

Program Impact in K-12 Students: CAEP Standard 4 UPRRP 2020-2021

4.1 Completers

Completers (42) who completed the Satisfaction questionnaire reported students' impact activities. Some of those are described qualitatively as follows:

1. Perform choreographies where they tell a story and win prizes.
2. Hold student assemblies.
3. Numerous activities such as: theater week, plays for the community and private events.
4. In the educational setting we work with various topics of interest to children. One of the themes was birds. On one occasion we used a theme to work on physical skills in babies. For example, we turned a box into an ostrich for the kids to get in and walk fast like how ostriches run. Likewise, we turned a swimming pool into a giant nest so that the children would have the challenge of getting in and out and exploring different textures inside. On the other hand, I also had the opportunity to invite the children's uncles to do sensory activities and share with their nephews.
5. Group dynamics and assemblies.
6. Create a book with the myths, essays and poems written by the students.
7. Carry out business plans, advertising campaigns and apply labor laws to ethics cases.
8. Student academic trips to Europe.
9. Visit of the EcoExploratorio to the school.
10. Send them a request for external study scholarships, which makes it easier for them not to have to work and to dedicate themselves to their studies.
11. A project is established to form a connection between what is learned in class and the relevance, importance and application in daily life.
12. Artworks are made to establish the integration of mathematics and the arts.
13. Special projects to support school readiness goals.
14. Profession day, in which talks are held on all areas of occupation, visits by writers and creative writing workshops, etc. I currently apply design thinking, a methodology in which I have prepared myself to give workshops and apply in class.
15. Student organizations to achieve full integration of my EE students into the community to develop employment and self-help skills.
16. Together with a sign interpreter, we are working on an initiative to teach sign language to the sixth and seventh graders so that there is greater inclusion with deaf and partial-deaf students.

17. Committee of students volunteered to clean the school.
18. Use of web pages to place different types of course material (electronic presentations and laboratory activities), to create assessment activities (word searches, crossword puzzles, fill in the blanks, trivia, identify, among others) and use of apps to develop presentations interactive (Prezi or Sway).
19. Workshops: knowing my culture through movement and integrating weekly recreational skills to the resource room.
20. Incorporate families in the development of daily journaling to encourage reading and writing.
21. Museum of insects created by students with recyclable materials for one year. Another year, a museum of marine animals created by students with recyclable materials.
22. Many of my students have defiant behavior and poor frustration management. Also, they come from marginalized communities, where the family is rarely integrated into the educational process, so they have many lags and little interest in education, because many times they do not have support, or someone who listens to them. So, some initiatives or strategies have been the integration of different activities to manage or channel frustration, such as: an area to paint, use sand, board games, etc. I also made a reading area, a cozy one with a chalk wall to assert the right to expression and express themselves either about the reading we read or about how they feel during the day or about another situation. I have also had the initiative to plant some medicinal or edible plant of your choice. These initiatives that go beyond the traditional have had an impact on my students.
23. Efficient integration of technology and teaching.
24. Knowing in an alternative way the History of our country and appropriating it.

Completers impacting students outside of school and remotely

The College of Education celebrated the World Day of Oral Narration (20M). Last Saturday, March 20, 2021, the Teacher Induction Project held the 6th edition of the World Storytelling Day virtually on its Facebook page (@diamundialdelanarracion). This edition carried the theme *Narrating from virtuality for coexistence in Diversity*. The logistics of 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 footage, photos and content with us, as a result of oral narration activities, focused on Puerto Rico and Latin America, both from the public and private sectors.

Due to the success of the activity, the initiative was taken to continue publishing the shared content for the rest of March; extending until the first days of April. This content was collected via email, Facebook direct messages, and direct posts from the audience. In addition, this year we project that people, schools and organizations join us from their spaces by meeting virtually and filling out this form to register what activities they would be carrying out <https://forms.gle/iVd8TriKLDmG91DZA>.

Until April 3, 2021 we received a total of 47 registered in the form with various oral narration activities. Interestingly, 44 people identified themselves in the public sector representing 93.6%, the rest identified themselves as part of the private sector (4.3%) or other (2.1%). The roles of these participants were completely diverse, since most identified themselves as students, but we obtained responses from family members, educators, and members of organizations. The descriptions of the activities were mostly concentrated in the Storytelling category with 27 responses, at school interestingly the fact of being virtual, by video or as part of the curricular integration and family activities was highlighted. While 13 answers are classified under the category of reading children's stories or reading aloud. Followed by 3 responses that concentrated their activity on Oratory. The last 3 answers were art activities, awareness exercise and not sure when filling out the form.

On the other hand, no paid promotion method was used on the Facebook page, so all the integrations and profiles achieved are organic to this day. The event began to be promoted from March 7 to 19, 2021. During that period there were a total of 11 publications that included statuses, video, links and images, of which the most viewed was published on March 18, 2021, reaching a total of 293 visitors and 12 interactions.

It should be noted that on March 20, 2021, 21 publications were scheduled, including statuses, images, videos, and photographs. Adding the reach of these publications we have a total of 4,814 visitors. Also, when adding all clicks on posts, reactions, comments and shares a total of 1,301 interactions. We achieved a total of 124 visitors to the main page @diamundialdelanarracion, of which 23 became Followers and 16 liked the page. At the end of the day we got the new figure of 563 Followers and 531 Likes.

In relation to the initiative to continue publishing the shared content without any type of paid promotion from March 21 to April 4, 2021. 27 publications were made, including photos, videos and shared publications. Adding the reach of these posts we have a total of 936 organic visitors. The sum of all clicks on posts, reactions, comments and shares a total of 154 organic interactions. Today we have 579 followers and 546 likes.

In short, this year's 20M was a successful event in which we reaffirm the importance of promoting coexistence in diversity through oral narration. Well, our differences in gender, race, ethnicity, roles, languages, physical and mental challenges distinguish us. It should be noted that we must never be stripped of the ability to narrate our stories. Because regardless of our age, we all have something to tell!

¡Todo un éxito!

6.ª edición del
Día Mundial de la Narración Oral
Narrando desde la virtualidad por la convivencia en la diversidad

Día: 20 de marzo de 2021
Hora: 8:00 am a 8:00 pm
(cada hora habrá un nuevo contenido)

¡REGÍSTRATE Y CONÉCTATE!
Llena el formulario: <https://forms.gle/Ude4hdZ8MT3WUk8s>

Facebook: <https://www.facebook.com/diamundialdelanarracion/>

Si necesitas ideas para hacer actividades de narración puedes utilizar el **Tool Kit** (6ª Edición Día Mundial de la Narración Oral) que puedes encontrar en Facebook

Resources created by the PIM to increase the impact of completers on their students and support their professional growth

The Facebook page of the Teacher Induction Project has been active from January 22, 2018 to July 31, 2021 with 285 publications. In this we have shared more than 350 resources, such as; links, job calls, infographics, videos and publications related to teaching work. In this season, from August 1, 2020 to July 31, 2021, we had a total reach of 2,042 people with 206 interactions (likes, comments, click in links and share) and 193 followers.

4.2 Effective Teaching and Professional Development

To demonstrate the effectiveness of our graduate teachers of UPRRP, the following complete-teacher perceptions are presented in five case studies, in which they show their aptitudes, skills and abilities acquired in their years of study at the university.

Teacher 01-2021 (Class 2017) 01-2021

- **Technological skills:** The teacher, despite being rushed by the pandemic, uses technology very well as a learning tool. Through the Edmodo app, the teacher has effectively moved the classroom virtual. It even uses the resources provided by applications such as Google Meets to record class sections and the student can access the recording at any time. Without having taken into consideration that while the student is using the technology, a knowledge is being developed which will be of help for the preparation of employment.
- **Communication Skills:** Even though the teacher was limited to teaching in a pandemic, he was able to maintain constant communication with his students through the Edmodo app. Which provided the necessary tools to be able to communicate with students through messages, announcements, and a "chat". The students have access to communicate with the teacher at all times through the application, helping to make the learning process more effective.

Teacher 02-2021 (2019) 02-2021

- **Class management:** In the video we can highlight that all the educational progress was made at the time of the Pandemic. Although there was no time when the teacher was in the room with the students, it does not mean that there was never good class management. The teacher dedicated herself to meeting with her co-workers to come up with a plan where effective teaching could be given and parents could work from home with their students. In other words, they helped create a learning environment where students felt comfortable despite the conditions they were in due to the pandemic.
- **Motivational skills:** The teacher describes that, despite teaching, she gave her time to simply talk with the students. This is extremely essential, considering that they were in the middle of a pandemic and the interactions they could have been limited. She showed the students who had her support by her connection with them that even though it was not class time, she was willing to take time out and listen to them.

Teacher 03-2021 (2017) 03-2021

- **Goal setting and instructional planning:** In the video we can understand how the teacher organizes plans to help students receive the necessary learning through videos where he reinforces different educational areas of the student. At the same time, there is a page (Facebook) where he uploads some modules with the

necessary information and also notifications from other teachers to instruct him on the topics that we have to discuss. The teacher also focuses on sixth grade Spanish language instruction using theatrical tools such as poetry, stories, and theatrical performances.

- **Developmentally Appropriate Teaching Practices and Subject Matter Skills:** The teacher has knowledge regarding age differences to develop an appropriate teaching level since he has classes from kindergarten to second grade and integrates to fourth grade. That is, the teacher has sufficiently advanced learning knowledge to be able to teach fourth graders Spanish through the theatrical tools that they have acquired as a professional educator. At the same time, it includes different classes of which he has been in charge of teaching through videos since it was being developed at the time of the pandemic.

Teacher 04-2021 (2016) 04-2021

- **Technology Skills:** The teacher begins to explain how important technology interaction is not only with students, but also with parents and the school community. Establishing new learning opportunities and seeing how Hurricane María has affected education shows us how much the use of technology is necessary. At the same time, technology helps to innovate the teaching process and according to his experience, it has always involved him in the classroom.
- **Subject matter competence:** The teacher has advanced subject matter knowledge of the interview topic. This is distinguished by the distinction it makes regarding the lack of a course that explains what you should do in a job interview. Therefore, as an educator, he has dedicated himself to explaining the importance of highlighting how the individual being interviewed should think about how to make a difference in the teaching process.