

## UPRRP 2019-2020

### 4.3 Satisfaction of Employers

#### 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/<br>competente | Poco competente/<br>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.



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