de Teatro fue el de cómo confeccionar una marioneta. El maestro utilizó la estrategia de instrucción con enfoque constructivista. Aquí el maestro estimuló al estudiante para que exploraran su mundo, descubrieran conocimientos, reflexionaran y pensaran, con un cuidadoso seguimiento y una guía significativa del propio maestro. Cada uno eligió la marioneta que quería confeccionar, cada uno la hizo a su manera siguiendo las instrucciones básicas del maestro y añadiendo su toque creativo y personal.”*

Peer quote: *“El proceso de enseñanza y aprendizaje en la modalidad virtual requiere de ajustes. Maestro Marrero, con el permiso de la directora de la escuela, tomó la decisión de no dar exámenes y se enfocó en los trabajos diarios y asignaciones que él mismo enviaba. Este método tuvo como fin llevarle el material para trabajar por etapas, que logró un alto nivel de logro.”*

Chavely M. Santiago

Bachelor of Elementary Education-4th to 6th grade with a specialty in Social Studies. She made the photographic exhibition titled “Mujeres Grandes de la historia”, with the support of the entire school community and students from preschool to 8th grade, and at the Quimera bookstore in Old San Juan. In March 2020, she organized an activity honoring the International Working Women's Day, entitled, Women and Letters.

Peer quote: *"The children in teacher's Chavely Santiago class are not afraid to make a mistake when asked a question and often create a chaotic symphony of children answering."*

Peer quote: *"Prof. Chavely is someone that I wish every student should have in the elementary school years. She is a very pro-student teacher and she is always trying to make the class interactive and entertaining for them."*

Peer quote: *“Más que centrarse en el problema, Maestra Chavely se enfoca en la solución y ver los conflictos (como lo son las clases en línea) como oportunidades para improvisar y expandir sus habilidades como maestra. Para mí la Maestra Chavely realiza un trabajo incomparable y la única forma de mantener ese desempeño es siendo apasionada con su profesión. Esa pasión y esa satisfacción que siente al enseñar y al ver que los estudiantes realmente entienden y les interesa, es lo que inspira a la profesora a hacer más, crear más en una clase que usualmente es árida para los chicos.”*

Patricia R. Mattei

Bachelor's Degree in Secondary Education in Mathematics and a second concentration in Physics from the Río Piedras Campus of the University of Puerto Rico. She is enrolled in the Curriculum

and Teaching Graduate program with a subspecialty in Mathematics Education.

Peer quote *“La profesora integró distintos métodos a la clase para repasos, haciendo uso de kahoot, cierto y falso, preguntas individuales para los estudiantes. En una ocasión la profesora envió enlaces de videos en YouTube sobre el tema en el que estaban trabajando en ese momento, que era la construcción de gráficas de barras dobles, utilizando el video como un modelo para que los estudiantes pudieran tener de referencia.”*

Peer quote: *“La profesora formó ese ambiente de participación que es difícil ver en las clases en línea: todos los estudiantes participaban y se notaba que estaban en la clase, a pesar de ser una clase de matemáticas a las 7:30 de la mañana. Había una unidad y un verdadero interés en cada reunión, hablando por el micrófono o entre ellos por el chat, contestando preguntas mayormente sin ser llamados.”*

Peer quote: *“ Teacher Mattei has maintained the organization of his classes on the Google Classroom platform, where he publishes the specific agenda for each week so that his students stay connected with the class at all times. Bearing in mind that students are around 12-13 years old, the organization should be as clear as possible and the class style should be able to capture their attention. Another technique Mattei uses to keep them entertained is the “Kahoot” platform, an exam-style competitive game show for everyone to connect and review math topics while competing with each other. I find this totally useful to entertain students and motivate them to participate in class. ”*

Miguel A. Hernández

BA in Secondary Education in Spanish and a Second Major in Hispanic Studies, with an emphasis on Puerto Rican Literature, from the Río Piedras Campus of the University of Puerto Rico. A master's degree in Spanish Curriculum and Teaching from the University of Puerto Rico, and courses in Educational Leadership.

Peer Quote: *"I found it excellent to watch his teaching strategies in 9th grade; students manage the material and learn in each reading and dialogue that takes place in class among classmates and with the teacher."*

Peer Quote *“I finished to watch the Language Week activities, conducted by Mr. Hernández. These two classes in the week of the language...What amazing classes! I loved them. They were the classes that gave me the opportunity to attend that being an educator is one of the most gratifying feelings that one receives, the students of teacher Hernández elaborated an exhibition of poems, that there is still a lot of creativity even though they are virtual classes, these students were completely thrown out!*

Peer quote: *“En el caso del Maestro Hernández, decidió conocer y entender las realidades diversas de sus estudiantes utilizando la estrategia de la escritura de cuentos cortos originales, lo que le permitió conocer sus fortalezas y áreas para mejorar en el 9no grado. Esto ayudó a crear un ambiente adecuado para el aprendizaje, y desarrollar apoyos únicos e individualizados.”*

Ilia Ballester

Bachelor of Arts in Special Education with an emphasis on Specific Problems in Learning 2016. She is a teacher in the resource room and multiple disabilities classroom. Ballester is a Cooperating Teacher (3 years); and Educational Therapist. She has participated in the SIT Project of Priority Schools, UPR Camps, Young Men's Christian Association (YMCA). She is a volunteer at the YMCA as a swimming instructor for children with disabilities, and Bomba Dance.

Perr Quote: *“I really loved being in the classroom of Ilia and her student-teacher intern , as these children are being helped to build a positive image of themselves. Thus, strengthening expectations of achievement and making it easier for them to feel accepted.”*

Peer quote: *“Su sala virtual es Microsoft Teams y ocasionalmente Zoom. Pude visualizar un ambiente ameno entre estudiantes y maestras. Me sorprendió la gran participación que hubo de los estudiantes en las actividades de clase. La primera vez que asistí a la clase la maestra Ilia estaba re-enseñando un material artes del lenguaje con cinco estudiantes y logró hacer que los estudiantes respondieran evidenciado su aprendizaje. Observé que había una estudiante tímida que no respondía algunas de las preguntas, sin embargo la maestra tuvo la paciencia y dejó que la estudiante se sintiera preparada para participar en clase.”*

Yanelly Sulivan

BA in Special Education Specific Problems in Learning. From UPRRP After her participation in the organization of Special Olympics, she decided to take her path for special education. She was a student-athlete, Captain of the Swimming Team of the University of Puerto Rico, Río Piedras Campus. She created a web page as part of the Teaching Practice to provide support for the students in charge of this virtual modality. See evidence at the following link <https://sites.google.com/upr.edu/maestrapracticante/inicio>.

Peer quote: *“She reminds me of my Special Education teachers in elementary, but none was as young and eager to teach as creatively as she is. It was an unforgettable and different experience.”*

Peer quote: *“The blog is very useful; it includes different academic areas and topics of interest in which she provides information that could be of benefit to both the parents and the student.”*

Peer quote: *“I could not finish this report without celebrating the great motivation of the teachers that we have been fortunate to observe. Perhaps it would have been wonderful to see it in person, but what I have no doubt about is that if it is this arid and sometimes cold modality (on line), the teachers have gone the extra mile.”*

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 EMH College 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
<i>Publication</i> : 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
<i>Publication</i> 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-XFQtIOjy4OYg8kTxYIsNF45f3wVyQdfcUs4_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



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