

UPRRP 2019-2020

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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Equipo Inducción al Magisterio (PIM):

- Dr. Nellie J. Zambrana Ortiz, Coordinator PIM
- Vionet N. Lugo Rosas, Research Assistant - PEA
- María de los Ángeles Robles Sellés, Assistant -PET