

4.2. CAEP Accountability Measures 2021-2022 Academic Year

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**
 - Student learning/growth impact indicator

The results from EPP completers' Contact Survey, designed by the Induction to New Teachers' Project in March, 2015, and revised annually, helped to identify nine (9) categories related to "student achievement supported by completers". In 2021-22, nine categories were selected by 48 completers (n=51), which can select more than one category. The Survey was powered by Google Forms, a platform adopted by UPRRP with high capacity and safety. Completers mentioned they have been mentors and have promoted the development and learning of their students in areas such as academic achievement, socio-emotional growth, student organizations and leadership, college admissions, and results in competitions and contests where their students have received awards. This new indicator developed by the EPP implies that the advice and support that completers provide to their students stimulates their performance inside and outside the classroom and helps them to successfully project themselves outside the school. As a matter of fact, academic and personal emotional achievements were reported the most by completers.

Figure 1 Students' achievements supported by you (completer) Choose all categories that apply.

22. Indique cuál de los siguientes logros de sus estudiantes han sido producto de su apoyo directo o mentoría. (Marque todos los que aplique)
48 respuestas



Legend: Categories: 1. Academic Achievements 2. Emotional and personal achievements of the completers' students 3. Development of school groups 4. Research achievements 5. Admission to academic programs 6. Professional Achievements 7. Awards 8. Contributions to the school or communities 9. Participation in educational competitions

To achieve an accurate milestone measurement of the impact of the program the survey was sent to a specific cohorts of completers. On 2021-22, out of fifty one (51) completers who

responded to the survey, forty three (**43**) of them had five (5) or less years of experience as teachers, while eight (8) had more than six (6) years of experience. Forty eight (48) of the 51 completers selected one or more of these categories related to *"student achievement supported by the teacher"* (Table 1). These results suggest that completers use their knowledge about pedagogical theory and human behavior to promote solid and sustainable growth and development in their students.

Table 1 Specific students' achievements promoted by completers

Professional Achievement	Contributions to the school or communities	Participation in educational competitions
Independent professional development seminars related to my discipline.	Activities with classical music, sensory - motor tasks that involve student's families	Participation in extracurricular music activities (Christmas concerts, talent nights, among others).
	Educational workshops for students with hearing impairments	Preparation of cookies, glow party, clay sculptures, experiments
	Making a school garden with the group has promoted a love of reading and writing by having to label the crops.	Participate in mostly activities like "day of poetry" where students share their poems to the group and debates.
		Help in theatrical plays with a social impact theme, Book Club, Gardens, Use of programs and apps, Creation of songs and stories
	Creation of children's literature together with the students Gatherings on contemporary issues, generated through videos, stories and/or guests. Creation of songs with the students about skills, such as: phrases, sentences, punctuation marks, verbs, nouns, etc. Play Role /	Health fair with the participation of students form subject Physical Education and School Health

	PBL / Laboratories / Mathematical Competitions / And more...	
--	--	--

The students' achievements reported by completers were consistent with those collected in previous years. In order to cross validate the self-reported data, we surveyed seven (7) employers who account for 67 completers in their schools (46 private schools; 21 public schools). The employers reported that the EPP 46 (68%) completers were "highly competent" in teaching planning, organizing activities and goals, meanwhile 21 (32%) were "competent". In the questionnaire, employers were also asked to provide a detailed description of the completers' contributions to their schools.

4.1 Teaching and Professional Effectiveness -Program Impact in the Puerto Rican Society

Completers' Publications on Gender Perspective in Classrooms. Published in the larger and most popular newspaper in Puerto Rico, "El Nuevo Día"

Empowerment in Social Studies

by Chavely Santiago Villoch <https://www.elnuevodia.com/opinion/punto-de-vista/asi-yo-enseno-la-perspectiva-de-genero-en-mi-salon-de-estudios-sociales/>

Productive dynamics in mathematics

by Bradly Rivera Muñiz <https://www.pressreader.com/puerto-rico/el-nuevo-dia1/20211011/281827171945188>

Curriculum guide in environmental sciences

by Joel Lucena <https://www.pressreader.com/puerto-rico/el-nuevo-dia1/20211018/281857236729888>

Changes to make dreams come true

by Jomar Doel Parrilla Cruz (Physical Ed) https://www.elnuevodia.com/opinion/punto-de-vista/perspectiva-de-genero-cambios-para-hacer-suenos-realidad/?utm_medium=Social&utm_source=Facebook&fbclid=IwAR0BUXdT6yscup5KTE2gtPBWDWXI9_j3PHe1JEC34ZNixYZmZQJ9CUoFJPQ#Echobox=1635503420

Educational spaces free of prejudice

by Patricia Fullana Acosta <https://www.pressreader.com/puerto-rico/el-nuevo-dia1/20211101/281814287084640>

Questions to forge an equitable and supportive world

by Wanda I. De Jesús Arvelo (Language Arts)
<https://www.pressreader.com/puerto-rico/el-nuevo-dia1/20211108/281857236771149>

Equity in learning English

by Jacelyn Smallwood Ramos <https://www.elnuevodia.com/opinion/punto-de-vista/asi-yo-enseno-la-perspectiva-de-genero-en-mi-salon-de-ingles/>

History: democratic and equitable

by Elga M. Del Valle La Luz <https://www.elnuevodia.com/opinion/punto-de-vista/asi-yo-enseno-la-perspectiva-de-genero-en-mi-salon-de-historia/>

Completers effectiveness reported by employers

1. Professional and curricular development (acquisition of pedagogical skills, group management, discipline).
2. Certifications and academic degrees (master's, training, extracurricular courses, advanced CEEB courses, continuing education)
3. Training in extracurricular courses, advanced CEEB courses, continuing education), scholarships, awards or recognition (e.g. teacher of the month or year, scholarships or professional development, graduates' acknowledgement), membership of professional, civic, humanitarian, musical associations.
4. Participation in extracurricular activities (musical groups, tutorials, workshops, book presentations, student groups), mastery and prominence with educational technologies (Microsoft skills, computer programs, applications), publications or presentations at conventions, congresses and others (e.g. articles, panels, posters, videos, others), Participation in institutional projects - Alliance for Learning in Science and Math (ALACIMA), Math and Science Partnerships (MSP), STEAM, Puerto Rico Ass. for the Education of Young Children (PRAEYC), and others
5. The teacher was promoted to Academic Coordinator

Examples of the IMPACT OF OUR COMPLETERS IN P-12 STUDENTS

“Good Practices of Culture for Peace of Completers Awarded in 2021” by UNESCO Chair for the Peace Education

Story of a seagull and the cat that taught it to fly: Integrating literacy and art for the construction of peace <https://unescopaz.uprrp.edu/bpcultpaz/BPCP11.pdf> by Sheila Fernández Mercado - Language Arts teacher, Juan B. Miranda High School, Guaynabo, PR

Germina: Eco-pedagogical guide for school gardens <https://unescopaz.uprrp.edu/bpcultpaz/BPCP12.pdf> by Coralys N. Rivera Lozano - Special Education teacher, Juan Ponce de León Elementary School, Guaynabo, PR

Climate Education Program for Adaptation and Sustainability: Community Engagement Workshops for Climate Justice <https://unescopaz.uprrp.edu/bpcultpaz/BPCP14.pdf> by Diana Soto Rodríguez, K-6 teacher, Francisco Hernández y Gaetán Elementary School, Santurce, PR

Hopeful and caring pedagogy: Literacy project <https://unescopaz.uprrp.edu/bpcultpaz/BPCP15.pdf> by Mabel Cruz Alequín, Mariana Hernández González & Diana Soto Rodríguez - teachers

Public Webinars Conducted by Completers 2021-2022

I. Children Literature and Share Writing: Building the Zone of Proximal Development- Dr. Aura González & Teacher Denise Martínez - Third Grade, University of Puerto Rico Elementary School <https://www.youtube.com/watch?v=EI79-HAEasI>

Evaluation: 41 on-line participants; 75% Excellent/19% Very good/5% no response (2 contact hrs. Certificate was sent)

The poster is for a webinar titled "WEBINARIO La literatura infantil y la escritura compartida: medio para construir la Zona de Desarrollo Próximo". It is organized by the Proyecto de Inducción al Magisterio (PIM) and the Centro para la Excelencia Académica (CEA). The speakers are Dra. Aura González and Profa. Denise Martínez. The webinar is scheduled for Friday, May 6, 2022, from 4:00 to 6:00 p.m. A QR code is provided for registration. The poster also includes a list of recommendations for participants and social media information.

El Proyecto de Inducción al Magisterio (PIM) y el Centro para la Excelencia Académica (CEA) les invita al

WEBINARIO
La literatura infantil y la escritura compartida: medio para construir la Zona de Desarrollo Próximo

Breve descripción:
Este webinar recoge la aplicación y experiencias del Aprendizaje Basado en Proyectos (ABP) sobre la creación de literatura infantil escrita por estudiantes de nivel elemental.

viernes
6
mayo 2022
4:00 a 6:00 p.m.
¡NUEVA FECHA!

REGISTRO*

Se recomienda a los participantes:

- Acceder al enlace 10 minutos antes de la hora de inicio
- Utilizar Google Chrome y la cuenta institucional
- Mantener las cámaras apagadas

Luego de registrarse recibirá el enlace para acceder.
Para poder obtener el certificado de participación debe cumplir con al menos el 90% del tiempo del webinar.

*Deberá registrar su participación previo a la actividad a través de cea.uprrp.edu en la sección actividades/registro. Sujeto a disponibilidad de espacio.
Se aceptarán matrículas hasta una hora antes de comenzar el webinar, el acceso a matricularse en la actividad desaparecerá. Recuerde que el último recordatorio y envío del enlace se comparte media hora antes a los participantes matriculados.

¡Síguenos en Redes Sociales!

@proyectoinduccion @IUprpp induccion.edu@upr.edu
sites.google.com/a/upr.edu/programa-induccion-upr-rp

II. Appropriate Practices for Inclusion - two webinars

Individualized Educational Plan (IEP): Advantages and legal scope - conducted by Karla Monge - Special Education Teacher

Inclusion of Students with Hearing Loss and Deafness

conducted by Laura Oliveras, Giselle Hernández - Teachers of Deaf Students & Alberto Bernabe, Clinical Psychology Student

<https://www.youtube.com/watch?v=VmKgaF-JLtY>

Evaluation of webinars: The results from the qualitative evaluation: 42 participants answered (7 on-site; 35 online; one from Mexico). Most agreed that the seminar was excellent and enjoyed the dynamic of it.



audience in site	connected online	overall opinions of both webinars (qualitative) 3 contact hrs. certificate was sent after evaluation
7	35	-Excellent/ Very good -The activity was very precise and dynamic. -I loved that they answered questions at the end. -I appreciated the activity being held both virtually and on-site -Great activity and resources

Puerto Rico Department of Education (PRDE) Evaluation - Completers' Evaluations with and without Value Added Measure (VAM) were requested for a sample of 224 completers in March 2023. No data has been reported by the PRDE, yet. Since much debate has been raised as to whether the Value Added Measure (VAM) is useful or not to make transformations in the educational system, the PRDE is using it as a bonus for the teachers, it is not a requisite. The PRDE did not provide additional measures of teachers' impact on student learning after December 2016. In January 2017 the PRDE underwent an administrative change (new), making communication and information sharing very difficult. Prospective data collection, as of May 2023, will provide the second cycle measures that may indicate growth in students' learning. We started communications with PRDE personnel and we expect to have access to more data to establish a longitudinal trace.