Self-Study Report

Selected Improvement (SI) Pathway

UNIVERSIDAD DE PUERTO RICO-RIO PIEDRAS CAMPUS

P.O. Box 23304
San Juan, PR 00931-3304
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Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

CAEP Council for the Accreditation of Educator Preparation

CAEP Self-Study Report for SI Pathway

I. EPP Overview

a. Context and Unique Characteristics

The University of Puerto Rico's Río Piedras Campus (UPR-RP) is the oldest and most complex of eleven campuses within the University of Puerto Rico System. A public research-oriented comprehensive doctoral institution, our campus is distinguished by diverse academic offerings that include 68 undergraduate programs, 48 master's degrees, and 16 doctoral programs, as well as postgraduate certificates and a continuing education program. The campus, which was founded in 1903 as Puerto Rico's first public university, began with a mere 173 students. Over the last 112 years growth has been exponential, both in terms of size and achievements that have contributed to our reputation as the most prestigious and respected institution of higher learning in Puerto Rico. Since 1946, it has been accredited by the Middle States Commission on Higher Education. UPR-RP is recognized by the Carnegie Foundation for the Advancement of Teaching as a Doctoral University-Higher Research Activity.

The Eugenio Maria de Hostos (EMH) College of Education is the professional education unit (EPP) of the University of Puerto Rico, Rio Piedras Campus. Eugenio María de Hostos was a Puerto Rican philosopher of the XIX century. The origin of the EMH College of Education dates back to the year 1900 when a Normal Insular School was established in the town of Fajardo with the purpose of educating and training teachers for the Island's educational system. In 1903 it was moved to Rio Piedras as the first department of the University of Puerto Rico. Its Teacher Preparation Program is the oldest, more complex, and comprehensive program among public and private institutions in Puerto Rico. The Program was the first Teacher Preparation Program accredited by NCATE in Puerto Rico in 1954. In 2008 AACTE awarded the EMH College of Education Inclusive Assistive Technology Project the Best Practice Award for Innovative Use of Technology.

b. Description of Organizational Structure

The Dean is the official representative of the EPP, responsible for the planning, delivery, and operations of all programs. There is an Associate Dean of Academic Affairs, an Assistant Dean of Administrative Affairs, and an Assistant Dean of Student Affairs. The Dean meets with other campus deans and with the chancellor on a regular basis, to review data on registration, budget, institutional assessment, and to make decisions concerning the implementation of programs and initiatives on campus and at the unit level. These data are shared and analyzed with the Administrative Team through bimonthly meetings, in order to make academic and administrative decisions. On a yearly basis, at the first faculty assembly of the academic year, the Dean presents a written report that accounts for the achievement and progress of the plan of the previous year. Permanent committees established on a yearly basis by institutional regulations (see UPR Bylaws) are the Personnel Committee and the Curriculum Committee.

At the level of the departments, the Administrative Team -department chairs- is responsible for the direct delivery and day to day operation of teacher preparation programs and other academic and professional programs. The Administrative Team, meets bimonthly and discusses all the matters that concern the planning, delivery, assessment and operations of programs.

The EPP has the following departments: Foundations of Education, Arts, Technology and Innovation (ARTI), Physical Education and Recreation, Curriculum and Teaching, School of Family Ecology , and the Department of Graduate Studies. The supporting academic and teaching services are: Office of Evaluation; Educational Research Center; Educational Technology Center; Gerardo Sellés Solá Library; Academic Computing Center; Preschool Development Center; and Laboratory Schools: Infant and Toddlers, Nursery, Elementary and Secondary; and the Deaf Preschool Laboratory.

c. Vision, Mission, and Goals

Vision
The EMH College of Education envisions itself as a dynamic and diverse community of learning. It also strives to facilitate the preparation of learners and leaders in education committed to reflective and transforming socio-humanistic practices and with the highest values of justice, democracy, and peace. Its educators conceive themselves as protagonists and creators of knowledge in its diverse manifestations whose task is central in multiple scenarios.

Mission
The mission of the College, consistent with the mission statements of the UPR System and Río Piedras Campus, is to educate and encourage the professional development of teachers, administrators, and other professionals in education, so they can contribute to the achievement of individual goals as well as to the construction of a pluralistic and participatory democracy, based on social justice and equity. It proposes to invite future educators and leaders in education to join the EMH College of Education in a life-long process of: learning to be, learning to learn, learning to teach and learning to accomplish; to become competent, sensible and creative human beings to construct and share knowledge, to do research and creative work; and to develop a reflective and critical awareness so they can transform experience through intelligent and responsible actions.

Goals
Prepare professionals whose work, significantly transforms education in Puerto Rico. Form active, reflective, critical, imaginative, creative, tolerant, just, caring, collaborative, informed, and technologically competent educators. Prepare professionals of education who are fully aware of the responsibilities and possible contributions to the individual development of human beings and to the construction and reconstruction of society, and form leaders in education capable of developing pedagogical practices, through research and creative work and collaborative community efforts, to meet the demands and challenges of education today.

d. EPP's Shared Values and Beliefs for Educator Preparation

The philosophy of the EMH College of Education aims at contributing to the construction of a society based on social justice, equity, diversity, and participatory democracy. In order for future educators to contribute to the construction and reconstruction of society, the EPP cultivates capacities and dispositions that allow for critical examination of social and cultural contexts as well as for the growth of independent, autonomous, and caring individuals. Believing that the growth of human beings depends on integral development, it encourages the understanding of human complexities and awareness of people's multiple potentialities, capacities, beliefs, and perspectives. Education is a series of dialogical and collaborative processes through which individuals develop the capacities, abilities, and dispositions to transform them and their world. The conception of the learning-teaching process and pedagogical practice is based on the idea that knowledge is socially and historically constructed as human beings interact in the world, as they investigate and reflect upon their experience in it, and as they imagine and create it. Learning results from collaboration among individuals, as well as respect and care for others. Learning and teaching are interdependent activities inasmuch as there is learning in the process of teaching and teaching as learning takes place. Consequently, the EPP views both the faculty and future educators as learners-teachers who value and promote lifelong learning for all.

KNOWLEDGE BASES:The reflexive and critical-thinking educator-leader
The critical-thinking, educator-leader ponders philosophically, sociologically and historically about cultural pluralism, educational policy, and ethical and positive learning (Dewey, 1916; Rogers, 1969; Combs, 1978; Slavin, 1980; Shön, 1983, 1988). Eugenio

María de Hostos, model of teacher for teachers, is an inspiration for educators around the world. His sociological view was expressed in advanced educational theories and reforms. He is recognized as a symbol of the highest values of justice and brotherhood, and a model of integrity of Puerto Rican idiosyncrasy. His view sustains the Unit's perception of education as a dialogical and collaborative process that provides opportunities for social change (Goodland, 1984; Darling-Hammond, 1997, 2014; Cochran-Smith & Villegas, 2015).

Reflexive and transforming socio-humanistic practices

Inspired by the scholarship of Dewey, (1904, 1933, 1938) earlier in the century, and the work of Bruner (1960, 1966), Piaget (1954, 1970), Vygotsky (1978), Gardner (1993), and Freire (1993,1997, 2004), practice based on thinking analytically and creatively (Dewey, 1933; Colton & Sparks-Langer, 1993; Cranton, 1994; Yoo, 2001), and reflecting and understanding (Schön, 1987; LaBoskey, 1994; Clark, 1995; Henderson, 1996; Zemelman, 1998).

Creating and sharing knowledge

Access to a common body of knowledge and opportunities to develop a lifelong love for learning (Goodland, 1984; Goodland, Soder, & Sirotnik, 1990), depth of subject matter knowledge (Shulman, 1987; Griffin & Early, 1991;Goodlad,1994),understanding and use of emerging technologies (ITEA, 1996; Jonassen, Peck & Wilson, 1999; Tiene & Ingram, 2001; ISTE, 2002)

Dynamic and diverse learning communities

The EMH College of Education recognizes that learning communities shaped by inquiry and experiences. It focuses in the role of schools and teachers in fostering and modeling understanding, respect, acceptance and celebration of diversity, individually and collectively, and if necessary, in modifying their own attitudes, leading to more effective teaching.(Howe & Lisi, 2016)

Construction of a pluralistic society

Furthermore, the EMH College of Education believes that learning is historical and social. It believes that changes in the educational system can be brought about by educators who are caring and thoughtful,and inspire others to participate actively in school improvement.

e. Is the EPP regionally or institutionally accredited?

◉ Yes

◌ No. the EPP is ineligible for regional/institutional accreditation or such accreditation is not available

EPP is regionally or institutionally accredited

a. If your institution/EPP is regionally accredited, please upload a PDF copy of the award of regional accreditation here. If your institution/EPP is NOT regional accredited, please move to the next page.

Statement of Accreditation Status

See **Attachment** panel below.

Table 2. Program Characteristics

a. Complete this table of program characteristics by entering the information requested for every program or program option offered by the EPP. Cross check the list with the programs listed in the EPP's academic catalog, if any, as well as the list of state-approved registered programs, if applicable. Site Visitors will reference this list in AIMS during the accreditation review process.

Name of Program/specialty area	Enrollment in current fall cycle	Enrollment in last fall cycle	Degree, certificate or licensure level	Method of Delivery	State(s) which program is approved	Date of state approval(s)	Program Review Option (National Recognition, state-only, or Program Review with Feedback)
Pre-School Education							
Pre-School Education	83	83	B.A.	Regular	Puerto Rico*	CES 58 (1978-1979)	National Recognition (NAEYC)
Elementary Education							
Kindergarten to Third Grade	97	91	B.A.	Regular	Puerto Rico	CES 26 (1979-1980)	National Recognition (NAEYC)
Fourth to Sixth Grade	55	55	B.A.	Regular	Puerto Rico	CES 26 (1979-1980)	National Recognition (ACEI)
Teaching English to Spanish Speakers	62	38	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (TESOL)
Special Education	172	146	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (CEC)
Secondary Education							
Art	69	47	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	Internal Evaluation Board of Trustees Certification #43
Biology	85	81	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (NSTA)
Business Education	56	47	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	Internal Evaluation Board of Trustees Certification # 43
Chemistry	72	71	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (NSTA)
Family Ecology	26	25	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	Internal Evaluation Board of Trustees Certification # 43
General Sciences	102	103	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (NSTA)
History	80	73	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (NCSS)
Mathematics	91	77	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (NCTM)
Music	69	58	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	Internal Evaluation Board of Trustees Certification #43 Initiated accreditation NSM
Physical Education	211	201	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (AAHPERD)
Physics	57	61	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (NSTA)
Secretarial Program	36	23	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	Internal Evaluation Board of Trustees Certification #43
Social Studies	21	15	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (NCSS)
Spanish	79	74	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	Internal Evaluation Board of Trustees Certification #43
Teaching English to Spanish Speakers	122	117	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	National Recognition (TESOL)
Theater	85	75	B.A.	Regular	Puerto Rico	CES 58 (1978-1979)	Internal Evaluation Board of Trustees Certification #43

*Puerto Rico Educational Council

Table 3. EPP Characteristics

Complete a table of EPP characteristics in AIMS to provide an expanded profile by which the accreditation process is managed by CAEP staff. EPP characteristics are also used by CAEP staff in compiling CAEP's Annual Report to the public and used as a series of filters for dashboard comparison by the EPP itself. The AIMS version of this table, in which the data are actually entered, has drop-down menus by which characteristics are selected and the table is completed.

Control of Institution	Public
Student Body	Coed
Carnegie Class	Research Universities (high research activity)
Location	Urban
Teacher Preparation Levels	Currently offering initial teacher preparation programs Not currently offering advanced educator preparation programs
EPP Type	Institution of Higher Education: State/Regional
Religious Affiliations	Undenominational
Language of Instruction	Spanish
Institutional Accreditation (Affiliations)	Middle States Association of Colleges and Schools

Table 4. Clinical Educator Qualification Table

a. The clinical educator (EPP faculty & supervisors) qualifications table is completed by providing information for each of the EPP-based clinical educators.

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment(s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles

Upload the clinical educator qualifications table, if not provided in the previous table.

Table 4 Clinical Educator Qualification.docx

See **Attachment** panel below.

Name	Highest degree earned	Field or specialty area of highest degree	Program Assignment(s)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching or administration dates of engagement in these roles

Table 5. The Parity Table

a. The parity table of curricular, fiscal, facility, and administrative and support capacity for quality is used to satisfy requirements of the U.S. Department of Education and is completed by providing data relevant for the EPP and making a comparison to an EPP-determined comparative entity. The comparative entity might be another clinical EPP within a university structure, a national organization, the college or university as a whole or another entity identified as a benchmark by the EPP. Again, this chart offers an example of how the chart might be completed.

Capacity Dimension	EPP description of metric(s)	EPP data	Comparative entity data	Title and description of supplemental evidence/documentation of quality for each dimension
Facilities	Number of classrooms and dedicated facilities	Enrollment of 1730, supported by 78 faculty members. Facilities and equipment supporting the academic programs are distributed among eight buildings on Campus with 103 classrooms and 139 faculty offices. Physical Education Spaces:	Cayey - Classrooms/Spaces Building: Arturo Morales Carrión Room 336D-163sq. feet Room 343-485 sq. feet Room 344-478 sq feet On request room 993 Room Frade Room 200 RF Building Miguel Meléndez Muñoz Room 315-1,701 sq feet Building informática: Room 301-1,122 pq feet Educational Building Carlos Iñiguez: Room 16-417 sq feet Physical Education Spaces GYM Rooms 124, 125, 126 Basketball Court, Tennis Court, Dance Classroom	Facilities Distribution Table EMH College of Education
Fiscal Support	Annual Budget	EPP Operating Budget 2016-2017 $17,280.811.00	Budget 2016-2017 1,157,388.00	UPRRP Budget
Administrative support	Organizational Chart	Dean, Assoc.Dean, 2Asst.Deans,4Dept.Chairs,PracticumDirector,Center for Educational Research Director,Evaluation Director; Library Director, 5 Laboratory Schools Directors, Assessment Coordinator, Induction Coordinator; Electronic Portfolio Coordinator; SPAs Coordinators and Specialty areas Coordinators;10 Secretaries;	Director/Secretary clinical Experience Coordinators Committees Assessment Coordinator CAEP Coordinators SPA Reviewers	Organizational Chart
Candidate support services	List of services, # of candidates seeking services, Report of candidates evaluation of support services	Advisement, Practicum placement, ombuds-person summary of formal complaints: 5 students per month, licensure referral Applications 180	3 accredited Candidates organizations 3/12 25% Academic Counseling: 10 Program Professors as counselors per area, Secretary and Director. The number of counselees officially registered in the Pedagogy Department's Files 2014-2015: 92 and 33 signature from a global group counseling. 2015-2016: 60 registered 2016-2017: 66 registered candidates Licensure Test Applications 2013-2017 501 applications	Academic Counseling Faculty College Board Survey, (PCMAs)
Candidate feedback, formal and informal	Surveys candidates feedback	EPP Exit Surveys	Exit Surveys	See evidence 1.1.11 and evidence 4.4.1 College Board Survey (PCMAs)

Upload Parity Table

Q93764__Facilities_distribution_Table.docx
UPRRP-2016-2017 Budget.pdf

Academic Counseling-Faculty.xlsx

See **Attachment** panel below.

Table 6. Accreditation Plan

a. The Accreditation Plan is an educator preparation provider's (EPP's) identification of the sites outside of the main campus or administrative headquarters and the programs offered at each site that will be included in the EPP's accreditation review. This information, in combination with the table of program characteristics, is used by CAEP staff and site visit team leads to plan the site visit, including the sites that will be visited by site team members.

Geographic Site(s) administered by the EPP	Program offered at each site	Is the program to be included in accreditation review? (Y or N)	Is the program approved by state in which program is offered? (Y or N or approval not required)	Notes/Comments

Table 7. EPP Assessments

Please list proprietary assessments used by the EPP (no more than 7):

Proprietary Assessment No.	Title of Assessment	Validity & Reliability information if available & applicable
Proprietary Assessment No.1	Puerto Rico Teacher Certification Licensure Tests (PCMA'S -Spanish acronym) Latin America Office of the College Board	Content Validity- These tests were developed as a joint effort between representatives of higher education institutions that offer education programs, the Puerto Rico Department of Education and the Puerto Rico and Latin American Office of the College Board. Based on the agreement among experts (faculty members, EPP clinical educators,);and the judgement of recognized subject matter experts. Reliability- Reports include longitudinal analysis of descriptive statistics Inter-rater reliability or agreement range between .93 to .83 for Academic Years 2006-2015. In 2016 the Cronbach Alfa ranged from .89 General Test, to .82 Science Test
Proprietary Assessment No.2	University Placement Testing and Admissions (PEAU, Spanish acronym) Latin America Office of the College Board	The University Placement Testing and Admissions (PEAU), also known as the College Board Test, are criteria of admission in accredited university institutions in Puerto Rico. They are constructed and managed by the Puerto Rico and Latin American Office of the College Board (https://latam.collegeboard.org/). Test Content The tests consist of two main parts: the Academic Aptitude Test (Verbal Reasoning and Mathematical Reasoning) and the Academic Achievement Tests in the subjects of Spanish, Mathematics and English. Part I - Academic Aptitude Test Verbal Reasoning: measures students' verbal skills development level. It evaluates the ability to use verbal material by means of reading interpretation. Mathematical Reasoning: measures students' ability to manage and apply the mathematical principles and concepts in solving problems related to arithmetic, algebra, geometry and statistics and probability. Part II - Academic Achievement Tests Measures specific subject knowledge
Proprietary Assessment No.3		
Proprietary Assessment No.4		
Proprietary Assessment No.5		
Proprietary Assessment No.6		
Proprietary Assessment No.7		

Please map above proprietary assessments to the appropriate CAEP Standards:

	CAEP Standard 1	CAEP Standard 2	CAEP Standard 3	CAEP Standard 4	CAEP Standard 5	State
Proprietary Assessment No.1	☐	☐	☑	☐	☑	
Proprietary Assessment No.2	☐	☐	☑	☐	☑	
Proprietary Assessment No.3	☐	☐	☐	☐	☐	
Proprietary Assessment No.4	☐	☐	☐	☐	☐	
Proprietary Assessment No.5	☐	☐	☐	☐	☐	
Proprietary Assessment No.6	☐	☐	☐	☐	☐	
Proprietary Assessment No.7	☐	☐	☐	☐	☐	

II. CAEP Standards and Evidence

Standard 1: Content and Pedagogical Knowledge

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer the following questions for each item.)

1 1.1.1 EPP Description of Required Courses by Specialized Program Aligned to CAEP, InTASC and State Standards

1.1 Understanding of InTASC Standards

2 1.1.2 InTASC and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

1.1 Understanding of InTASC Standards

3 1.1.3 Program Core Courses GPA by Specialty Licensure Area

1.1 Understanding of InTASC Standards

4 1.1.4 InTASC The Learner and Learning and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

1.1 Understanding of InTASC Standards

5 1.1.5 Candidate and Non-Candidate Content Area GPA Disaggregated by Program-Licensure Area

1.1 Understanding of InTASC Standards

6 1.1.6 InTASC Content Knowledge, State Standards, EPP Competenices and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

1.1 Understanding of InTASC Standards

7 1.1.7 State Licensure Score (PCMAS) as reported by The College Board

1.1 Understanding of InTASC Standards

8 1.1.8 InTASC Instructional Practice, State Standards, EPP Competencies and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

1.1 Understanding of InTASC Standards

9 1.1.9 InTASC Professional Responsibility and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

1.1 Understanding of InTASC Standards

10 1.1.10 EPP Dispositions Aligned with InTASC Dispositions

1.1 Understanding of InTASC Standards

11 1.1.11 InTASC, State Standards and EPP Competencies Exit Survey Instrument Data

1.1 Understanding of InTASC Standards

12 1.2.1 InTASC Research, Eval and Assess and the Clinical Pract Eval Instr Data Disaggregated by Spec Lic Area

1.2 Use of research and evidence to measure students' progress

13 1.2.2 GPA for Research, Evaluation and Assessment Courses by Specialty Licensure Area

1.2 Use of research and evidence to measure students' progress

14 1.3.1 Nationally Recognized Programs Through SPA s

1.3 Application of content and pedagogical knowledge

15 1.3.2 InTASC Application of Content and Pedagogical Knowledge and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

1.3 Application of content and pedagogical knowledge

16 1.4.1 Clinical Experience Levels by Courses in Elementary and Secondary Education Programs

1.4 All P-12 students afforded access to college- and career-ready standards.

17 1.4.2 GPA for Special Education, Methods and Clinical Experiences Courses

1.4 All P-12 students afforded access to college- and career-ready standards.

18 1.5.1 Technologies professors model to candidates

1.5 Model and apply technology standards

19 1.5.2 Professional Reflective Seminars Evaluation and GPA for Technology Courses by Specialty Licensure Area

1.5 Model and apply technology standards

20 1.5.3 Communication and Technology Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area

1.5 Model and apply technology standards

21 1.5.4 Technologies use by Candidates in Portfolios

1.5 Model and apply technology standards

22 1.5.5 Electronic Portfolio links by EPP Programs and Seminar Courses

1.5 Model and apply technology standards

23 1.5.6 Puerto Rico Department of Education Classification of Higher Education Institutions Educator Preparation Providers 2016

1.5 Model and apply technology standards

* **ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met**

1.1 The UPRRP EPP program courses and the 10 EPP competencies in the Clinical Practice Evaluation Instrument (CPEI) are aligned to CAEP, InTASC, and state standards. The alignment, for the Preschool, the Elementary and Secondary Education specialized programs, is presented in evidence 1.1.1. The CPEI is used to assess and evaluate candidates learning outcomes at the exit level. Evidence 1.1.2 presents data results of candidates understanding of the 10 InTASC standards grouped under the following

categories: Learner and learning; Content; Instructional practice; and Professional responsibility.Analysis of different assessment data (Practicum, PCMAs, GPA), indicate candidates mastery of EPP competencies at an outstanding level even thought there are areas for improvements at some program's level.

Learner and learning
Knowledge about the learner and learning is developed through the foundations (Human Development, Educational Psychology and Social Education Foundation) and Special Education courses. Evidence 1.1.3 includes the program core courses GPA by specialty licensure area for the years 2013-14, 2014-15 and 2015-16. Most GPAs are above 2.75 in all specialty programs. In foundation courses the following programs have a GPA below 2.75: Elementary Teaching English to Spanish Speakers (TESS), Secondary Biology, Physics, Business Education (Social Education course only), K-12 Art and Theater for one year; Business Education (Human Development course only) and K-12 in Music for two years; and Physical Education for three years. In Special Education courses the following programs have a GPA below 2.75: 4th - 6th grade and Secondary Education in Family Ecology for one year; Secondary Education in Physics and K-12 Theater for two years.

Evidence 1.1.4 includes the results from the CPEI, Learning Outcomes (LO2A-C,5A-C) InTASC Learner and Learning, for the last 3 years. Most programs (Pre-school, Elementary and Secondary Education, K-12 Programs in Music, Theater and Arts) met or exceeded on average the passing criteria for the years data is provided. With respect to the understanding of learner development (LO2A,2C), Biology and Social Studies met or exceeded the passing criteria for two years. In the learning differences standard (LO2B), only Biology met or exceeded the passing criteria for two years. In the learning environment standard (LO5A-C), only the Biology and History Programs met or exceeded on average the passing criteria for one year.

Content
Evidence 1.1.5 includes results for candidate and non-candidate content area GPA for years 2013-14, 2014-15 and 2015-16. For all programs the average mean ranges from 3.08 to 3.84. Only three programs have means lower than 3.08 (Science, Biology and Business Education in Secondary Education). When comparing the average mean for K-12 Programs in Theater and Art it was higher for candidates in all three years of data. Average mean for K-12 Music teacher candidates was higher than non-teacher candidates in two years. For Secondary Education in Math the average mean was higher for teacher candidates than non-teacher candidates in only one year. In the other Secondary Education Programs the average mean was higher for non-teacher candidates in all three years of data.

Results from the CPEI (LO1A-D & 4B-D), InTASC Content Knowledge, for the three years are included in evidence 1.1.6. Most programs in Pre-school, Elementary, K-12 Programs in Music, Theater and Arts, and Secondary Education met or exceeded on average the passing criteria for the years of data provided. For the content knowledge standard (LO1A-D), Biology and Social Studies, met or exceeded on average the passing criteria for one year; and one program, History, did not meet on average the passing criteria for the three years. In the application of content standard (LO4B-D), two programs, Mathematics and Biology met or exceeded on average the passing criteria for two years; and two programs, Science and History, met or exceeded on average the passing criteria for one year.

Evidence 1.1.7 (State Licensure Test Scores) includes the results for the years 2012-13, 2013-14 , 2014-15 and 2015-16. For the 2015-16 a new test was developed. Candidates approve: (1) The Fundamental Knowledge and Communication component with a 95% or higher score than candidates passing the test and for the three years, the percentage was higher than the statewide percentage. (2) The Professional Competencies at the Elementary and Secondary level are approved with percentages of 92% or higher. At the Elementary level the percentage of candidates passing the test was the same as the statewide percentage for the 2013-14 year; while it was higher than the statewide for the other two years. At the Secondary level, the institution percentage of approval was higher than the statewide percentage for the 2012-13 and 2013-14, and for 2014-15 it was 1% less than the statewide. (3) For the Specializations components, the passing rates have been of 100% for Spanish, Social Studies and Science in the three years, and have been higher than statewide percentage. English specialization has a percentage of passing candidates of 92% or higher and it is higher than the statewide percentage. Mathematics has had a passing rate of 67% for the 2012-13; however, this year the number of candidates taking the assessment was 3 (only one student who did not pass the assessment), and for the following years the passing rate has been 100%.In 2015-16 General 93%, Elementary 91% and Secondary 96% EPP passing rates were higher than the statewide passing rates; Math, Science and Spanish passing rates were 100%, English 95% and Social Studies 90%. The passing rates indicate that candidates are prepared with a solid content and professional knowledge in both the elementary and secondary education, as well as for the specialization licensure areas.

Instructional Practice
Knowledge about instructional practice is developed through the methodology courses. Evidence 1.1.3 includes the average GPA for methods courses, by specialty licensure area for three years. GPAs are above 2.75 in all specialty programs, except for Science in Secondary Education and Business Education for one year. Evidence 1.1.8 includes the results from the CPEI (LO8A-D;3A-D;4A), InTASC Instructional Practice, for the years 2013-14, 2014-15 and 2015-16. Most programs in Pre-school, Elementary, K-12 Programs in Music, Theater and Arts, and Secondary Education met or exceeded on average the passing criteria for the years of data provided. With respect to the assessment standard (LO8A-D), Elementary TESS and Secondary Social Studies Programs met or exceeded the passing criteria for two years; and Biology and History Programs met or exceeded the passing criteria for one year. In the planning for instruction standard (LO3A-D), Biology and History met or exceeded the passing criteria for two years; and Social Studies met or exceeded the passing criteria for one year. In the instructional strategies standard, two programs, History and Social Studies met or exceeded the passing criteria for one year.

Professional Responsibility
Knowledge about professional responsibility is developed through the Professional Ethics and Philosophy course (EDFU4019). Average GPA in evidence 1.1.3 was above 2.75 in all specialty programs except for Elementary TESS and 4th to 6th Elementary and Secondary Business Education programs for one year. In addition, in evidence 1.1.9, results from CPEI (LO 10A,B,C;9A,B,C), InTASC Professional Responsibility, shows that most programs in Pre-school, Elementary, K-12 Programs in Music, Theater and Arts, and Secondary Education met or exceeded on average the passing criteria for the years data is provided. With respect to professional learning and ethical practice standard (LO10A,B,C) Biology met or exceeded the passing criteria for two years and History met or exceeded the passing criteria for one year. In the leadership and collaboration standard (LO9A,B,C), History met or exceeded the passing criteria for two years.
Professional dispositions for all teacher candidates are presented in the EPP Conceptual Framework which establishes that candidates are expected to be respectful of diversity and promote it in the teaching and learning process. All professional courses emphasize and teach professional ethics and responsibilities. In evidence 1.1.10 the alignment between EPP and InTASC dispositions is presented. In order to measure the candidates' level of understanding an Exit Survey was developed and administered in the last day of the Clinical

Experience Course, years 2014-15 and 2015-16. Results of the Exit Survey, presented in evidence 1.1.11, demonstrate that the majority (90% or more) of candidates rated themselves as very competent or competent in all InTASC Dispositions by standards/categories. In general, the EPP program is strong in teaching candidates professional responsibilities.

1.2 EPP candidates learn about research, evaluation, and assessment in the following required courses: EDFU4007 (research) and EDFU3013 (evaluation). The Pre-School Program substitute EDFU3013 for ECDO4136 which is a specialized assessment and evaluation course. The K-3rd, 4th-6th, TESS and Special Education Elementary Programs take in addition to evaluation a specialized assessment course for their area (EDPE3034; EING4046; and EDES4019 respectively). The secondary programs and K-12 programs in Music, Theater and Arts, are not required to take an assessment course, this content is covered in the evaluation course. Candidates continue to learn about research, evaluation and assessment as they move into planning and teaching in a real school setting in the Methodology Courses and apply their knowledge in the Clinical Experience Course.

CPEI (LO 4A-D) highlights the importance of research regarding the teaching and learning process in order to select and use appropriate teaching practices, strategies, methods, and materials that promote critical thinking and problem-solving skills among all candidates according to their needs, talents, interests, and developmental levels. LO 8 A-D requires from candidates the selection, development, adaptation, integration and use of different means and techniques to gather information to assess learning that are appropriate and fair to all P-12 students. Results from the CPEI for the last three years are presented in evidence 1.2.1. The disaggregated scores demonstrate that candidates consistently met or exceeded the InTASC Instructional Practice Standards and EPP Program (LO4A-D) associated with implementation of teaching and research. Secondary Education Programs in Mathematics (LO4B,C,D) and Biology (LO4B,C,D) met or exceeded on average the passing criteria for two years. Secondary Education Programs in Science (LO4 B,C,D); History (LO4A,B,C,D); and Social Study (LO4A) met or exceeded on average the passing criteria for one year. Evidence 1.2.1 the CPEI scores demonstrate that candidates consistently met or exceeded the InTASC Instructional Practice Standards and EPP Program (LO8) associated with assessment of learning. The Elementary TESS Program (LO8) and Secondary Social Studies (LO8) met or exceeded on average the passing criteria for two years. Secondary Education Programs in Biology (LO8) and History (LO8) met or exceeded on average the passing criteria for one year.

Evidence 1.2.2 includes the average GPA for research, evaluation, and assessment courses by specialty licensure area for the last three years. GPAs are above 2.75 in the evaluation courses, with the exception of Secondary Education Family Ecology and Business Education, and K-12 Theater and Art for one year, and K-12 Music for two years. All programs that require the assessment course met and exceed the GPA 2.75 standard with exception of the Elementary Program in 4th -6th grade for one year. The GPA for the Research Course shows that two (Pre-school and Special Ed) of the five elementary programs and Secondary Education Programs in Spanish, Chemistry and Social Study met the GPA standard for three consecutive years. The Elementary K-3, Secondary Education Biology and K-12 Theater and Art Programs meet the GPA standard for two years. Elementary Programs in 4th -6th and TESS and Secondary Programs in Science and Business Education meet the GPA standard for one year; while Secondary Education Programs in TESS, Math, Physics, Family Ecology, Physical Education, History and K-12 Music did not meet the GPA standard for three consecutive years.

Candidates work samples (CWS) may be examined in the electronic portfolio under Principle 4: Critical Thinking, Research and Creativity and Principle 8: Evaluation of Learning. The CWS demonstrate that candidates have the skills to use and conduct research in order to solve problems and develop effective learning experiences that allow all P-12 students to stimulate their critical and creative thinking. It also demonstrates that candidates use, design, and adapt different assessment and evaluation techniques to interpret and evaluate the performance and achievement of all students and use the results for decision making and to make necessary adjustments in their educational practice and in the curriculum (Evidence 1.5.5).

EPP candidates' performance is good in the InTASC standards related to research, evaluation and assessment areas. Thus UPRRP EPP candidates are well prepared and committed to use research, evaluation and assessment to understand and develop the teaching and learning process and to measure and evidence their P- 12 students' progress and their own professional practice.

1.3 All SPA Program Reports include the Clinical Practice Evaluation Instrument (CPEI) data that evidence completers application of content and pedagogical knowledge. The majority, (88%) of SPA program reported achieved National Recognition. In addition, 70% of candidates are enrolled in Nationally Recognized Programs through SPA processes (Evidence 1.3.1). The CPEI is used for the formative and summative evaluation of all teacher candidates regarding the ten competencies that are pertinent to all levels and areas of specialization. Each competency is subdivided into three or four components that are evaluated using a rubric with achievement levels that range from 1 to 3 (Evidence 2.3.3 CPEI, Standard 2). An additional achievement level of 4 is provided to indicate areas of exceptional or outstanding candidate performance.

Evidence 1.3.2 Application of InTASC content and pedagogical knowledge for SPA Programs, presents outcome assessment results for a period of three academic years, for EPP competency 4 Implementation of Teaching and Research, and competency 3 Planning for Instruction, aligned with InTASC standards 5 Application of content, 7 Planning for Instruction, and 8 Instructional Strategies. All programs, except Secondary Education in Mathematics in Academic Year 2014-15 and Science in 2014-15, 2015-16 met InTASC standards/EPP Competencies 3 and 4.

Nevertheless, the Math program has three additional assessments that address application of content and pedagogical knowledge: Field Experiences Rubric, Teacher Work Sample, and a Rubric to Evaluate Planning and Instruction. Assessment results for the 2014-15 Academic Year demonstrate that candidates met 100% of the minimum expectations in each of the indicators included in the rubrics. This shows that Math candidates are well prepared to teach in secondary schools. The average obtained by the majority of the candidates in each criterion of the rubric corresponds to the achieved level. On several indicators, they obtained a perfect score: 4 or outstanding. This demonstrates candidates' ability to implement: effective teaching, commitment to learning with understanding, use of various teaching tools including technology, attention to equity, selection and use of appropriate concrete materials for learning mathematics, plan lessons that address appropriate learning goals, and communicate mathematical thinking coherently and clearly, among others (see results in the program data base in AIMS).

The Preschool and the Special Education Programs scored higher in the maximum range or one point below the maximum range of the performance levels in all competencies for the period of three years. In EPP Competency 4, Implementation of Teaching and Research, other programs, Elementary Education, K-3 and, TESS, elementary and secondary levels, performed at the outstanding level for a period of two or three years.

1.4 EPP teacher candidates field and clinical experiences are planned in a gradual and progressive way (Evidence 1.4.1 Clinical Experience Levels by Courses) beginning with the Foundation Courses (EDFU3011-12) where candidates do field experiences to participate and observe real classroom settings, moving into planning and teaching in a real school setting, through field experiences structured in the Methodology Courses, and culminating with applying their knowledge in the Clinical Experience Course. The clinical experiences sequences gives candidates the opportunity to have teaching experience in diverse educational settings and levels of teaching. CPEI (LO3A-D) requires the "alignment of objectives and instructional activities with the standards of subject matter and curriculum goal." Lesson plans are required to be aligned to the Puerto Rico Education Department Academic Content Core Standards and Grade Expectations (see PRDE Core college and career ready by design Standards http://www.de.gobierno.dpr/soy-maestro/531-recursos-del-maestro/1851-estandares-academicos).

Planning is also based on the examination of assessment results (LO8A-D) in order to support learners in meeting curriculum goals, standards and grade level expectations, as well as consider (LO2A-C) knowledge of the student family background and his learning process in order to tend to individual differences. The CPEI scores disaggregated by specialty show that candidates consistently met the InTASC Instructional Practice Standards and EPP Program learning outcomes (LO3,8,2) associated with planning, assessment, and instructional practice. Evidence1.1.8 shows how all candidates met the EPP Program evaluation criteria, with the exception of the Elementary TESS (LO8, Year 2015-16) and the Secondary Education Programs in Biology (LO 3, 8), History and Social Studies which did not meet, by one or two points, in one or two years the Assessment (LO8), Planning (LO3), and Instructional Strategies (LO4) criteria.

The InTASC Learner and Learning Standards are presented in evidence 1.1.4, showing that all EPP Programs met the CPEI criteria (LO5), with the exception of Secondary Education in Biology and History for one point for two years. In addition, Biology (LO2 A,B,C) and Social Studies (LO2A, C) did not meet the criteria for less than a point for one year. In general, EPP candidates' performance is high in the InTASC standards related to planning and instruction and the learner and learning areas. EPP candidates are well prepared to plan using the PR Department of Education Core Standards, P-12 students assessment results, deep content knowledge, and a variety of appropriate teaching practices, strategies, and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels.

Evidence 1.4.2 includes the average GPA for Core Courses in Special Education, Methods Courses and Clinical Experiences by specialty licensure area for the last three years. GPAs are above 2.75 in most specialty programs. Programs that did not meet the Special Education courses criteria for one or two years were 4th-6th Grade Program, Secondary Education Physics, Family Ecology, K-12 Theater,. All specialty programs met the GPA 2.75 criteria for one year in the methodology courses, with the exception of Secondary Science and Business Education for one year. All programs met and exceeded the GPA 2.75 criteria in the Clinical Practice course.

CWS may be examined at the Porta-e under Principle 3:Planning and 8:Evaluation and Assessment. The CWS demonstrate that candidates have the skills to plan using the PRDE Core Standards and assessment results to stimulate in P-12 students critical thinking and problem solving and provide for differentiated instruction (Evidence 1.5.5).

The EPP promotes the integration of technology throughout the Teacher Preparation Program. In terms of access to technology equipment, all classrooms are equipped with digital projectors, there are 3 rooms equipped with 13 computers, and smart boards. There is also an equipment lending service unit with 2 technicians, one walk-in laboratory with 40 computers, wifi, and a technology workshop room with 20 computers.

All candidates are required to take an integration of technology to teaching course (TEED 3027-Preschool Program, TEED 3017-Elementary Program, and TEED 3018-Secondary Program). The content of these courses includes: instructional design; search and use of digital information; criteria required to select, evaluate, use and integrate educational technologies to the curriculum; design of low-cost materials; use of platforms and networks as repositories; use of webs for digital organization and communication; digital privacy, security, and ethical issues, among other topics. Professors use digital presentations that cater to diverse learning styles within face-to-face and on-line environments, offering candidates field experience opportunities to model and apply the integration of technology to the curriculum. In October 2016 the EPP carried out an online survey and collected information from 49 professors. The survey's purpose was to collect data about the different ways in which professors promote educational technology. In evidence 1.5.1 it can be observed the technologies modeled and used by candidates (YouTube, google doc and applications, ppt, Word, Prezi, Moddle, Blackboard, Facebook, Smart Board, and Movie maker, among others). The survey also evidenced that faculty promotes the use of technology to teach (87.5%), promote learning (85%), evaluate learning (50%), evaluate teaching materials (42.5%), monitor learning in schools (20%), and others uses (32.5%). It also shows how technology field experiences are aligned to professional competencies.

Evidence 1.5.2 includes results for candidates average GPA, in Technology Courses (TEED 3027, 3017, 3018) for the years 2013-14, 2014-15 and 2015-16. The GPA shows that the Pre-School and Elementary Programs candidates met and exceeded the GPA 2.75 standard. In the Secondary Education Programs the TESS, Math, Biology, Chemistry, Family Ecology, History, Social Studies, and K-12 Arts met the GPA standard. Programs that met the standard for two consecutive years are Spanish, Science, Physical Education and K-12 Theater Programs. While Physics, Business Education and K-12 Music Programs met the GPA standard for only one year.

The Clinical Practice Evaluation Instrument (LO7 A-C) highlights the importance of integrating technology to strengthen P-12 students' active learning, to support and strengthen the teaching and evaluation process, and to facilitate and enhance communication, collaboration, research, and creation. Evidence 1.5.3 includes the candidates' evaluation scores for LO7, for 2013-14, 2014-15 and 2015-16 years. The scores by specialty show that most program candidates consistently met or exceed the InTASC Instructional Practice Standards and EPP Program LO7 associated with integration of educational technologies. Only the Secondary Education Program in Biology (LO7) did not meet the standard, by one point, for two years.

The e-portfolio is a repository of evidences where candidates show what they have learned in courses and field experiences, reflections and professional development achievements over time. Multimedia evidence is connected, through hyperlinks, to EPP Principles and Professional Competences. The purpose is to strengthen candidates' pedagogical judgment to reflect and improve their learning and become aware of their professional development. In addition to documenting and assessing the candidates' performance based on the EPP Principles/Competencies, it also strengthens the application of information technologies competencies in the teaching and learning process. Evidence 1.5.4 demonstrates the variety of technology use and mastered by candidates, among them Google Site is used to develop their e-portfolio, Google Drive to store all evidence gathered and link the evidence to the e-portfolio web pages. Candidates use Word to create documents such as observation instruments, lessons plans and educational materials; digitize written class materials or sample of P-12 students works; they upload photos to illustrate activities they have carried out in class; and use PowerPoint and Prezi to evidence teaching presentation materials. YouTube and instructional videos are used to illustrate concepts and they produce their own videos for teaching and learning.

The creation of the e-portfolio is supported through 3 required Professional Reflective Seminars (FAED4001, 4002, 4003). Candidates create a professional profile and for each of EPP Principle candidates must provide work samples to evidence their understanding and application of each of the professional competences. Candidates are required to describe, reflect and express their development and mastery. Evidence 1.5.2 includes the percentage of candidates that meet the 70% pass criteria, by specialty licensure area for the years 2013-14, 2014-15 and 2015-16 in the Professional Reflective Seminars I(FAED4001), II(FAED4002), and III(FAED4003). In FAED4001 the Preschool, TESS and Special Education Elementary Programs met the standard for three consecutive years. Elementary K-3rd met the passing criteria for two consecutive years. Candidates in Math, Spanish, History, Social Studies Secondary Education and K-12 Art Program met the standard for three consecutive years. Candidates in TESS, Biology, Chemistry, Science Secondary Education, and K-12 Theater, Music Programs met the passing criteria for two years. Candidates in Physics, Family Ecology, and Physical Education Secondary Education Programs met the passing criteria for one year. In FAED4002, all Preschool and Elementary Education met the criteria for three years. Candidates in the majority of Secondary Education Programs met the criteria for two consecutive years. Only the Science Secondary Education did not meet the criteria for one year and K-12 Music Program for two consecutive years. The pass percentage for FAED4003 shows that all candidates from the Pre-school, Elementary and Secondary Programs and K-12 Theater, Music and Art met the standard, with the exception of Family Ecology Secondary Education for one year.

In general, technology is embedded in the EPP throughout program courses and field experiences. Completers enter their professional career well prepared in the area of educational technology. Candidates' e-portfolios work as a repository of candidates' work samples collected over time. Exemplary e-portfolios may be examined in links provided in Evidence 1.5.5

Finally, the PR Department of Education developed a classification for all EPP higher education institutions in Puerto Rico, taking into account the results of the Teacher Certification Tests (PCMAS) and the Programs accreditation by organizations recognized by the Federal Government. Programs are classified as: Low Performance, At Risk, Satisfactory, Good, Excellent, and Exemplary. The UPR-RP EPP achieved the highest classification of Exemplary. Of the total EPP in the Island (38), only 7 achieved such a distinction, 6 of them are from the UPR System. (Evidence 1.5.6)

Specialty Licensure Area Data

Program Review Option (per state partnership agreement)

☑ CAEP Program Review with National Recognition (SPA)

☐ CAEP Program Review with Feedback (State-selected standards)

☐ State Program Review (State-selected standards)

Answer the following prompts for programs reviewed for National Recognition (SPA) and Program Review with Feedback. Upload state reports for state reviewed programs.

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes?

Individual results of candidates performance are regularly reviewed by the academic advisers and the Dean of Candidates Affairs to identify candidates who need intervention and support to enhance their performance. If candidates do not approve any of the initial requirements they are referred to the Academic Adviser to be oriented. In cases in which courses with key assessments are not approved, candidates must repeat the course until they attain a passing grade.

Based upon periodical collection, interpretation, analysis, and reflections of the data obtained from the SPA's assessments, faculty dialogues, and recommendations from meetings and workshops, as well as the curricular revision implantation, the followings major changes have been implemented:

The courses Evaluation of Learning, Educational Technology, and Principles of Educational Research have been established as mandatory for all candidates.

The Writing Zone Workshops, initially established as an optional activity, have now been incorporated as a requirement of the Methods Course to strengthen candidates' writing skills and is now evaluated in the electronic portfolio.

The creation of a cycle of three Reflexive Professional Seminars as a requirement for all candidates in which they develop the electronic portfolio, and present reflections about their professional development and practice to evidence meeting all Principles and Competencies established in the EMH College of Education Conceptual Framework.Beginning in Academic Year 2016-17, all ten EPP Competencies are evaluated in a progressive manner across the candidates curriculum continuum experience.

The TESS Program made changes through a curriculum review of the Bachelors of Arts Degree of the EMH College of Education based on SPA evidence. The Program realized from the findings that all candidates needed further development in composition writing, but candidates were at different levels of development in their writing abilities.To cater to the variations in development level of oral and written communication, the program designed the new B.A. to be flexible about the requirement of content courses in English. Instead of requiring a specific course, the new curriculum requires three credits of oral communication and six credits of written communication. Thus, candidates who still need to refine their pronunciation, for example, may take courses that will help them, whereas speakers with native pronunciation may take Public Speaking or other courses in oral communication. Candidates are also given a choice concerning grammar, linguistics, and literature courses. Since candidates must visit their adviser before registering for courses, the adviser can guide candidates in their selection. The TESS Program designed an assessment course specific to second language learning, a course in teaching writing in ESL, and two additional courses in methods of teaching reading in ESL, one for elementary education and another one for secondary education.

The Elementary Education Program, 4-6, created three method courses that were not within the candidates' area of emphasis. As of 2013, all candidates in this program are required to take four methods courses (teaching language arts, teaching math, teaching science, and teaching social studies), to strengthen the performance of candidates. In Assessment 4, Teaching Practicum, it is also necessary to address Competence 4: the research area. Specifically, the scores attained within the research criteria of this competency, although acceptable, can be improved. It is necessary to review the learning and assessment activity provided to the candidates for the development of their research skills in the classroom as part of courses EDFU 4007 (Research Principles) and EDPE 4121-4122 (Pre Practicum). The EPP intends to discuss these activities and the results attained in them in order to identify weaknesses that can be improved. With the purpose of having information about all the candidates and their mastery of content knowledge and planning competences and its impact on student learning in all seven subject areas (language arts, science, mathematics, and social studies) Assessments 3, 6, and 5 were modified. As of 2013 - 2014, both in the unit developed for the Pre-practicum (Assessment 3), as well as in the one developed in the Practicum (Assessment 4), candidates must integrate all subject matters (previously only Language Arts, Science, Math, and Social Studies were required). Also, all candidates are evaluated in all seven subjects through Assessment 6; this differs from before 2013 - 2014, where candidates were only evaluated in the area of the rubric that dealt with their area of emphasis. In addition, an assessment that is related to content knowledge is course grades; although data obtained through this assessment indicates that our candidates achieve the expectations and meet the standards, it can be observed that in some courses that are offered outside of the College of Education, they obtain lower grades when compared to the grades they receive in courses taken at the College. This applies to CIFI 3005, CIBI 3005, and CISO 3121. The course CISO 3121, which is taken at the Social Sciences College, has the lowest level of achievement.

An in-depth examination of these results is necessary in order to determine possible causes for this performance, as well as interfaculty meetings with professors from the different Colleges, with the purpose of finding ways to address this situation. Some possible actions would be the discussion of syllabi with the purpose of strengthening the alignment of content and assessment strategies with the standards of our professional associations. It is also important for professors from other Colleges, who teach our candidates, to revise their own teaching and assessment practices.

Data on candidates assessment is discussed at meetings held by the PK-12 Academic Interaction Committee which includes the Chancellor, Deans from the Colleges of General Studies, Humanities, Social Sciences, Business Administration, and Natural Sciences, the Secretary of the PR Department of Education, and student organizations representatives.

The Secondary Science Program implementation of research required by NSTA standards in the basic Natural science course involved candidates in scientific research within a real scientific context. Also, Natural science professors who teach these courses will collaborate with the EMH College of Education in a project geared to guide candidates in specific research themes. In addition to the above, the Program identified that candidates needed more courses in Earth Science.The Program is looking into the possibility of creating a new baccalaureate degree, in conjunction with the College of Natural Sciences, and have in place the description of courses and other requirements. The Puerto Rico Department of Education already created the certification based on NSTA standards.

2. Based on the analysis of specialty licensure area data, how have individual licensure areas used data for change?

Preschool Education: During the past four years,the Program revised the competencies to be met by future teachers during their early field experiences, pre-practicums, and student teaching practicum. We have also revised the requirements of the three Professional Development Seminars used to build an Electronic Portfolio with convincing evidence that supports the deep reflective actions of educators during their professional training and development. The changes made to the curriculum, such as, completing the curricular sequence with the revised concentration courses and the progressive field experiences required, promotes in the candidates a highly degree of content knowledge and professional dispositions and skills, and their effects on young children learning. Also, the new concentration course entitled: Knowing about emotions and promoting pro-social guidance for the preschool

child, has been very helpful to get future teachers to know how to deal with each child's guidance and emotional development and their effect on student learning. In order to attend to the candidates' writing skills development, they have to take a Writing Workshop at the same time they are enrolled in the first pre-practicum with infants and toddlers. In reviewing the revised NAEYC standards (2010), the program's faculty decided to modify the research community project to promote research aimed promoting in the candidates a desire to advocate for the needs of children and families within the community. This new research project known as - The action of advocacy to raise the voices of the children in conjunction with the families and the community - gives the student the opportunity to carry out an action to advocate with knowledge that can contribute to the well-being of children and of the profession of early childhood education. By doing this research project, candidates can engage in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of advocacy and policy changes.

Kindergarten to Third Grade: Analyzing individual scores, professors observed there is an apparent trend in the candidates to perform at the level three category. However, the goal is to increase the amount of candidates that perform to the level four category. Candidates will meet with the academic adviser to explore any difficulties with the workshop and possible ways to support them in its implementation. In both assessments 6 and 7, we found that a few candidates have to improve their writing and reflection skills in educational practices and effective approaches in K-3 scenarios. We have asked the professors of the area for more rigor when they grade student's papers related to these particular aspects and be more specific in the feedback they give to students. We also recommended the K-3 candidates to attend the writing and thinking skills workshop offered by the General Studies Faculty that is open to all students enrolled in the Campus. Our K-3 program is trying to enhance research skills in our candidates by including this skill in two courses (EDPE 3013 - Teaching language arts in the elementary school and EDPE 3034 - Assessment and diagnosis of the reading and writing process).

Elementary Education-Special Education

Curricular plans sequences for each program revisions. This action is taking place right now with the purpose of reducing the number of credit hours, update contents and requirements of the programs, and the integration of two more areas of sub specialization to improve programs offerings.

Major curricular revisions. This action was implemented a year ago with the purpose of integrating the bachelor's and master degree programs into one combined and extended program. These programs will be called BIM-Bachelor Integrated to Master degree.

Increased technology use and empowerment. This action was implemented a year ago with the purpose of integrating emergent technologies into the virtual classroom and to empower students.

More online and accelerated courses and programs. This action is being implemented now with the purpose of increasing student enrollment and broadening our academic offer.

Explore the possibilities of external funding and grant monies.

These actions are being implemented to increase recruitment and enrollment of students.

A more aggressive recruitment campaign with multimedia resources in coordination with the media, the Department of Education, Public and Private Institutions, and other university facilities. These actions are being implemented to increase recruitment, enrollment, and retention of students.

Revise data collecting procedures.

Reactivate the student chapter of the CEC.

Enforce more protocols in data collection courses.

Direct supervision and monitoring of the data base computer system.

4-6: Conscious of how important content knowledge is in areas related to science, technology, and math (STEM); and in order to further strengthen this knowledge and curricular integration, as of August 2016, students enrolled in the 4th to 6th Elementary Program will participate in a project called Project to promote the integration of STEM into the curriculum within the Science Area of the College of Education at UPR- RP. Upon enrollment in the EDPE 3236 course (Methods for the teaching of Science), candidates will be exposed to STEM topics, and through Problem-Project Based Learning strategies, will develop and apply activities that promote STEM knowledge acquisition in 4th to 6th grade students.

TESS: Findings revealed that the Assessment component needed more attention. Consequently, a new course was created: EING 4046 Assessment of ESL Learners. This course is a requirement for all candidates of TESS Program and was designed specifically to address the assessment of ESL learners. The content included in this new course complements perfectly well that of EDFU 3013 Assessment and Evaluation, which is a requirement for all unit candidates. The pre-practicum courses were revised to make it a four credit course. Candidates in ESL elementary education take EING 4010 and candidates in secondary education take EING 4020. These courses began to be offered in January, 2010. By revising the pre practicum courses and expanding them to four credits instead of three, candidates will have greater opportunities for field experiences of diverse types.

Secondary Science: We have identified science courses in the College of Natural Science that can be a hurdle to at risk students (basic Biology, Chemistry, Physics, Pre calculus and Calculus). These courses can be taken by students in different sequences (depending of the concentration) and combinations. To assist students in taking these courses in a more appropriate sequence, we incorporated in our academic counseling program a component where sequences and possible combinations of courses are discussed with students, especially those who are at-risk. We suggest students the best option possible, taking into account their program, time, and needs. Review of activities in the Science Teaching Methods Course to include more case studies were students need to use safety and ethical knowledge, skills and dispositions, and more inquiry based learning and hands on/minds on activities.

The safety and ethical content is also developed and measured through a project on Safety, Ethical laws, and Human Treatment. The development of this assessment, which includes a Safety Test for candidates, told us that our students need to improve their knowledge of safety and ethical concepts. Measures were taken in the Science Teaching Methods Course to help students develop a project that will make them more aware of what they need to learn.

Mathematics: to strengthen the content, the mathematics program at the secondary level, reviewed the required courses in the area of mathematics and determined to include MATH 4120: History of Mathematics, as a requirement for all candidates of the secondary mathematics program.

The academic advisory component was reinforced since faculty members (of the math program) started conducting collective and individual meetings to advise candidates on their study program. As a result of the assessment process, the College of Education incorporated into all of their secondary level programs, a four credit methodology course (EDPT 4128). This change was made to reinforce the area of pedagogical knowledge. The methodology course was strengthened by having more time in the following areas: educational research, the use of technology in learning mathematics, and increased hours in the field experience area. The College of Education during their review of all their preparation programs, also added a pedagogical course to reinforce the knowledge of candidates: EDPT 4030- Manipulatives and Technology in Secondary Mathematics .

Physical Education: Analysis of the results in Assessment 1-6 found four areas of weaknesses in our candidates: content knowledge, planning, assessment, and use of technology. As a result, it prompted the program to make some changes during 2013-14 and on, by focusing on data collection and analysis to measure the program's effectiveness. As a result, the following modifications are taking place:

. Analysis and redesign of physical education courses to reflect a sequenced developmental perspective and professional and pedagogical standards.

. Trained current professors in pedagogical content knowledge: Develop candidate's capacity to transform content knowledge into

forms that are pedagogically powerful and adaptive to the different learning styles, abilities, and cultural backgrounds.
. Implemented a common assessment lesson and unit plan for individual/ group skills methods courses (EDFI 4108 and EDPE 4215), and student teaching.
. Trained professors in the use of assessment rubrics.
. Requested the hiring of curriculum experts to teach the individual/ group skills courses and methods courses. Currently there is only one professor with an expertise in curriculum and instruction.

3. For Program Review with Feedback only: How does the specialty licensure area data align with and provide evidence for meeting the state-selected standards?

4. For National Recognition only: How are SPA reports that are not Nationally Recognized being addressed?

In Fall 2014 the Physical Education Program submitted a program report that was evaluated by NASPE as Further Development Required. The program decided to submit a new, complete program report in March 2017 and initiated a new program review.

The professors of the History/Social Studies Program after a thorough review of the Program and an assessment of their strengths and weaknesses, decided to make major changes to the program. The Program Report will be submitted to the NCSS when the curricular revision is approved.

State Review Only: Upload State Program Reports here.

Standard 2: Clinical Partnership and Practice

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1 📎 2.1.1. Description of Clinical Experiences

2.1 Partners co-construct mutually beneficial P-12 partnerships

2 📎 2.1.2_Law_129   2016_Educational   Clinical_Experience and 2.1.3 Circular Letter 02-2013-13 Norms of Clinical Experiences.docx

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
2.3 Partners design high-quality clinical experiences

3 📎 2.1.4. PRDE Monthly Meetings ECEP

2.1 Partners co-construct mutually beneficial P-12 partnerships

4 📎 2.1.5_Collaborative_Project_to_Support_Neighboring_Schools.pdf

2.1 Partners co-construct mutually beneficial P-12 partnerships

5 📎 2.1.6. Creation, Function; and Procedures of the Advisory Committee

2.1 Partners co-construct mutually beneficial P-12 partnerships
A.2.1 Partnerships for Clinical Preparation

6 📎 2.1.7   Agendas_and_Minutes_of_Meeting_Clinical_Educators.docx

2.1 Partners co-construct mutually beneficial P-12 partnerships

7 📎 2.2.1. Clinical Educator P-12 Qualifications

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

8 📎 2.2.2. Faculty_Evaluation_Instrument.pdf

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

9 📎 2.2.3. Clinical Educator P-12 Syllabus Course

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

10 📎 2.2.4-Clinical Educator Qualification

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

11 📎 2.2.5-Profile of Educational Clinical Experiences School

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

12 📎 2.2.6 - Calendars for Clinical Practice.docx

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

13 📎 2.2.7   Letters_and_agendas_of_the_Conference.docx

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

14 📎 2.3.1. Sequence of Educational Clinical Experiences that include the diversity component

2.3 Partners design high-quality clinical experiences
A.2.2 Clinical Experiences

15 📎 2.3.2 - Samples of Guidelines of clinical experiences

2.3 Partners design high-quality clinical experiences
A.2.2 Clinical Experiences

16 📎 2.3.3_Course_Syllabus_TEED_3017_TEED_3018_and_TEED_3027_and_Field_Experiences_Rubric_of_TEED.docx

2.3 Partners design high-quality clinical experiences

17 📎 2.3.4. The Clinical Practicum Evaluation Instrument

2.3 Partners design high-quality clinical experiences

* ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

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2.1 Partnership for clinical preparation

CoE Office of Clinical Experiences, as part of the CoE Deanship of Academic Affairs, coordinates meetings among its constituents and actively participates in meetings that the clinical experience unit of the state educational agency coordinates. The meetings with all the constituents insure that their input is accounted for in the establishment of the EPP requirements of the clinical experiences (field and candidates teaching experiences) for initial teacher preparation programs. It also coordinates the implementation and assessment of these experiences in close collaboration with its partners (Evidence 2.1.1-Description of Clinical Experiences).

One of the most important partners is the Institute for Teacher Professional Development of the Department of Education of Puerto Rico (DEPR). This office is in charge of applying public policy regarding clinical experiences within the public school system and of regulating requirements for cooperating teachers who will supervise candidates in public and private schools. The law that regulates clinical experiences, which was recently approved by Puerto Rico's Legislature with input from universities, provides for monthly meetings with the DEPR. An ad hoc committee was appointed in which all clinical experience coordinators participated. Circular Letter 02-2012-2013 of the DEPR that establishes the Norms of the Clinical Experiences was also approved with the input of universities (Evidence 2.1.2-Law 129-2016 Educational Clinical Experience and evidence 2.1.3-Circular Letter 02-2012-2013 Norms of the Clinical Experiences, documents not available in English). In addition to these legal documents, other norms and regulations are jointly established with clinical experience coordinators from all teacher preparation programs on the Island during these monthly meetings. Twice per semester, the deans of the EPP of all universities participate in the meetings (Evidence 2.1.4-DEPR Monthly Meeting ECEP)

Another stakeholder committee that has been established by the CoE is the Advising Committee for Clinical Experiences. Among the stakeholders in this committee it is important to mention the participation of a representative of the Puerto Rican Department of

Education as well as representation from private schools and a representative from the Collaborative Project to Complement Neighboring Schools (Evidence 2.1.5- Collaborative Project to Complement Neighboring Schools), that is, of public schools in neighborhoods close to the EPP. The design, implementation, and evaluation of the clinical experiences are a collaborative process among the DEPR, CoE Program Directors, the Advising Committee (Evidence 2.1.6-Creation function, and procedures of the Advisory Committee), EPP Clinical Educators, and P-12 Clinical Educators Faculty. Within the context of its mission, and as part of the EPP laboratory schools, educational professionals from the UPR Infant and Toddler and Early Childhood Centers, Preschool Development Center, and the Elementary and Secondary laboratory schools also participate in the process of establishing specific norms and the regulation of clinical experiences. (Evidence 2.1.7-Agendas and Minutes of Meetings Clinical Educators, document not available in English)

2.2 Clinical Educator

The EPP and its partners collaborate to determine how and where candidates are placed in field and clinical experiences. Once the general norms and regulations for clinical experiences are established in a collaborative process with the DEPR and teacher education programs of all the universities, the EPP role is to identify and evaluate the settings and the Clinical Educators (P-12) that will provide the best possible field or student teaching experience for candidates while using various criteria; among them: Academic degree, mastery of content area, impact on students, years of experience, professional activities, participation and role in special projects, leadership in extracurricular activities, professional development as well as the criteria established in Evidence 2.1.3 (Evidence 2.2.1-Clinical Educator P-12 Qualifications). First, rules and regulations issued by the DEPR for field experience and clinical practicum sites, with the input provided by universities and other partners, serve as a basis or guide for the placement of the candidates (Evidence 2.1.3-Circular Letter 02-2012-2013 Norms of the Clinical Experiences, document not available in English). School clinical faculty must be certified and recertified as such. They are required to take a 45 hours Cooperative Teacher course and a 15 hours Cooperative Teacher course for recertification. The courses consist of training where the latest topics on teaching and learning are discussed, particularly those related to technology. (Evidence 2.2.2-Clinical Educator P-12 Course Syllabus)

In terms of EPP clinical educators, in addition to the rigorous recruitment and evaluation process established by the norms and regulations of UPR, in which the personnel committee of each department has a leading role (Evidence 2.2.3-College of Education Faculty Evaluation Instrument, document not available in English), clinical educators have to comply with criteria such as having a graduate degree, their strength in the content area of specialization, teaching roles, certifications and licenses, and experience in P-12 settings (2.2.4-Clinical Educators EPP Qualifications). The criteria are established by peers in the field. Teaching strategies, professional development, and integration of technology are central to this evaluation process.

The EPP has developed a network of Student Teaching Centers that provide diverse contexts for clinical experiences in terms of gender, SES, and special educational needs. Other field experiences are also held in those centers. It is to be noticed that in terms of gender and population of Puerto Rican origin, all the schools (public, private, and laboratory) have a similar pattern (average of 47%, 46%, 53% - gender; 94%, 94% and 96% Puerto Rican). The population of students below the poverty level is very high in public schools while the population of students in private and laboratory schools tend to be from higher SES levels (the corresponding averages are 77%, 35% and 8%). The population with special needs is 27% for public, 33% for private and 22% for laboratory schools. (Evidence 2.2.5- Profile of Educational Clinical Experiences School). For the clinical experiences the candidates are exposed to places where diversity based on gender, SES, and special needs are central to the school environment.

Candidates also participate in the selection of clinical experience settings. An important criterion used for candidates' teaching placement is past experiences of candidates with the sites. Each semester, university based and school based clinical faculty collaboratively report on the achievements, concerns, and recommendations regarding candidates teaching experiences. The number of meetings held between university professors and school personnel, as well as the visits to the candidates, are reported (Evidence 2.2.6 - Calendars for Clinical Practice, document not available in English). During the meetings held among collaborators, the procedures for conducting clinical experiences, options for placement of candidates, course content, assessment instruments, evaluation processes, and other related aspects are meticulously discussed. The EPP holds a one day conference every year for the school-based and university-based faculty (Evidence 2.2.7 - Letters and agendas of the Conference, document not available in English). Numerous current topics are discussed and the input and recommendations provided by the group of collaborators regarding issues concerning clinical experiences are talked about.

2.3 Clinical Experiences

EPP partners collaborate in the design, delivery, and evaluation of the EPP's field and clinical experiences. EPP partners include approximately 79 schools and agencies, 81% of these are public, 13% are private, and 6% are laboratory schools. As the largest partner, the DEPR also includes regional offices and school districts, as well as the P-12 schools themselves. Other main partners are private schools, post secondary institutes, and Early Childhood Centers (Evidence 2.2.5- Profile of Educational Clinical Experiences School). This shows that the candidates conduct their clinical experiences in a variety of settings. Furthermore, throughout their preparation as future teachers, candidates are exposed to diversity issues in their courses, particularly those that include a clinical experience as part of their design (Evidence 2.3.1-Sequence of Educational Clinical Experience that Includes the Diversity Component).

Clinical experiences at the initial, developmental, and refinement stages are structured in a way that provides an opportunity for the candidate to reflect and get feedback from clinical and school based faculty. As part of the clinical experience guidelines provided by the professors and discussed at the beginning of each class, candidates are encouraged to reflect upon and make connections between what they are learning in terms of principles, competencies, and dispositions as they relate to the course and their practices in the field experience, and to identify actions to improve their practices (Evidence 2.3.2 - Samples of Guidelines of clinical experiences).

During the candidates teaching experience, ongoing reflections of the candidates about their educational practices are stressed; particularly through Competencies 8 and 9. To facilitate the reflection of candidates as a continuous process, the university clinical supervisor (Evidence 2.2.2- Clinical Educator EPP Qualifications), the school-based clinical faculty, and the candidate discuss different ways to encourage effective reflection as an essential part of the clinical practicum. The candidates' reflective practices go through a formative and summative evaluation process. The university faculty encourages reflective discussions among candidates during periodic seminars and other meetings, and maintain close communication with the candidates and the school based clinical faculty through email, online discussions, and telephone calls to support candidate reflections.

All candidates are expected to constantly use technology. The expectation is that technology is used in all academic activities in

which they engage in, including clinical practices and field experiences. Due to the nature of their discipline, the Special Education Program candidates are required to become acquainted with the assistive technology available for students and candidates with special needs. The EPP has its own Assistive Technology Laboratory, in which candidates can become familiar with different technologies for individuals with disabilities. Students use the lab during their clinical experiences. The P-12 Clinical Practice Rubric for programs includes three indicators related to knowledge about and ability to apply technology in their practices. (Evidence 1.5.2- Professional Reflective Seminars Evaluation and GPA for Technology Courses by Specialty Licensure Area; Evidence 1.5.3- Communication and Technology Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area; Evidence 1.5.4- Technologies use by Candidates in Portfolios, and Evidence 1.5.5- Electronic Portfolio links by EPP Programs and Seminar Courses)

The use of technology as an instructional assessment and administrative tool, and as a mean of communication, is established as one of the ten Principles and Competencies of the unit's conceptual framework. To ensure that all candidates use technology as an instructional tool, various strategies are used. First, all candidates are required to take a course (TEED 3017, 3018, or 3027) on the use of technology for instruction during the initial stage of their academic preparation process. This course, which is adapted for the preschool, elementary, and high school levels, includes a 10 hour field experience in a school in which candidates carry out a participant observation activity related to the use of technology in the instructional process. Candidates prepare reports of this experience and are evaluated with a unit-wide assessment instrument (Evidence 2.3.3 - Course Syllabus and Field Experiences Rubric for TEED, document not available in English). An additional systemic strategy to promote the proficiency of candidates in the use of technology as an instructional tool is the inclusion of assistive technology as a main topic in the course EDES 4006 and as part of the developmental stage.

EPP Faculty members also consider the requirements of each of the competencies when planning and implementing field experiences. School and university based clinical faculty jointly assess the candidates' achievement of the ten competencies during the candidates teaching experience using the Clinical Practicum Evaluation Instrument and other assessments developed and revised through collaboration between the EPP and its partners (Evidence 2.3.4- Clinical Practice Evaluation Instrument). Data is summarized, analyzed, and discussed in clinical faculty meetings, and clinical faculty, in turn, discuss the information with school based personnel. This information is gathered by academic programs and is compared to previous semesters (Evidence 1.1.2- InTASC and the Clinical Experience Observation Instrument Data Disaggregated by Specialty Licensure Area).

The assessment of candidate proficiency during the candidates teaching experience is a formative and summative process based on the use of the EPP-wide evaluation instrument. This instrument includes a rubric to assess their performance level in each of the ten competencies. Candidates are assessed by the cooperating teacher and the faculty supervisor based on direct observation of the teaching performance and work samples (Evidence 2.3.4- Clinical Practice Evaluation Instrument).

Throughout the candidates teaching experience, the rubrics for Competencies 2, 3 ,4, 5, and 8 are particularly related to the candidates' development in planning, teaching, and assessment of all students. Furthermore, the unit stresses Competence 10. The Unit's process for assessing the candidates' development in their ability to work with and promote learning of all students in field experiences and in the clinical practicum requires that faculty members submit a final report each semester and this data is aggregated and examined to determine the unit's effectiveness in promoting knowledge, skills, and dispositions. The initial data collected through the assessment system on knowledge, skills, and dispositions by means of the recently implemented field and student teaching experience continuum indicates that candidates are evidencing adequate development (Evidence1.1.2- InTASC and the Clinical Practice Observation Instrument Data Disaggregated by Specialty Licensure Area).

The implementation of a systematic formative and summative evaluation process to assess the development of all candidates' knowledge, skills, and dispositions has been a key asset for the clinical practicum of the EPP. The Clinical Practicum Evaluation Instrument has been repeatedly revised by university clinical supervisors, school based cooperating teachers, and candidates (2.3.4. Clinical Practice Evaluation Instrument) and trends in the results of the summative evaluation have been tracked during the past three years with the purpose of identifying tendencies in the development of the unit's candidates (Evidence 1.1.2- InTASC and the Clinical Practice Observation Instrument Data Disaggregated by Specialty Licensure Area).

Standard 3: Candidate Quality, Recruitment and Selectivity

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1 📄 3.1.1. Recruitment, Retention and Graduation Plan CoE

3.1 Recruits and supports high-quality and diverse candidate pool

2 📄 3.1.2._Counselors_and_Students Activity_Promotional_PP.pdf

3.1 Recruits and supports high-quality and diverse candidate pool

3 📄 3.1.3; 3.1.5; 3.1.6, 3.1.7; 3.1.8 Recruitment of Diverse Candidates

3.1 Recruits and supports high-quality and diverse candidate pool

4 📄 3.1.4_Guide for Academic Guidance for Students Admitted to the College of Education.pdf

3.1 Recruits and supports high-quality and diverse candidate pool

5 📄 3.2.1; 3.2.2 Admission Standards

3.2 Sets selective admission requirements

6 📄 3.3.1 - Academic Advisor Manual.pdf

3.3 Monitors attributes and dispositions beyond academic ability

7 📄 3.3.2_Educational_Psychology_Field_Experience_Assessment.pdf

3.3 Monitors attributes and dispositions beyond academic ability

8 📄 3.3.3. Candidates attributes and dispositions for their professional development as a teacher, 2016

3.3 Monitors attributes and dispositions beyond academic ability

9 📄 3.5.1; 3.5.2 Selection at Completion

3.5 Candidate positive impacts on P-12 students

* **ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met**

Standard 3: Candidate Quality, Recruitment, and Selectivity

3.1 Recruitment of diverse candidates who meet employment needs

The CoE of the University of Puerto Rico has a non-discrimination policy, encouraging the admission of a diverse body of students with different socio-cultural backgrounds, including ethnicity and socioeconomic status. The main admission policy applies to all units of the UPR system (Certification No. 25, 2003-2004, Governing Board - Políticas y Normas de Admisión a la Universidad de Puerto Rico para Estudiantes Procedentes de Escuela Superior, 136.145.9.247/PDF/CERTIFICACION/2003-2004/25%202003-2004.pdf). However, the institution continuously updates its admissions policies with the purpose of recruiting the most qualified high school students on the Island. The CoE has its own plan for Recruitment, Admission and Retention (Evidence 3.1.1 - Recruitment, Retention, and Graduation Plan of the College of Education).

The UPRRP has a strong campaign to disseminate information about its programs and to encourage future candidates to apply to UPRRP that consists of:

1. Annual Campus Open House - The Annual Campus Open House is an activity held on campus where over 4,500 high school students participate and get information about the different programs offered on campus. (http://www.wideo.co/view/18770151485258743827?utm_source=CopyPaste&utm_medium=share&utm_campaign=editor)
2. UPR Annual Expo - This is an annual activity where all 11 campuses of the UPR provide written and experiential information about their programs to high school students. For the past two years, it has been held for one or two days in different parts of the Island. (http://www.upr.edu/vuelve-la-gran-upr-expo-en-el-centro-de-convenciones/) (http://www.upr.edu/vicepresidencias/vicepresindencia-de-asuntos-estudiantiles/vicepresidencia-de-asuntos-estudiantiles-proyectos-especiales/)
3. Periodical meetings with school counselors and social workers from different educational regions of Puerto Rico help promote study programs and keeps them abreast of admission criteria. (Evidence 3.1.2 Presentation use in Counselors and Students Activities)
4. Collaborative Project to Complement Neighboring Schools (Standard 2: Evidence 2.1.6, Collaborative Project to Complement Neighboring Schools) provides students from neighboring schools with different activities that include university students and faculty. They also visit recreational, cultural, and educational resources within the campus.
5. Visits from schools to the CoE which are led by a group of CoE candidates during their student teaching semester. (Evidence 3.1.3: Schedule of a welcome activity for high school students)
6. Other activities held by CoE personnel to recruit students from public and private schools are offered at schools where teacher's candidates have clinical practices, in the CoE, and in community facilities.

All the candidates for admission, including readmissions and transfers from other public and private universities, receive guidance regarding the programs offered at the CoE. (Evidence 3.1.4. Guía para las orientaciones Académicas Estudiantes Admitidos a la Facultad - Admitted Students Orientation Guidelines). During these activities written material is provided (Evidence 3.1.2). The Governing Board of UPR has approved a policy that is aimed at recruiting students from public schools and from low socioeconomic backgrounds (Governing Board Certification No.50 2014-2015 Process to Increase retention and graduation rates (http://136.145.9.247/PDF/CERTIFICACION/2014-2015/50%202014-2015.pdf). The goal is to increase access, retention, and graduation rates within the UPR System. With this Certification, the University adopts as a priority the optimum use of institutional resources during the different stages or cycles within the candidates' career: admission, retention, and graduation while attempting to reduce the gap between socioeconomically disadvantaged recruits and those with greater resources. With the implementation of this Certification, the CoE has increased diversity within our student population.

The socio-demographic (gender, school of origin -public or private-, family income, and parents' education) of School of Education candidates since academic year 2012 can be described as follows. For the past three years, the CoE has almost doubled the number of students admitted. For all reported years, more candidates were females and most of our students belong to low income families. (Evidence 3.1.5: . Profile of CoE Admitted by Academic Year). Approximately 54% of our candidates' family income is below $30,000. One third of students have a family income that is between 0 and $7,499. (Evidence 3.1.6: . College of Education Family

Income of Admitted by Academic Year). Most students' parents have more than a high school diploma and have finished undergraduate studies. Parents of students admitted in 2016 have less undergraduate studies (51.4%) when compared to those admitted during the previous year (Evidence 3.1.7: Parents' Educational Level of Admitted by Academic Year). As it relates to enrolled students in the EPP, Evidence 3.1.8 (Gender and Ethnicity of Enrolled Students by Admission Year) highlights the variables of gender and ethnic origin. It is evident that in all academic years most candidates are female (68%) and more than 90% of them are from Hispanic backgrounds (years 2012 to 2015). The proportion of students that choose "other" as race increased in 2016, lowering the Hispanic group to 87.2%. It is important to remember, that race is a category that does not follow US definitions (See cross cutting theme on Diversity).

The Early Admission Policy http://intraedu.dde.pr/comunicados%20oficiales/201506250005.pdf) allows the admission of students who are in their third year in high school which have a high level of academic excellence and have a high score in the "Pruebas Puertorriqueñas", the local standardized test administered by the DEPR. For the last two years, the PPT has accepted students though a Program called "Pasaporte a la Vida Universitaria". This Program is a modification of the regular admission process known as Extended Admission (Governing Board Certification No. 111 2014-2015 Admission process diverse population (http://136.145.9.247/PDF /CERTIFICACION/2014-2015/111%202014-2015.pdf). Alternate criteria and evaluation of candidates with disabilities are identified to be admitted to the university. It entails qualitative knowledge about the academic qualifications, areas to be improved, and possibilities of success in university life of the candidates to be considered. In 2015-2016 two students were admitted and one enrolled. In 2016 the four admitted students enrolled.

The Coordinator of the Office of Clinical Experiences of the EPP, together with officials from the Department of Education, schedule meetings with the purpose of identifying the recruitment needs of students with diverse difficulties. The Dean of the CoE and the director of the teaching practice office attend these meetings. We also have agreements with the Puerto Rico Department of Education to prepare teachers within the system in content areas that have recruitment difficulties such as ESL, STEM, Special Ed, Physics, and Chemistry.

Different strategies have been implemented for the recruitment of candidates in areas of need as defined by the DEPR (includes areas such as Math, Science, and Special Education). Some of these strategies are: An increase in efforts to promote the program in high schools and other University Colleges, meetings for the re-conceptualizing of the BA in order to make it conducive to a Master's Degree; meetings to promote the participation in the HHMI and the National Math and Science Initiative UTeach Grant to recruit STEM majors that to enroll in a four year integrated baccalaureate degree program in their major that also provides a teaching certification; academic advising to students in the field of Math; promotion of these Programs through different means; visits to schools to talk to students and school counselors; participation in special projects of the University geared to increase the number of highly qualified students that apply to the university; meetings with high level officials of the DEPR to promote the re-certification of science teachers in other fields of science; academic support through the Science Resource Center of the CoE; meetings with College of Science department directors to support students in their registration process and the fulfillment of their goals.

3.2 Admission standards indicate that candidates have high academic achievement and ability

The Central Administration of the University of Puerto Rico oversees the continuous review of institutional policies aimed at achieving greater effectiveness in the identification of potential candidates (GPA and College Board). In 2013-2014 the Academic Senate approved Certification 150 that establishes the Application General Index (IGS, Spanish acronym) as the main criteria for admission (UPRRP Academic Senate Certification No. 150-2013-2014 Admission Readmission Transfer Norms, http://senado.uprrp.edu/Certificaciones/Cert2013-2014/CSA-150-2013-2014.pdf). This policy also, establishes the guidelines and procedures to guarantee admission to all students from public and private schools in different categories.

The score for admission (IGS) is computed through the results in the areas of verbal and mathematical reasoning of the SAT or the College Entrance Examination Board (CEEB) and the high school GPA. UPRRP establishes an entry GPA which responds to the demand and supply of each academic year. EPP candidates who were admitted from 2012-2013 up to 2016-2017 had a GPA of 3.60 in a scale of 4.0. The EPP ensures that the average GPA of its accepted cohort of candidates exceeds the CAEP minimum of 3.0. The 2013-2014 cohort of 172 candidates had a GPA of 3.69. The cohort for 2014-2015 (281 candidates) had a GPA of 3.50, the 2015-2016 cohort (386 cadidates) had a GPA of 3.58, and the 2016-2017 cohort (494 candidates) had a GPA of 3.53 (3.2.1: Admitted Student "College Board", IGS and GPA from High School). This same data shows that students' IGS mean was lower in 2015 when compared to the IGS mean forr 2012 and 2013.

All the admitted candidates have to have an acceptable score in the College Entrance Administration Board Test. That, in conjunction with the GPA, allows them to be admitted in the CoE. Regarding the group average performance on nationally normed ability/achievement assessments, data shows that the median score on the CEEB Verbal and Mathematical Reasoning has changed from 409 to 449 points and from 399 to 430 points over the past three years. Scores in the 450 - 499 range were in the 60th to 70th percentile range on these exams. All candidates admitted in our regular admission program scored above the national norm on said standardized college admission test. The validity and reliability of the measures are high as it is discussed in Standard 5.

The previously mentioned Certification also states that the Colleges at the University can admit students from other faculties (reclassification), other UPR systems, and from other higher education institutions. The criteria for the admission of transfer students depends on the level (elementary or secondary) and the specific major requirements. All applicants have an interview with the academic adviser of their chosen academic area and with the Dean of Students Affairs (3.2.2: Alternatives Admission Criteria for Teacher Education). The EPP also establishes criteria for other types of admissions. The UPR Program for Educational Innovations (PIE, http://generales.uprrp.edu/innovaciones educativas/innovaciones _educativas.html) is an alternative for students with special skills. This program recruits athletes and students with arts and improvement abilities. Another admission option is the program for adult students called "Programa de Educación Continua de Adultos" (PECA, http://consejo.uprrp.edu/consejos-por-facultad/programa-de-educacion-continua-para-adultos-peca/). University students in those programs, including our candidates, receive academic support services through the "Centro de Competencias Lingüísticas" (http://www.uprrp.edu/?p=12124) at the College of General Studies and counseling services at "Departamento de Consejería para el Desarrollo Estudiantil" (DCODE, http://dcode.uprrp.edu), a campus wide department that provides this type of service to all students of UPRRP. Certification No. 111, 2014-2015 of the Governing Board (http://136.145.9.247/PDF/CERTIFICACION/2014-2015/111%202014-2015.pdf) provides an opportunity for admission to students with special needs. It mandates reasonable accommodations for this population so that they have access to UPR in a way that is equitable to their peers without disabilities. This certification makes all UPR units accountable for an admission procedure that is free of barriers for students with disabilities and establishes the norms for the coordination of an effective and holistic transition from high school to college. All students who apply and are not admitted have the option of

requesting a reconsideration by providing the corresponding required evidence (UPR Admission Manual, www.upr.edu/mdocs-posts/manual-de-admisiones-upr-2017).

3.3 Additional Selectivity Factors

The students who transfer to our EPP programs from private universities are interviewed by the Assistant Dean of Student Affairs and the academic advisor of the program. In this structured interview their attributes and dispositions are explored focusing on their understanding of what is important in the development of their careers. The candidates admitted as transfers to the English Program take a written test and participate in an interview that assesses their mastery of English. In all seminars, candidates perform tasks where they use technology. As follow up, admitted candidates are assigned an academic advisor that monitors them throughout their career (Evidence 3.3.1: Academic Advisor Manual). EPP establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the time they are enrolled in the program. During the second year of study all candidates take a seminar (FAED 4001) concurrently with a course in Education Psychology. In FAED 4001 the students initiate their work with an electronic portfolio. The portfolio includes all the standards that regulate EPP at UPRRP and the competencies; these are all aligned with In TASC (See Standard 1 Evidence 1.1.3 Program core courses GPA, by Specialty Licensure Area, and Evidence 1.1.10 EPP dispositions aligned with InTASC disposition). The monitoring of candidates' teaching dispositions continues during two other seminars (FAED 4002 and FAED 4003); one of this is taken concurrently with their methodology course and the other one is concurrent with their clinical practice. In each seminar candidates write an essay in which they reflect about their experiences with their teacher preparation program. These essays provide an opportunity to observe their progression and the strengthening of their teaching disposition. (See Standard 1, Competence 1.4 description and Evidence 1.4.1 Clinical experience level by courses). In Educational Psychology, the students are required to have at least 15 class observation hours and to reflect about their clinical experience while observing teachers' performance and students' interactions (3.3.2. Educational Psychology Field Experience Assessment).

During the first semester of academic year 2016-2017, an instrument was developed and used to determine candidates' attributes and dispositions for their professional development as a teacher. The instrument was constructed by Ramos (2016) and revised by two experts in the area. Approximately 426 students participated in this survey. Over 70% of the admitted students expressed that the EPP has one of the best academic reputations and that this can also guarantee them a better opportunity to get a better job; they agree with the mission of the program to create educators that are committed to humanistic practices, democracy, and justice with an emphasis on the promotion of a culture of peace. Most of them also expressed (71%) anr interest in obtaining a master or doctoral degree in education (3.3.3: Candidates Attributes and Dispositions).

3.4 Selectivity during preparation

Every semester the Registrar's Office provides a report about the academic progress of candidates. This information is used to monitor students' academic progress from admission until the completion of their degree. The Assistant Dean of Student Affairs also established a system of continuous student assessment which includes: mid-year academic evaluations for the general population, evaluations for the pre-practicum population, and evaluations for students enrolled in the teaching practice (See 2.3.3: The clinical practice evaluation instrument). Students with low academic performance are referred to the appropriate academic advisor and are provided personal counseling services so that they improve their performance. Each program has its own process to monitor students' progress from admission to the completion of their degree. This includes academic evaluations, evaluation of pre-practice and practice performances (See Standard 1, Evidence 1.1.3: Program core courses GPA by specialty licensure area).

Once candidates are accepted in our programs, they must complete it with a GPA of 2.5 or higher. Once they complete 85% of the program's credits, including 66% of the credits belonging to core courses such as philosophy, sociology, human development, psychology of education, and educational technology they are counseled regarding the pre-practice course where they construct lessons plans and prepare demonstrative classes that use technology and that follow the standards and expectations (Pre practicum application https://docs.google.com/a/upr.edu/forms/d/e/1FAIpQLSdQRCmBpcmvT37JR4shpBgfzk0DNiKYNC1TO1YFOp_zLxLf9g/viewform). Concurrently, they take seminar FAED 4002 where they provide evidence of progress in the integration and use of all standards and competencies (See in Standard 1 Evidence 1.5.5: Electronic Portfolio links by EPP programs and seminars courses).

After the candidates pass the methodology course they are ready for their student teaching experiences in a school setting. Students must complete 300 hours of contact work delivering a daily class under the supervision of a cooperating teacher and have to demonstrate that they master teaching knowledge, skills, attributes, and dispositions to teach (thus complying with college and career readiness standards).This work is assessed at different stages of their teacher preparation program (See Standard 1, Evidence 1.1.3: Program core courses GPA by specialty licensure area).

3.5 Selection at Completion

PRDE establishes in their regulations for teacher certification (approved in 2012) the requirements for receiving a regular PR teaching license. These regulations specify that after July 2015 candidates must approve the fundamental courses required to pass the Teacher Certification Examination (PCMAS), have an undergraduate degree in the field for which they are seeking the certification, have a minimum GPA of 3.0 in a scale of 4.0 (Department of Education Teacher Certification Law, document not available in English, http://www.de.gobierno.pr/files/ReglamentoCertificacionDocente2013_0.pdf).

The EPP must recommend candidates for licensure or certification and has to certify that candidates have reached a high level of content knowledge in the field/s where certification is sought and can teach effectively and have a positive impact on P-12 student learning and development. Both EPP specific program and the Dean of Students Affairs (DSA) must determine which candidates are qualified to take the State Teacher Examination (PCMAS) which is offered once a year. To take the State Examination, candidates request a certification at the CoE Deanship of Students Affairs at the beginning of the second semester of their last year of study (DE PCMAS Letter 34-2015-2016, https://latam.collegeboard.org/slides/slide/pcmas-carta-circular-34-2015-2016-124). No candidate may take the PCMAS without prior approval of the Department Directors or DSA. PCMAS is administered by the College Board and is usually offered during the last week of March (PCMAS Application Guidelines WEB College Board 2017 https://latam.collegeboard.org/slides/slide/pcmas-guia-solicitud-web-2017-128). The results are received 45 working days after the exam is administered, generally by mid-May, and at that time candidates self-assess and evaluate the EPP. Upon receipt of the results, the EPP immediately identifies the small number of candidates that did not pass and the sections they did not approve. Meetings with the academic departments are held to discuss the situation, take decisions, and plan a course of action to correct or mitigate the deficiencies identified.

CoE completers have reached a high level of the content knowledge in the different fields in which they are certified (See Standard 1, Evidence 1.1.5: Candidate and non-candidate contentment area GPA disaggregated by program-licensure area). They are prepared to teach and impact positively the P-12 students they wil work with. Academic institutions from the mainland specifically visit the UPRRP campus every year to recruit EPP completers (3.5.1: Institutions that Visit UPRRP for Recruitment of Candidate, 2014-2016). UPRRP completers are in high demand because they are bilingual (English and Spanish), they have strong teaching skills, and a commitment to teaching. "Mi equipaje" [My baggage] is an essay that each candidate writes in FAED 4003; it is a self-report of the candidates' preparation and learning experiences before graduation (See Standard 1 Evidence 1.5.2: Professional reflective seminars evaluation and GPA for technology courses by specialties and licensures areas).

The results of PCMAS over the past three years show that our Teacher Preparation Programs are very effective in preparing candidates to teach with positive impacts on P-12 student learning and development (See in Standard 4 the evidence of our completers performance). A total of 181 students took the PCMAS in March 2016. Their PCMAS score ranged from 78 to 147 points, with a mean score of 112.29. The scores for the PCMAS elementary level ranged from 79 to 146 points, with a mean score of 111.73. The scores for the PCMAS secondary level ranged from 78 points to 147 points, with a mean score of 112.76. The mean of all GPA'S was above 3.2 for years 2011 to 2016 and demonstrate that all students are over the average established score (See 3.5.2: Academic profile of students that took PCMAS). During the last few years, our candidates had a very high passing rate and are quickly hired by both private and public schools (See in Standard 4 the evidence of our completers' performance). As mentioned in 3.1 the Department of Education in Puerto Rico has a need for qualified teachers and it is the biggest recruiter of teachers in Puerto Rico. Likewise, students who finish their bachelor's degree are recruited to offer their services in the United States.

3.6 Selection at Completers

The EPP must recommend students for licensure or certification. The CoE should have certified and verified students' understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. These topics are discussed and analyzed in seminars FAED 4001, 4002, and 4003. The clinical observation instrument used in the clinical practice is aligned with the PRDE professional Standards and InTASC standards. During the Seminars candidates participate in student teaching and they have another opportunity to reflect on these topics (See Standard 1, Evidence 1.1.3: Program core courses GPA by specialty licensure area and Standard 1 Evidence 1.5.2: Professional reflective seminars evaluation and GPA for technology courses by specialties and licensures areas). Feedback from the DEPR or PCMAS concerning teaching preparation of completers over the past three years show that 99% or more are rated as ready to be a teacher; 78% more rated their teaching experience as positive, and 98% rated their academic preparation as excellent or more than adequate (See Standard 1, evidence 1.1.11 IsTAC, state standards and EPP Competence Exit Survey Instrument data).

Standard 4: Program Impact

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1 📎 4.1.1 Student Learning/Growth Impact Indicator

4.1 Completer impact on student growth and learning

2 📎 4.1.2 Student s Accomplishments as reported by Employers and Novice Completers.pdf

4.1 Completer impact on student growth and learning

3 📎 4.1.3 PRDE Completers Evaluations with and w/out PPAA (VAM)

4.1 Completer impact on student growth and learning

4 📎 4.1.4 School Case.docx

4.1 Completer impact on student growth and learning

5 📎 4.1.5 San Juan Municipal School System -Completers' Percent and Letter of Recognition

4.1 Completer impact on student growth and learning

6 📎 4.2.1 Components, rubrics and criteria of PRDE Teacher Assessment.

4.2 Completer effectiveness via observations and/or student surveys

7 📎 4.2.2Teaching_Effectiveness.docx

4.2 Completer effectiveness via observations and/or student surveys

8 📎 4.2.3Completers_Teaching_Effectiveness.docx

4.2 Completer effectiveness via observations and/or student surveys

9 📎 4.2.4 Completers Effectiveness at the Preschool Level - UPR RP Completers Along Three Years

4.2 Completer effectiveness via observations and/or student surveys

10 📎 4.2.5 Parents Satisfaction Survey of the Child Development Center (CDC)

4.2 Completer effectiveness via observations and/or student surveys

11 📎 4.2.6 School case: Retention, effectiveness and disseminaton

4.2 Completer effectiveness via observations and/or student surveys

12 📎 4.2.7 Professional Development and Employment Situation

4.2 Completer effectiveness via observations and/or student surveys

13 📎 4.3.1 Employers' Satisfaction with the Teacher Preparation Program

4.3 Employer satisfaction

14 📎 4.3.2 Employers Satisfaction: Schools with Three or More Novice Completers

4.3 Employer satisfaction

15 📎 4.3.3 Employers' satisfaction: individual interviews about novice teachers and focus group

4.3 Employer satisfaction

16 📎 4.4.1 Completers' Satisfaction with the Teacher Preparation Program

4.4 Completer satisfaction

17 📎 4.4.2 Preliminary Findings from the Completers' Focus Group

4.4 Completer satisfaction

18 📎 4.4.3 Categories from Open-ended Question: Novice Completers on Important Issues

4.4 Completer satisfaction

* ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

4.1.1 Student learning/growth impact indicator
The results from EPP completers' completion of the Contact Survey, designed by the Induction to New Teachers' Project on March, 2015, helped to identify eight (8) categories related to "student achievement supported by completers." 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.

Over half of the completers since 2000 (55.5%) selected one or more of these categories related to "student achievement supported by the teacher." These results also suggest that completers use their knowledge about pedagogical theory and human behavior to promote solid and sustainable growth and development in their students. To achieve an accurate milestone measurement of the impact the program has had on students though recent completers (5 or less years of experience), a special selection of data collected from completers from 2011 onward was made. The student achievements reported by completers was consistent with those collected in previous years: 51% of the 2011 completers reported at least one "academic achievement." Thirty one (31) novice completers report "personal achievements (socio-emotional area)" in their students, while 10 completers mentioned the category of "admissions to university programs." This shows the different approaches that completers use to teach their students. EPP completers appear to favor academic development and the personal and professional areas of their students. The education they receive from the EPP allows them to develop these abilities in their students and to be effective in their educational practice. (Evidence 4.1.1 Student Achievements Promoted by Novice Completers shows all categories.These findings came from 192 novice completers. Original data base was about 800 completers, majority of them non-novice)

4.1.2 Evidence compares Students' Accomplishments as Reported by Employers and Novice Completers -Since the data collected from completers was collected through self-reporting, the same question related to student achievement supported by EPP completers was assessed among school directors while they completed the Employers Survey. The answers from 98 employers (at

Nov, 2016) confirm that EPP completers promote many achievements in their students at a percentage level that is even higher than the one reported by completers themselves. We must clarify that school directors made a general evaluation of completers, not only of recent ones. In the questionnaire school directors were also asked to provide a detailed description of the completers' contributions to their schools.

Student growth and learning linked to completers' teaching was reported by the PRDE on 2015-16. In the teacher evaluation system developed by the PRDE, 20% or 1/5 of the results of the evaluation is related to the results that their students have in the standardized PPAA test, known as a value added model (VAM). The EPP denounces the fact that VAM is being used to evaluate teacher preparation programs in spite of criticism and debates related to ample disagreements among public policy developers and concerns related to its scientific validity when used for accountability purposes (AERA Council, 2015, p.1.). The results defining this 20% related to "Student Academic Growth" are included in evidence 4.1.3.

Evidence 4.1.3 shows PRDE Completers' Evaluations with and w/out PPAA (VAM). Much debate has been raised as to whether the Value Added Measure (VAM) is useful or not to make transformations in the educational system, since much of the disadvantage created by the test effect is mostly attributed to poverty and lack of access to better material and living conditions. As evidence 4.1.3 shows, completers demonstrated Exemplary and Competent execution with PPAA scores with and without VAM scores. This is the first cycle of PPAA measures for these completers using the assessment system (relatively new). The PRDE did not provide additional measures of teachers' impact on student learning after December 2016. On January 2017 the PRDE underwent an administrative change (new), making communication and information sharing very difficult. Prospective data collection, as of May 2017, will provide the second cycle of VAM 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.

4.1.4 School Case Study -The school profile table on academic growth for the University Garden High School (UGHS), presents student growth in "Total Proficiency on Three Years". The UGHS has 36 teachers, 22 (60%)of them are UPRRP completers. Eight (8=22%) completers have 5 years or less of experience, so much of the students' performance and growth can be attributed to the UPRRP completers. In the last three years, students from this school had a consistent growth in areas such as Math, English, and Spanish. (School Profile).

4.1.5 Percent of Completers at San Juan Municipal School System (SJMSS). Institutional recognition of completer's impact is presented in the letter of recognition by Dr. Lafontaine. UPRRP completers constitute 48% of the academic staff in the SJMSS. According to the director of the SJMSS, results of standardized tests that are administered each year show that over 80% of their students evidence superior academic achievement. By the same token, the results of the College Board show that their twelfth-grade students have the highest averages in comparison with the public and private schools in Puerto Rico. "The benefit of having professionals who are competent in the classroom as well as in the administrative area leads to the high quality education offered by our municipal school system. Therefore, we hope to continue benefitting from your alumni for the sake of our students and community" (Lafontaine, 2017, letter). Thirty five (35) completers are in the secondary level in this school system (51%), out of 69 total teachers (3 schools),so UPRRP EPP completers can be credited for this huge accomplishment.

4.2 Teaching effectiveness - Rubrics and criteria is presented in Evidence 4.2.1 Components, rubrics and criteria of PRDE Teacher Assessment. Evidence 4.2.2 Teacher effectiveness of the completers according to the Puerto Rico Department of Education (PRDE) - Sample I (132 completers) provided by the PRDE Human Resources Division has data about the teacher preparation program from which teachers obtained their degree. However, the Teacher's Evaluation Division does not have this data. We agreed to design a professional demographic form which made possible identifying the teacher preparation program from which teachers graduated. PRDE approved it and posted on their web page. Teachers as well as other school staff were instructed by the PRDE to fill the form on a voluntary basis. Evidence 4.2.2 presents the results related to effectiveness in teaching from a sample of 132 completers, obtained from the PRDE, that work in the country's public schools and that were evaluated using the recently created Teacher Evaluation System used in 2015-2016 for the first time.

The areas included in the evaluation (with their relative weights) were: Teaching, includes Planning of learning and curriculum, Teaching-learning processes, Evaluation of learning, and Classroom organization (52.31%), Professional Development (9.23%); and Responsibilities and Duties (18.46%). All three areas encompass 80% of the teachers 'evaluation. This information was provided by Dr. Judith Santos Guisona, the person in charge of the evaluation process at the PRDE in October, 2016. The pie chart presents the percentage of EPP completers that obtained a score between 100% and 90% and fell under the "Exemplary" category (83.8%). This group is made up of 113 teachers out of the 132 teachers that were included in the entire sample. The amount of completers in each of the other performance levels were, to wit: "Competent" (6.6% = 9), "Minimal" (2.2% = 3), and "Inadequate" (5.88% = 8). The combined total for the "Exemplary and Competent" levels was 90.4% (122).

Results of an evaluation carried out that included school teachers within the public system in January, 2016 were reported by the written press in an interview with the Secretary of Education, Prof. Rafael Román (Jan 8, 2016). This report included teachers from 283 schools. The results showed that 47.48% were in the "Exemplary" category, 32.95% were at the "Competent" level, 10% were "Minimal", and 9.57% were rated "Inadequate." A tendency can be observed in the performance levels that indicate that UPRRP EPP completers received higher evaluations. The difference between the results found in the sample taken from UPRRP EPPcompleters and the percentage of "Exemplary" teachers in the islandwide sample reviewed in the news item is quite ample. The total sum of teachers in the "Exemplary and Competent" level was 80.4%. Regretfully, the article did not provide the net total of teachers evaluated. We must clarify that these results do not include the 20% related to the standardized test (PPAA) as an external measure used to define "student academic growth." This systemic evaluation process is framed upon the Flexibility Plan of the Federal Elementary and Secondary Education Act of 1965 (ESEA) and the Puerto Rico Organic Law of 1999.

4.2.3 Teaching Effectiveness of the Completers According to the Puerto Rico Department of Education (PRDE) Sample II (513 completers) was provided by the DEPR from a professional demographic form developed by Dr. Zambrana on 2015. The pie chart presents data from a larger sample of completers, reported on Dec 2016, from the 2015-16 evaluation process. From this sample of completers, 88.27% obtained a score between 100% and 90% and fell under the "Exemplary" category. This group is made up of 444 teachers out of the 513 teachers that were included in the entire sample. The amount of completers in each of the other performance levels were, to wit: "Competent" (9.5% = 48), "Minimal" (1.79% = 9), and "Inadequate" (.4% = 2). The combined total for the "Exemplary and Competent" levels was 97.8% (492).

4.2.4 Completers' Effectiveness at the Preschool Level - UPRRP EPP Completers along Three Years .The Child Development Center (CDC) has been a NAEYC accredited center for the last 10 years. From 10 preschool teachers, 9 are UPRRP completers. Teaching evaluation comprises five areas: Functioning regulations; program; teacher; qualities and interpersonal relations; teacher-family relations. Teachers' performance is evaluated with a qualitative scale: "Excellent" (higher performance), "Competent" (good performance), "Satisfactory" (requisites are met), "Inadequate" (needs to improve), "Does not know proper functioning".

4.2.5 Parents Satisfaction Survey of the Child Development Center (CDC)- Twenty six (26%) of parents of the UPR CDC expressed their satisfaction with six dimensions surveyed within the Parents Satisfaction Survey in 2015-16. 90% of the CDC teachers are completers. Educational processes was one of the dimensions surveyed; that scale includes 16 (we are presenting 9) premises related to assessment procedures, teachers' dispositions, special needs, effective communication, teaching activities planning, educative program, parent involvement, assessment results, sample of students' learning, etc. High levels of satisfaction were reported with teaching practices, assessment, communication with families among others, which may impact students' development and learning.

4.2.6 Completers at San Juan Municipal School System: retention linked to effectiveness. They evaluate teachers as contractors annualy. The three schools are financed by the San Juan City budget (independent from PRDE). It has a total of 116 academic staff members within the three schools (excluding sport coaches, librarians, counselors, and social workers) from which 56 are UPRRP completers (48%). The School of San Juan has 63 academic staff members from PK to 10th; the School of Sports has 24 (7th-12th), and the Specialized School in Mathematics and Technology has 29 (7th-12th). Around twenty eight percent (28%) of the total academic staff graduated from UPRRP and have been staff members for more than five (5) consecutive years. According to the SJMSS director, Dr. Lafontaine, "the preparation and dedication of this personnel constitutes a great contribution to the excellent educational endeavor that takes place in our schools." Nine teachers presented their projects at the XIV Educational Research Congress on March 2017, five of them were UPRRP EPP completers (55%).

4.2.7 Professional development and Employment Situation of completers is somehow related to teaching effectiveness. For the PR Department of Education, the area of "professional development" is part of the evaluation process with a relative weight of 9.23 % of its summative evaluation (80%). It is understood that this area can make the teacher reach a higher level of teaching effectiveness, acquire better management of new pedagogical and institutional tendencies, and have higher access to recent literature. Achievements in the area of completers professional development are tied to a professional interest in staying up to date and can positively impact the acquisition of skills, improve teaching, use of new technologies, and the implementation of inclusive teaching strategies, just to mention several areas that it can impact. The results of the UPRRP EPP sample show that 64 (36%) of the 192 teachers that graduated between 2011-16 continued studying at the graduate level and 14% (28) have already completed a Master's degree. One completer has a doctorate degree, and six are enrolled in doctoral studies (Contact Survey). Data regarding the employment situation of novice completers shows that 85% are employed; not all of them work as teachers, 25% have jobs in other contexts. Sixty percent (60%) work as teachers in public and private schools in Puerto Rico.

4.3 Employers' Satisfaction with Completers' Assigned Responsibilities
This impact indicator was measured through an anonymus survey designed for school directors that was originally created in 2007 and developed by the Educational Research Center (CIE, for its acronym in Spanish). It was revised in January 2016 and questions related to student achievement promoted by completers were added, along with questions related to completers' professional development achievements, and questions related to retention, contracting, and promotions. It was piloted with 28 directors and these results were analyzed (4.3 Employers' Satisfaction Survey I). In September, 2016 after consulting experts, questions related to teacher competencies were adjusted to reflect those appearing in the Clinical Experiences Assessment Instrument, along with socio demographic questions; questions added asked for a description of academic achievements and a question related to the amount of graduates within the last five years or less; thus we were able to fully comply with the standard. The levels of satisfaction of the directors with each competency, aligned to InTASC, are included.

4.3.1 Employers' Satisfaction with the Teacher Preparation Program - Survey II (2016) surveyed 98 employers/school principals. An online survey was sent to PRDE employers through an official memorandum from the Central Office. Employers/school directors were invited to answer the survey voluntarily. For the private sector the contact was the Private Schools Association and the PR Council of Education. The great majority (86%) of the school directors/employers evaluated the EPP as Excellent (50%) and Good (36%). They also stated they would retain our completers in their schools "most of the time" (43.3%), and "all the time" (25%). More than half of the completers received promotions during their careers. This evidence also includes completers competencies and dispositions; retention and promotions; students' achievements promoted by completers; their professional achievements; and a general view of the program as evaluated by school principal/employers. Notice that the category of students' achievement promoted by completers as reported by employers can be compared with data on Evidence 4.1.1. Response rate was 17.8%.

Evidence 4.3.2 presents higher mean scores on employers' satisfaction when having three or more novice completers in their schools. An analysis of question 8 (does novice completer need more support) shows that 33% of employers perceive them as committed and fully capable as experienced ones (63 responded to Q 8).

4.3.3 Preliminary Results from the Employers Focus Group
This focus group furnishes additional data, which provides information to qualify and extend data collected from the satisfaction and contact surveys. A preliminary analysis pointed to planning and technology as areas for improvement in APP novice completers. A focus group was conducted in March 2017 with six school principals in a one-hour discussion (see evidence).

4.4.1 Completers' Satisfaction with the Teacher Preparation Program (anonymous) A survey used questions from instruments developed by Macksoud, Valdivia,Torres, and Rivera (2009) and CIE (2008) and was adjusted to include descriptions of the students achievements supported by completers and professional completers' achievements; along with a list of program scopes that completers had to evaluate. Evidence 4.4.1 presents average scores for 10 competencies and one disposition item. Target score is 4 to 3.50 High satisfaction with the program. Results on novice completers satisfaction present "high satisfaction" mean scores in 9 out of 10 competencies. It is evident high levels of satisfaction with their preparation related to their job responsibilities. Response rate was 19%. Internal Consistency of Competence Scales - Satisfaction Survey (2015-16) obtained high Cronbach Alpha coefficients in the 10 Competences and one Disposition Scales. Results show that the scales have strong internal consistency among items with a Cronbach Alpha mean of .98.

4.4.2 Preliminary Findings from the Completers Focus Group -This focus group was conducted in March 2017 at the EPP. Nine completers; five graduated in 2011 (2), 2013 (2), 2016 (1) and four graduated on 1989 (1), 2002 (1), 2004 (1) and 2009 (1) were the participants. Two moderators and one assistant conducted the one-hour group interview and the informed consent presentation to the participants. Literature on novice teachers (He & Cooper,2011) identify four needs that teacher preparation programs must address: Enhance skills to understand educational diversity contexts; stress management and self esteem issues, reflexive practices to interact with families and their diverse needs and situations; and learning community participation. Similarly, completers expressed having a strong commitment with their students' learning and the teaching process to help them keep positive attitudes. Completers claim less knowledge on management and operation of the PRDE; knowledge about diverse contexts (low SES and marginalized communities); and want more projects with campus surrounding schools and diverse communities as He and Cooper

(2011) point out. Induction needs: Knowledge of human resources protocols at the PRDE, transition processes and useful contacts at the PRDE, and dealing with having a strong commitment to the best educational practices in priority and focus public schools. The Collaborative Project to Complement Neighboring Schools has been articulating efforts to comply with this request.

4.4.3 Analysis Categories Identified in Open-ended Questions-Online Contact Survey

One of the questions included in the Contact Survey asked about urgent issues that the EPP must address as a priority, according to completers. On March 2017, we had 192 novice completers that graduated from 2011-16, had 5 years of experience or less, represented 16% from the total of graduates since 2011 (N=1,180). Efforts made with the University Registrar's Office, the Clinical Experience Office, the Puerto Rico Education Council, Private School Association, and the Alumni Office since March 2015 made it possible to reach completers and employers for this study. Unfortunately, UPR registered database only holds upr.edu digital identity which completers barely use after they graduate. Efforts with institutional officers will be targeted to attain as many and diverse contact information as possible and to promote the prolonged use of the upr.edu identity. Sixty percent (60%) response to the open-ended question "program preparation issues that EPP must address with priority" came from novice completers' 162 responses. Results were similar in Macksoud, et. al (2009) findings, since special education pedagogical issues -including inclusion, strategies for non-special education teachers; technological innovations and integration of technology practical knowledge were the more mentioned requests among novice completers 2011-16. See the cross cutting Technology theme and the Planning Section to fulfill this need.

Standard 5: Provider Quality, Continuous Improvement and Capacity

i. Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard.)

1 5.1.1 EPP Quality Assurance System Model

5.1 Effective quality assurance system that monitors progress using multiple measures

2 5.1.2 Five years EPP Evaluation Plan UPR RP Learning Outcomes

5.1 Effective quality assurance system that monitors progress using multiple measures

3 5.1.3 Data Collection and Analysis Process

5.1 Effective quality assurance system that monitors progress using multiple measures

4 5.1.4_Operational_Effectiveness_2015_2016_EPP_Work_Plan_and_Evaluation_Results   in   English.pdf

5.1 Effective quality assurance system that monitors progress using multiple measures

5 5.2.1 Licensure Tests (PCMAS) Reliability Analysis

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

6 5.2.2 Development and Validation Process of Instruments Used in the Quality Assurance System

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

7 5.2.3 Document for the Validation of Clinical Practice Evaluation Instrument

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

8 5.2.4 and 5.2.5 Results of Validation Process Clinical Practice Evaluation Instrument and Reliability

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

9 5.2.6_Instruments_Used_in_the_EPP_Assurance_System.docx

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

10 5.3.1 Candidate Learning Evaluation Reports.docx

5.3 Results for continuous program improvement are used

11 5.3.2 Data Driven Changes Self-Study and OEAE Reports, Unit Changes and Programs Changes

5.3 Results for continuous program improvement are used

12 5.3.3 EPP Reflective Formative Electronic Portfolio, Intense Effort for Innovation and Change

5.3 Results for continuous program improvement are used

13 5.3.4 The Writing Zone Workshops, an Innovative Project

5.3 Results for continuous program improvement are used

14 5.4.1 Monitoring and use of Measures Related to Completer Impact and Outcome Measures

5.4 Measures of completer impact are analyzed, shared and used in decision-making

15 5.4.2_Longitudinal_Analysis_of_Enrollment_Retention_and_Graduation_Rates....xlsx

5.4 Measures of completer impact are analyzed, shared and used in decision-making

16 5.4.3 EPP Retention, Graduation Rates, Professors Allocation, and Benchmark Information by Program.xlsx

5.4 Measures of completer impact are analyzed, shared and used in decision-making

17 5.4.4_Analysis_of_EPP_Academic_Offering_with_Benchmark,_Evaluation_Date,_Faculty_Allocation,_Outcome_Measures....docx

5.4 Measures of completer impact are analyzed, shared and used in decision-making

18 5.5.1 Stakeholders Involved in Program Evaluation, Improvement and Identification of Models of Excellence

5.5 Relevant stakeholders are involved in program evaluation

19 5.5.2 Notes of the last Pk-12 Academic Interaction Committee Meeting.docx

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

20 5.5.3 Office of Evaluation Bulletin Breves Apuntes May 2016.pdf

5.3 Results for continuous program improvement are used

21 5.5.4_Office_of_Evaluation_Bulletin_Breves_Apuntes_December_2016.pdf

5.5 Relevant stakeholders are involved in program evaluation

22 5.5.5 Presentations at the International Conference on Urban Education

5.5 Relevant stakeholders are involved in program evaluation

* ii. Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met

5.1 Quality Assurance System / EPP Evaluation Model
The Educator Preparation Provider (EPP) has a quality assurance system that collects and analyzes data on the applicant's qualifications, candidate quality, recruitment, and selectivity; program completers' performance, and program impact for continuous improvement. The EPP Evaluation Model (Evidence 5.1.1) illustrates the transition points from admission, to graduation; and program completers' performance is used by the EPP to collect, compile, aggregate, summarize, and analyze data to promote a formative and summative assessment process.
Since the EPP formally began to develop the unit-wide assurance system in 2001, it has been subjected to periodic evaluations and enhancements (2005, 2009, and 2014). All the different components of EPP have been involved in this task: Deans, Program Directors, Professors, and Candidates, among others. In 2013 a Task force was established to analyze CAEP's new standards and to determine compliance of the assurance system with those standards. The processes and assessment instruments in place were analyzed and recommendations to revise or create new processes and assessment instruments were made. An assessment retreat was held in February 2014 with professors of all the disciplines and recommendations were made to insure compliance with the new CAEP Standards. The evaluation office directed this process and in 2016 presented a new version of the evaluation model to the Directive Committee who approved it. After approval,it was presented and discussed in a meeting with all EPP professors. All CAEP

Standards were aligned and identified in each of the assessment processes of the system and a new transition point was added to incorporate standards four and five related to program impact and continuous improvement.

The EPP has an Evaluation Office where the Quality Assurance System is implemented and monitored. This office has a director, who has participated in several of the faculty accreditation processes, a programmer responsible for the data entry and who is knowledgeable in statistics, an assessment coordinator with academic knowledge in investigation and statistics, and a professor that works the program impact component. In addition, the office has undergraduate and graduate students who collaborate with diverse tasks.

A great portion of the data entry produced by the Quality Assurance System is processed by the Evaluation Office's digital data base and is managed by the programmer (http://136.145.181.152/SPAS). In the past year, the Evaluation Office has been incorporated to the Online Learning Assessment System (OLAS) https://olas.uprrp.edu/; a system created by the university's Division of Academic and Administrative Technologies to facilitate data entry and analysis of the data pertaining to the University's Mission, which is aligned to the Faculty competencies. There are assessments already being managed through this platform (Research and Information Competency). The office has revised several Quality Assurance System rubrics to respond adequately to CAEP and OLAS parameters and continues to move forward with this new system. Other technologies are used to compile and aggregate the data for analysis and dissemination. Admission data and unit-wide indicator data are gathered by the Río Piedras Campus Office of Academic Planning which uses a centralized data base, the "Sistema de Apoyo Gerencial Académico Administrativo" (SAGA) . Google Site is used to develop the e-portfolio and Google Drive is used to store all evidence gathered and link the evidence to the e-portfolio Web pages. The Clinical Practice Office developed an ACCESS database to collect data on rubrics for each principle, competency, and disposition.

Evidence 5.1.2 presents the University Mission competencies aligned with the InTASC standards and the evaluation plan for a period of 5 years (2014-2019). Evidence 5.1.3 summarizes the Data Collection and Analysis Process of the Quality Assurance System through the four transition points. This evidence presents: Data collected, date collection, person responsible, how data is analyzed, data reported, and data use. In this manner the EPP assures that a systematic process and results evaluation is used so as to guarantee that program impact will have quality and continued progressive excellence traits. Evidence 5.3.1 offers an example of reports submitted to the UPR Office of Candidates Learning Evaluation (OEAE, for its acronym in Spanish) after discussions with EPP professors and the Directive Committee. Evidence 5.1.4 offers an example of EPP operational effectiveness.

5.2 Quality assurance system instruments' validity and reliability
Each assessment instrument and procedure of the quality assurance system is subjected to a development and evaluation process in which the faculty ensures there is fairness, accuracy, consistency, and lack of bias within the system. All assessment instruments are developed by working groups made up of faculty that administers them as part of the key courses in which data are collected. These groups establish assessment criteria that are closely aligned with the EPP Conceptual Framework and the standards that apply according to the specific professional areas. Based on these criteria, rubrics are elaborated along with procedures for their use. Once the initial versions are completed, they are evaluated by all professors who will administer them, and then they test them by assessing candidates.

The EPP uses two types of instruments in its Quality Assurance System, the Proprietary Assessments and the instruments developed by the faculty which are aligned with the EPP Evaluation Model. The EPP uses two Proprietary Assessments, the Teacher Certification Tests (PCMAS, acronym in Spanish) and the University Placement Testing and Admissions Test (PEAU, acronym in Spanish). PCMAS have been the instruments used to systematize the quality of teacher preparation in Puerto Rico. It is an instrument that is independent from the EPP that is constructed and managed by the Puerto Rico and Latin American Office of the College Board (https://latam.collegeboard.org/), with collaboration from local public and private universities that offer teacher preparation programs. The first part of the test includes fundamental knowledge of general university education and teacher's professional competencies. The second part of the tests are specialty tests in Spanish, English, Mathematics, Science, and History/Social Studies. A reliability analysis of the last four years of this test is presented in evidence 5.2.1. The other Proprietary Assessment is the University Placement Testing and Admissions Test (PEAU, acronym in Spanish), also managed by the Latin American Office of the College Board. This test is used during the admission process to the EPP. The contents of this test are described in evidence 5.2.2, Section A.

One of the fundamental instruments developed by the EPP is the Clinical Practice Evaluation Instrument; this instrument is used in the Practicum course. The instrument has been revised in several occasions. In 2010, a validation process of the instrument took place, this process is described in evidence 5.2.2 Section B. The document used for the validation process is included as evidence 5.2.3; and the results of the process are detailed in evidence 5.2.4. As demonstrated in evidence 5.2.5, this instrument has had very good reliability scores for the past three years.

The electronic portfolio is one of the innovative projects where the students have the opportunity to demonstrate progress in achieving EPP competencies. Evidence 5.2.2, Section C presents the calibration process performed on the electronic portfolio rubric. 19 persons of the EPP participated in the process, including professors offering Reflective Seminars FAED 4001 and 4002, department directors, the unit evaluation director, and the assessment coordinator. The aforementioned evidence shows the results that were obtained.
THE EPP has designed four surveys to collect data. Two of these for the third transition point, The Exit Survey and the Technology Survey (Evidence 5.2.2, Section D and E), and two for the fourth transition point, the Completers Satisfaction Survey and the School Director's Opinion Survey. Data regarding the construction of these instruments are presented in evidence 5.2.2 (Evidence 5.2.2, Section F and G).

5.3 Continuous Improvement: Data driven modifications at the EPP Unit level and at the EPP Program Level: See tables 5.3.1 and 5.3.2
Use of Results to Improve Candidates' learning:
Results of candidates performance are regularly reviewed by the academic advisers and the Dean of Students (Candidates) Affairs to identify candidates who need intervention and support to enhance their performance. If candidates do not approve any of the initial requirements they are referred to the Academic Adviser for academic counseling. In cases in which courses with key assessments are not approved, candidates must repeat the course until they attain a passing grade.
Based upon periodical collection, interpretation, analysis, and reflections of the data obtained from the SPA's assessments,data from the EPP Assurance System, faculty dialogues, and recommendations from meetings and workshops, as well as the implementation process of the curricular review, the followings major changes have been implemented:
-The courses in Evaluation of Learning, Educational Technology, and Principles of Educational Research have been established as mandatory for all candidates

-The Writing Zone Workshops (WZWs), initially established as an optional activity, have since 2009 been incorporated as a requirement of the Methods Course to strengthen candidates' writing skills and is now evaluated in the electronic portfolio.The WZW came forth as a need to reinforce candidates' writing skills in Spanish. It was necessary to increase their writing skills so that they could adequately answer the Teacher Certification Exam (PCMAS). This exam required good writing skills in order to approve some of its sections..
-Establishment of a norm that requires all candidates to complete 100% of all program requirements except the Clinical Practicum before taking the Teacher Certification Licensure Test to improve candidate performance on this test
-The creation of a cycle of three Reflexive Professional Seminars as a requirement for all candidates in which they develop the electronic portfolio, and present reflections about their professional development and practice to evidence meeting all Principles and Competencies established in the EPP Conceptual Framework. Beginning Academic Year 2016-17, all ten EPP Competencies are evaluated in a progressive manner across the candidates curriculum continuum experience. The TESS Program made changes through a curriculum review of the Bachelors of Arts Degree of the EMH College of Education based on SPA evidence. The Program realized from the findings that all candidates needed further development in composition writing, but candidates were at different levels of development in their writing abilities.To cater to the variations in development level of oral and written communication, the program designed the new B.A. to be flexible about the requirement of content courses in English. Instead of requiring a specific course, the new curriculum requires three credits of oral communication and six credits of written communication. Thus, candidates who still need to refine their pronunciation, for example, may take courses that will help them, whereas speakers with native pronunciation may take Public Speaking or other courses in oral communication. Candidates are also given a choice concerning grammar, linguistics, and literature courses. Since candidates must visit their adviser before registering for courses, the adviser can guide candidates in their selection. The TESS Program designed an assessment course specific to second language learning, a course in teaching writing in ESL, and two additional courses in methods of teaching reading in ESL, one for elementary education and another one for secondary education.
The Elementary Education Program, 4-6, created three method courses that were not within the candidates' area of emphasis. As of 2013, all candidates in this program are required to take four methods courses (teaching language arts, teaching math, teaching science, and teaching social studies), to strengthen the performance of candidates. In Assessment 4, Teaching Practicum, it is also necessary to address Competence 4: the research area. Specifically, the scores attained within the research criteria of this competency, although acceptable, can be improved. It is necessary to review the learning and assessment activity provided to the candidates for the development of their research skills in the classroom as part of courses EDFU 4007 (Research Principles) and EDPE 4121-4122 (Pre Practicum). The EPP intends to discuss these activities and the results attained in them in order to identify weaknesses that can be improved. With the purpose of having information about all the candidates and their mastery of content knowledge and planning competences and its impact on student learning in all seven subject areas (language arts, science, mathematics, and social studies) Assessments 3, 6, and 5 were modified. As of 2013 - 2014, both in the unit developed for the Pre-practicum (Assessment 3), as well as in the one developed in the Practicum (Assessment 4), candidates must integrate all subject matters (previously only Language Arts, Science, Math, and Social Studies were required). Also, all candidates are evaluated in all seven subjects through Assessment 6; this differs from the evaluation process before 2013 - 2014, where candidates were only evaluated in the area of the rubric that dealt with their area of emphasis. In addition, an assessment that is related to content knowledge is course grades; although data obtained through this assessment indicates that EPP candidates achieve the expectations and meet the standards, it can be observed that in some courses that are offered outside the EPP, they obtain lower grades when compared to the grades they received in courses taken at the EPP. This applies to CIFI 3005, CIBI 3005, and CISO 3121. The course CISO 3121, which is taken at the Social Sciences College, has the lowest level of achievement.
An in-depth examination of these results is necessary in order to determine possible causes for this performance, as well as interfaculty meetings with professors from the different Colleges, with the purpose of finding ways to address this situation. Some possible actions would be the discussion of syllabi with the purpose of strengthening the alignment of content and assessment strategies with the standards of the professional associations. It is also important for professors from other Colleges, who teach EPP candidates, to revise their own teaching and assessment practices.
The Secondary Science Program implementation of research required by NSTA standards in the basic Natural science course involved candidates in scientific research within a real scientific context. Also, Natural science professors who teach these courses collaborate with the EPP in a project geared to guide candidates in specific research themes. The Program identified that candidates needed more courses in Earth Science and is looking into the possibility of creating a new baccalaureate degree, in conjunction with the College of Natural Sciences, and have in place the description of courses and other requirements. The PRDE already created the certification based on NSTA standards.

The provider documents that it regularly and systematically tests innovations:

The EPP continuously creates innovations according to the opportunities for development that arise in academic processes. Evidence 5.3.2 shows the Reflective Formative Electronic Portfolio (E-Portfolio), an innovation started in 2001 in response to the need of providing a formative tool for the candidates where they could evidence the development of the EPP competencies and InTASC standards. The E-Portfolio has been developed for a period of 16 years, undergoing multiple transformations in accordance with the collected data and the experiences reported by the professors and candidates with the tool. The last transformation of the E-Portfolio was initiated last year and is presented in the evidence.

The other EPP innovation is presented in evidence 5.3.3, The Writing Zone Workshops (WZW). This innovation was initiated in 2009 with the purpose of improving candidates' written communication skills to be better prepared for the State Licensure Test. The courses that students were taking in this area were not enough to prepare them in written communication skills. Last year, this innovation was integrated to the E-Portfolio where the WZW feeds from the E-Portfolio and vice versa.

5.4 Measures of Completer Impact
The EPP Induction Program, which was first implemented in 1996, provided completer's assistance during their first year of professional growth. Impact measures such as employer satisfaction surveys, completers satisfaction surveys, as well as needs assessment studies were used to offer services and evaluate EPP Program impact. Since 2016, a new, more comprehensive Induction Program is proposed, based on the 4 CAEP annual impact reporting measures: 1. P-12 student learning /development; 2.Teaching effectiveness; 3.Employer satisfaction; 4. Completer satisfaction
See the Planning Section of this report and Evidence 5.4.1 Monitoring and Use of Measures of completer impact and outcome measures and Standard 4 Evidences and analysis.

Outcome measures such as graduation rates, licensure rates, and others are discussed by the UPR Vicepresidency of Academic Affairs with EPP system Programs, the EPP Directive Committe, EPP Faculty Meettings, Academic Community Retreats, and Campus Academic Deans to make an analysis of trends and to make comparisons with benchmarks to improve programs and allocate resources.

See Evidence 5.4.1 Monitoring and use of measures of completer impact and outcome measures; Evidence 5.4.2 EPP Enrollment, Retention, Graduation Rates and Benchmark Information by Program; Evidence 5.4.3 Longitudinal Analysis; 5.4.4 UPRrp Analysis of EPP Academic Programs; Analysis and Reflection of the EPP Academic Programs to improve retention and graduation rates.

Significant measures taken to improve programs based on longitudinal analysis and benchmarks, are:
-Consolidation of the Social Studies /History Program; Inactivation of the Business/Secretary Program; Curricular Revision Proposal to consolidate Programs in the Ecology School; and strategies to improve retention and graduation rates such as:
-Follow-up and retention efforts through the Academic Affairs and Students Affairs Office to provide services such as: Academic advising, tutoring, financial aid, and personal counseling.
-Efforts made through the pilot project known as "Colectivo Universitario para el Acceso" (CUA) [University Access Collective] with the goal of providing access to the university to low income students that are enrolled in public schools located in the San Juan area. The project offers tutoring services in math, Spanish, and English, along with guidance services.

There are other initiatives such as: Programa de Iniciativas Educativas (PIE)[Educational Initiative Program],Programa de Educación Continua para Adultos (PECA), [Continued Education for Adults Program], Programa de Apoyo Académico para Estudiantes con Discapacidades (PAAED)[Academic Support for Students with Disabilities Program], Programa de Reclutamiento de Atletas de Alto Rendimiento (PRAAR) [Program for the Recruitment of High Yield Athletes], Programa de Servicios Académicos y Educativos (PSAE) [The Academic and Educational Services Program], the Departamento de Consejería para el Desarrollo Estudiantil (DCODE) [the Student Development Counseling Department] (offers students social work, counseling, and psychological services), the National Endowment for the Humanities (Puente al Éxito) [Bridge to success] exposes students to humanities during a two week summer course.

5.5 Stakeholders involved in program evaluation, improvement and identification of models of excellence. See Evidence 5.5.1

Assessment data are shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs: the EPP shares assessment data with candidates, faculty, and other stakeholders to promote reflection and improve candidate performance and program quality through several specific mechanisms that are part of the assurance system itself. Candidates are provided the results of the assessment of their Portae for each of the evidences and reflections they submit in relation to the ten EPP Competencies. The rubric that was developed to assess candidate performance in the Portae is used by faculty who teach the three Professional Reflexive Seminars and is linked to each cell of the Porta-e matrix in which candidates upload their evidences and reflections. Once the candidate feels that a given evidence and reflection is ready for evaluation, she/he submits it for the professor's evaluation, initially for a preliminary score and feedback based on the assessment rubric, so that the candidate can reflect and improve their work. Once the candidate revises the evidence and reflection, he/she submits the work again for final evaluation. The professors score the final work using the online rubric and submit the final evaluation, which is visible to the candidates so they continue to use it for improvement. In the second and third transition points of the Porta-e assessment, candidates have the opportunity to further improve the work that has been previously evaluated and submit improved versions for further feedback and evaluation. Professors also have access to the portafolios of their students, through secured passwords, to peruse them and to get to know candidates and improve mentoring in the development of the Porta-e. The Porta-e matrix has three columns, one for each transition point in the assessment process, so that the candidate can see her/his progress over time and the final scores and all the related feedback provided by the professors.

When candidates apply for the Clinical Practicum, they must present an academic transcript which is evaluated to determine whether the candidate qualifies for the practicum. This requires that candidates have a minimum grade point average of 2.5 in key courses. This is a moment in which candidates self evaluate their development and discuss it with the practicum supervisor, to develop a plan for the practicum. Once candidates are admitted to the Clinical Practicum, they participate in general orientation sessions in which they are explained the formative and summative assessment processes and are provided with copies of the assessment instrument which contains the ten rubrics, one for each competency. Candidates are encouraged to use the instrument for self evaluation during the clinical practicum, and are assessed by the faculty supervisor and cooperating teacher three times during the practicum, two times as formative evaluation, which is discussed with the candidates, and a third summative evaluation which is also discussed with candidates upon completion of the practicum. Assessment data on each component are shared with faculty involved in the assessment once it is aggregated, usually during the semester after it is collected and aggregated. This has occurred with the data for the Clinical Practicum and the faculty supervisors during the initial supervisory meeting of each semester. Aggregated data for each of the ten competencies at the unit wide level, as well as for the specialty level, are shared with faculty supervisors to promote discussion, identify areas for improvement, and generate strategies for implementation.

During the past seven academic years, Faculty Assessment Retreats have been carried out to share aggregated assessment data among faculty and with representatives from all key areas, including initial and advanced programs. Each coordinator of an assessment component prepares a presentation with a synthesis of the findings which is shared during the retreat with all participants, followed by questions and observations.
Assessment data on candidate performance and unit operations provided through the assessment system are used on a regular basis as an integral part of the unit's planning, evaluation, and decision making process to improve academic offerings for the preparation of highly effective teachers and other school personnel. Every year the Directive Committee (made up by the Dean, Associate Dean for Academic Affairs, Associate Dean for Student Affairs, Dean of Administration, all Department and Program Directors, and Heads of Special Units and Projects review data on admissions, graduation, retention, and attrition, as well as the results of the teacher certification test, GPAs, field and clinical experiences, and others. This review is done within the framework of the Campus institutional evaluation and strategic planning, the EPP Conceptual Framework, the Puerto Rico State Department of Education Professional Standards, teacher certification requirements, and other important events and developments in teacher preparation in the local and international contexts. The meetings occur on a monthly basis and retreats are carried out. The analysis of these data is pivotal for making decisions on required modifications to courses, programs and services, changes in policies, norms and procedures, and the development of "emblematic projects" which are incorporated as priorities of the EPP Annual Work Plan. Summaries of data and the draft action plan are then presented in a Faculty Assembly for discussion and approval. Another way in which assessment data are used for evaluation and decision making related to changes for improvement is at the level of the EPP Academic Dean who works with Department Chairpersons and a Committee of Academic Advisers who are liaisons between the unit wide academic leadership and specific programs. These Advisers are responsible for using the data available on candidate assessment (both unit wide and specialization) to implement the specific actions required to address areas of need in terms of courses and programs. Aggregated assessment data by program are regularly reviewed by specialty assessment coordinators and discussed with professors at the program level and department directors to determine actions that are necessary to promote improvements.

Data on candidate assessment is used during the meetings of the PK-12 Academic Interaction Committee which includes the

Chancellor, Deans of General Studies, Humanities, Social Sciences, Business Administration, and Natural Sciences; and the Undersecretary of the PR Department of Education. This committee, in collaboration with EPP professors, developed in 2001 the EPP Conceptual Framework. Recently, the Deans have facilitated professors meetings and work groups to respond to SPA standards and recommendations of evaluators. They are informed about the accreditation processes and assessment data results such as the EPP candidates passing rates on the State Licensure Test (PCMAs). See Evidence 5.5.2 Notes of the last PK-12 Academic Interaction Committee meeting.

The EPP Office of Evaluation has a bulletin called "Breves Apuntes" where data on assessment results and activities are shared with the academic community (See Evidence 5.5.3 Breves Apuntes).

The EPP presented community projects at the II Conference on Urban Education, Evidence 5.5.5.

III. Cross-cutting themes

    a. Statement of integration of diversity

*   **i. Analysis of evidence that demonstrates diversity integration**

As stated prominently in all the documents that form the basis of our Conceptual Framework (summarized in EPP Overview I. C. and D. and Evidence 1.1.10), the EMH College of Education is committed to the development of a democratic and pluralistic society based on social justice, equity, and solidarity. A central component of this commitment is the goal of preparing educators who understand and are sensitive to the significance of diversity in Puerto Rico for the construction of such society and, more specifically, for the provision of effective educational opportunities for all students.

In previous Institutional Reports, the EMH College of Education addressed the issue of the difficulty of applying the criteria for diversity developed in the United States to the Puerto Rican context, especially regarding the question of race, ethnicity, and language. On the race issue, for example, it would be very difficult to describe the Puerto Rican people in terms of the traditional U.S census categories as either white, black (African) or Native American. This is the result of 500 hundred years of racial mixing between the different demographic groups which have co-habited the Island since the beginning of the Spanish colonization in the 16th century. It should be pointed out that this process of racial mixing has not resulted in the elimination of racism in Puerto Rico, for there still remains in the Island a significant degree of prejudice and discrimination against the insular and immigrant population of African origin. On the other hand, regarding the ethnic question, though it would be correct in a general and abstract sense to categorize the Puerto Rican population as 98% Hispanic, given the dominance of the Hispanic culture and language, this label hides the great variety of Spanish-speaking persons of different ethnicities, cultures, religions and national and geographic origins. During the last 50 years, Puerto Rico has experienced the immigration of a great number of Dominicans, Cubans, and other Spanish-speaking people from Central and South America. Another important segment of the population that has grown in number in the last 50 years is the return of Puerto Rican migrants from the United States. The increased demographic weight of this sector, together with the century long political and economic relationship with the United States and the continuous immigration to the Island of Anglophone people from the continent and the Caribbean, have contributed to the growing influence of the North American culture in Puerto Rico, as well as to the growing presence of the English language and Spanish-English bilingualism among the population in the Island.

These observations regarding race, ethnicity, culture, religion, language, and geographic origin point to the great diversity of the Puerto Rican society. To these must be added other forms of diversity present in our society that also affect the teaching and learning experience, such as gender, socioeconomic condition and learning abilities and disabilities. All these forms of diversities are addressed in the curriculum of the EMH PPE and are represented in various degrees in its faculty and student body as well as in the faculty and students of the public and private school system of the Island served by the EPP. The curricula and its accompanying field experiences are designed to make candidates not only conscious of the importance of diversity for teaching and learning but also capable of identifying discrimination practices and of developing educational strategies to combat them.

On the other hand, PPE and, more generally, the University of Puerto Rico, admits candidates and recruits faculty from the whole range of diverse groups present in the Puerto Rican society as well as from different regions outside of Puerto Rico, including the Caribbean, South America, the United States, and Europe. Moreover, in both the admission and recruiting practices of its candidates and faculty, the EMH College of Education and the University of Puerto Rico pursues rigorously a non-discriminating policy. However, it is important to note that the implementation of this policy is made difficult by the stratified structure of the Puerto Rican society and School System, which as in most other countries, including the United States, tends to discriminate against students from the lower socioeconomic sectors of the Island, sectors that in Puerto Rico include a large segment of its black and Dominican population. Thus, these socioeconomic, racial and ethnic categories are likely to be under-represented both among high school graduates admitted at the Río Piedras Campus and among its pool of potential faculty candidates. This situation, paradoxically, is aggravated by the application of the Institution's high academic standards of admission and recruitment of students and faculty, a policy that tends to reduce even more the pool of potential candidates from the lower socioeconomic strata of the population.

EPP commitment to diversity is expressed in Principles number 2, 3, 5, 8, 9 and 10 of the Guiding Principles of the EMH College of Education Conceptual Framework and the corresponding competencies expected of teacher candidates. Accordingly, teacher candidates are expected to respect, celebrate and promote diversity in such activities as:

A.The development of learning environments that are sensitive to diversity and that promote the intellectual, social and personal development of all students (principles and competencies 2 and 5).
B.The planning of the educational process on the basis of the sociocultural characteristics and diverse needs and talents of their students (principle and competency 3).
C.The use of a variety of techniques of evaluation and assessment for analyzing and improving the learning of all students (principle and competency 8).
D.The promotion of just and respectful relationships among the diverse members of the learning community (principle and competency 9).
E.The valuation and promotion of democratic living, of social justice, of the dignity all human beings and of a culture of peace (principle and competency 10).

Moreover, as shown in Evidence 1.1.10, EPP Principles, competencies and dispositions are aligned with InTASC dispositions. The topic of diversity is central to the dispositions. In addition, in Evidences 1.1.2 and 1.1.4 (items 1 and 2) present evidence that all the programs have met the InTASC and State standards and EPP Profesional competencies regarding diversity (items 1 and 2). Furthermore, in the Exit Survey that is presented in Evidence in 1.1.11 data shows that in the InTASC, State and EPP Competencies, over 98 percent of candidates feel very competent and competent in the items that measure diversity (Items 1 and 2).

The EPP provides all candidates with a variety of experiences that contribute to their understanding of the significance of diversity in the Puerto Rican society and to the development of their capacity and disposition to apply this understanding in their educational practices in order to guarantee that all students have an opportunity to learn. These experiences are provided not only through their coursework and field experiences, but also through their direct exposition to a highly diverse faculty and student body both at the University as well as on the Island's public and private school system.

Candidates are required to take a significant number of courses that include diversity in their learning objectives, discussion topics, activities, assignments, assessment strategies and/or field experiences. Diversity and its social and educational implications in Puerto Rico are examined and experienced in the educational foundation courses (EDFU 3011-3012, EDFU 3007, EDFU 3013 and 3036)

(Evidence 1.1.1). For example, in the Social Foundations in Education (EDFU 3007) course syllabi, an entire section is dedicated to the examination of educational inequalities and opportunities in Puerto Rico based on social, cultural, racial, gender and special needs considerations, while in the Human Development and Growth courses (EDFU 3011- Foundations of Human Development and EDFU 3012-Foundations of Educational Psychology), the social, cultural, gender and cognitive differences are addressed in various sections dealing with human development, cognition and learning. The evaluation and assessment courses, EDFU 3013 (Evaluation of Learning) and EDFU 3036 (Evaluation in Early Childhood) address the diversity issues and factors that influence the evaluation and assessment processes and provide these candidates with a variety of evaluation and assessment techniques for analyzing and promoting the learning progress of all their students.

On the other hand, in the required special education course of EDES 4006: The nature and needs of exceptional learners, candidates have the opportunity to learn about the educational needs of exceptional students, their legal and educational rights, and the principle of inclusion. In the method courses, candidates gradually assume teaching and assessing responsibilities that give special attention to students of diverse social and cultural backgrounds and with exceptionalities.

All academic programs have courses that include clinical experiences where the theme of diversity is included (Evidence 2.3.2). There are 21 required courses spread in the different programs that have clinical experiences that include diversity as one of the main topics. In addition, 25 student teaching courses have in their syllabi the theme of diversity. Some of the criteria in the rubric for the evaluation of student teaching experience is their management of the theme of diversity in their contact with students. As shown in Evidence 1.1.2, the score is very high. This includes Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn, Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students, Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources, Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students. Besides the required courses, there are elective courses that specifically address the issue of diversity (EDFU 4992 - Seminar on Gender, Education and Schooling). The placement for clinical experiences have a diverse environment in terms of gender, SES, special needs population. Information gathered from the profile of each public school published by de PRDE, evidence that 31 out of 64 centers for clinical experiences (Evidence 2.3.1), have a school population where the majority is female, while the other 33 are male. Just six out of the 64 centers have a poverty level below 50%, and the other 58 centers are above 50% of poverty level, some of them at very high levels. Consistent with islandwide figures, the school population of these centers are classified as students with special needs. Over 90% of the students are classified as Puerto Ricans, however the racial background is not reported. The public school system reports that 0% of the students have limited language proficiency. This figure needs to be analyzed in the context of the native language of the students. In Puerto Rico, most of the public schools teach in Spanish, the native language of the students. English is taught as a subject matter at all levels (P-12).

The candidates themselves represent diversity in terms of gender, SES, and level of education of their parents. As shown in Evidence 3.1.1, between 2012 and 2016 the majority of the admitted candidates are female (between 64.8 and 75.9) with the exception of 2015-2016 where the majority of admitted candidates were male. The same table shows that admitted candidates have obtained their high school in a public school, an interesting data because UPRRP has had a previous trend of private school leading the admission rates. On the other hand, as shown in Evidence 3.1.2, between 2012 to 2016 the percentage of candidates whose family income was bellow $29,999 per year is between 51.7 and 60.1. As it pertains to parents education, the schooling level that is the largest during the same years is Undergraduate Degree, followed by Less than Undergraduate or Associate Degree. The enrolled candidates follow the same trend. Data related to enrolled candidates in the EPP shows that TABLA DE MELANIE.

The institutional non-discrimination policies of the University of Puerto Rico provide for a diverse student body at the initial. The Central Administration of the University of Puerto Rico is in charge of the continuous revision of institutional policies in order to achieve greater effectiveness in the identification of potential candidates. The polices aproved by the University Governing Board, (Certificación No. 50, 2014-2015 and Certificación No. 111, 2014-2015) are aimed to recruit and maintain candidates from low SES and those that are interested in studying education that have some type of disability.It establishes the direction of the UPR and its attention to the need to recruit, maintain and graduate candidates from socioeconomic disadvantaged areas.

b. Statement of integration of technology
* **i. Analysis of evidence that demonstrates technology integration**

Integration of Technology by the EPP

The use of technology as an instructional tool is established as one of the ten Principles and Competencies of EPP conceptual framework. To ensure that all candidates use technology as an instructional tool, various strategies are carried out. First, all candidates are required to take a 3 credit course on the use of technology for instruction during the initial stage of their academic preparation process. This course, which is adapted for the preschool, elementary and high school level, includes a ten-hour field experience in a school in which candidates carry out a participant observation activity related to the use of technology in the instructional process. Candidates prepare reports on this experience and are evaluated with a unit-wide assessment instrument.

The e-portfolio is a repository of evidences where candidates demonstrate what they have learned in courses and field experiences, reflections and professional development achievements over time. Multimedia evidence is connected, through hyperlinks, to EPP Principles and Professional Competences. The purpose is to strengthen candidates' pedagogical judgment to reflect and improve their learning and become aware of their professional development. In addition to documenting and assessing the candidates' performance based on the EPP Principles/Competencies, it also strengthens the application of information technologies competencies in the teaching and learning process. Evidence 1.5.4 demonstrates the variety of technology use and master by candidates, among them Google Site is used to develop their e-portfolio, Google Drive to store all evidence gathered and link the evidence to the e-portfolio web pages. Candidates use Word to create documents such as observation instruments, lessons plans and educational materials; digitize written class materials or sample of P-12 students works; they upload photos to illustrate activities they have carried out in class; and use Power Point and Prezi to evidence teaching presentation materials. YouTube and instructional videos are used to illustrate concepts and produce their own videos for teaching and learning.

Integration of Technology in the courses and equipment

The EPP promotes the integration of technology in educational processes. Insofar equipment is concerned, digital projectors were installed in all classrooms in order to enable the professors' use of digital educational strategies. The provider also has an area that lends equipment to candidates. These facilities include 3 classrooms equipped with 13 computers for candidates use. In the second

floor, there is a computer laboratory (40 computers) for the exclusive use of the candidates and an additional 20 computers in another classroom are used to offer technology related workshops. All candidates within the teacher preparation program must take a course on technology integration that focuses on the level they are majoring in. At the preschool level candidates take TEED 3027- Instructional technology and the use of the computer in preschool education. At the elementary level candidates take course TEED 3017- The integration of instructional technology and the computer to the elementary level curriculum. At the secondary level they take course TEED 3018- The integration of instructional technology and the computer to the secondary level curriculum. These courses present the instructional design elements required to select, evaluate, and correctly use a computer, among others. They include the design of low-cost materials using a computer. They also provide experiences concerning the integration of instructional programs to the curriculum at the different levels.(Syllabus are available upon request). See Evidence 1.5.2 Professional Reflective Seminars and GPA for Technology Courses by Specialty Licensure Area.

Most of the candidates demonstrate knowledge of the integration of technology to the curriculum competency within their chosen level. Beyond the TEED courses, in which candidates are equipped with innovative strategies to integrate technology, these candidates also generally display mastery of their competence in this area during their teaching practice. The provider collaborates with the integration of digital platforms in all courses, uses Moddle to provide support for class assignments, and Next (a systemwide programming) for candidates' grade and attendance management in all courses. Professors are encouraged to integrate technology and to stimulate all candidates to include technology within the educational strategies and to design activities using technology in all courses. Competence number seven of the EPP contemplates specifically the integration of technology within the teaching practicum.See Evidence 1.5.3 Communication and Technology Clinical Practice Evaluation Instrument, Data Disagregated by Specialty Licensure Area.

The provider, through its professors, integrates technologies that model teaching strategies and evaluation processes. Furthermore, they are used to hearten participation from all students. Professors use platforms and networks as repositories of educational material that can be shared and reviewed, and to study material that may be difficult to grasp by the students. Technology is used to develop basic abilities in Web use, for digital organization, and for communication purposes; searching and acquiring digital information is promoted, along with awareness concerning digital privacy, security, and legal issues. Professors use digital presentations that cater to diverse learning styles within these digital environments. The provider carried out a survey that collected information from 49 professors. The survey collected information concerning the different ways in which they promote technology use among the students/candidates. See Evidence 1.5.1 Technologies Professors model to candidates.

Integration of technology through the Portae

Candidates use a web page in their developmental profile, through the technology that Portae includes and within the template designed by the provider. Within the FAED courses, the course that will be developed are discussed, along with what the profile represents and the standards that will be developed. The candidate use digital evidences that demonstrate progressively the development and mastery of the designed profile. During the first seminar, candidates show the initial stage and progressive development of their competencies, while the second seminar further shows the progress attained in their profiles. The majority of the candidates show, by the third seminar, evidence that they have developed the profile defined by the provider. One hundred percent of the candidates use Google Site to develop their digital portfolio and they store in Google Drive all the evidence gathered and link said evidence to the web pages required by the Portae. See Evidence 1.5.2 Professional Reflective Seminars Evaluation and Evidence 1.5.5 Electronic Portfolio links by EPP Programs and Seminars Courses

Other technologies/programs that are used with the different standards for which evidence is collected

The majority of the students use Word as word processing software to create documents such as observation instruments, lessons, and plans; they use photos to illustrate the activities they have carried out in class, they use PowerPoint and Prezi to prepare presentation materials. They digitize written class materials they have prepared. They use videos found in YouTube, some of these they have created themselves or have found them appropriate for their designed activity. In the educational technology course students are introduced to and discuss several technologies, including the use of digital boards within educational activities, and the teacher candidate will include information related to this learning among the evidence they collect concerning educational activities. Amid the educational activities the teacher candidate uses we find blog design and WebQuest use; they also use spreadsheets to collect and organize data. Teacher candidates use social networking media such as Facebook and Kosko, along with QR codes, in the design of educational activities. FAED courses show how the frequency of technology integration progresses as the candidate collects evidence about the standards. See Evidence 1.5.4 Technology used by candidates in the electronic Portfolio.

An addtional systemic strategy to promote the proficiency of candidates in the use of technology as an instructional tool, is the inclusion of assistive technology as a main topic in course EDES 4006: Nature and needs of students with special needs, which is a core course required by all candidates. Furthermore, since 2005 candidates initiating their clinical experience are required to take a four hour seminar on assistive technology followed by a two hour workshop on the use of these technologies. Under this initiative, candidates are encouraged to borrow computer lap-tops with adapted programs to meet the needs of their students requiring special education. Since 2008, all special education candidates are required to take a full course on the use of adapted technologies in order for them to improve outcomes for their students EDES 3205: Assistive Technology for Students with Special Needs.

Due to the nature of their discipline, the Special Education Program candidates are required to become acquainted with the assistive technology available for students and candidates with special needs. The EPP has its own Assistive Technology Laboratory, from which candidates can familiarize themselves with the different technologies available for individuals with disabilities.

AACTE awarded in 2008 the Best Practice Award for the Innovative Use of Technology to the EMH College of Education Inclusive Assistive Technology Project.

In general, technology is embedded in the EPP throughout program courses and field experiences. Completers enter their professional career well prepared in the area of educational technology. Candidates' e-portfolio works as a repository of candidates' work samples collected overtime. Exemplary e-portfolios may be examined in links provided in Evidence 1.5.5.

It is to be noticed that novice completers have reported satisfaction on the preparation that EPP provides regarding technology and that they feel competent with technology applied to education (4.4.1). However, in the Open Ended Question of the Induction Survey (4.4.3) the novice completers state that the EPP need to provide more exposition to technology in the teacher preparation program. Due to the rapid changing pase of technology, there is a possibility that the technologies that they use in their novice experiences as teachers are different from the ones that they use as candidates in the EPP. Another interpretation is that novice completers are envisioning more innovation and progressiveness for the EPP.

IV. Areas for Improvement (AFIs) from previous accreditation decisions, if any

a. Statement of progress in support of removing the AFI(s)

AFI 3 INITIAL The unit's assessment rubrics are designed with limited capacity to monitor candidate performance.
All SPA programs revised program assessment rubrics to ensure interrater reliability and better describe differences between levels of performance. Monitoring of candidate's performance is done at four transition points: admission; before entering student teaching; after student teaching or program completion and first five years after graduation. All EPP assessment instruments and rubrics have been developed, revised, and validated by professors and EPP and Campus assessment experts. See Evidence 5.2.2

In the past year, the Evaluation Office has been incorporated to the Online Learning Assessment System (OLAS) https://olas.uprrp.edu/, a system created by the university's Division of Academic and Administrative Technologies to facilitate data entry and analysis of the data pertaining to the University Mission, which is aligned to the Faculty competencies. There are assessments already being managed from this platform (Research and Information Competency). The office has revised several Quality Assurance System rubrics to respond adequately to CAEP and OLAS parameters and continue to move towards this new system.

AFI 4. INITIAL: The unit has not consistently maintained an assessment system that provides regular and comprehensive information on candidate proficiencies, unit operations, and program quality.
The University of Puerto Rico's EMH College of Education has developed an Assessment System to evaluate the performance of candidates based on data collected and analyzed from multiple sources .See evidence 5.1.1,5.1.2,5.1.3 The Assessment System is rooted into the College's Conceptual Framework and incorporates national and institutional standards. The Office of Evaluation is responsible of the assessment system, which includes systematically gathering, summarizing, analyzing, and sharing data with stakeholders to improve programs for candidates and student's learning. All Programs collaborate with the Office of Evaluation to ensure that their own assessment efforts for SPA accreditation comply with the EPP requirements as well as their own specific needs. Data on clinical practicum experiences and candidate performance is used each semester by the coordinator of Clinical Practicum who shares data with all practicum supervisors to identify needed changes and generate actions. During the past seven years, Annual Faculty Assessment Retreats have been carried out to share aggregated assessment data among faculty, with representatives from all key areas, including initial and advanced programs.
At the Campus level, UPR-RP has been formally engaged in a systematic process of assessing candidates learning since the Candidates Learning Evaluation Plan was approved by the Academic Senate in 2006. Assessment is implemented in five-year cycles in which the number of domains and learning objectives assessed periodically increases, in terms of both the learning objectives of academic programs and the competencies included in the baccalaureate graduate profile. The Office of Candidates Learning Evaluation (OEAE, Spanish acronym), oversees and coordinates campus initiatives. It provides academic programs with guidance and resources.
Institutional Assessment Plan of Candidates Learning:
The Institutional Assessment Plan of Candidates Learning provides the conceptual framework for the Campus approach to the assessment of candidates learning. It sets up the campus-level stages and cycles that have been followed and describes their relationship to the plans of the individual academic programs. The campus-level plan calls for assessment activities that facilitate comparisons of learning outcome results across academic programs. Each academic program is responsible for establishing a five-year assessment plan, and an Annual Assessment of Candidates Learning Plan. See evidence 5.1.5, 5.1.6

b. Overview of evidence in support of removing the AFI(s)

1 1.1.2 InTASC and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area
2 1.1.7 State Licensure Score (PCMAS) as reported by The College Board
3 5.1.1 EPP Quality Assurance System Model
4 5.1.2 Five years EPP Evaluation Plan UPR RP Learning Outcomes
5 5.1.3 Data Collection and Analysis Process
6 5.2.2 Development and Validation Process of Instruments Used in the Quality Assurance System

c. Holistic summary statement (through comparison, benchmarking, trend interpretation, etc.) that provides a narrative explication for how the evidence collection, taken as a whole, demonstrates that area(s) for improvement are corrected.

All SPA Programs submitted in 2014 are recognized without conditions. One program submitted a New Program Report in 2017 to comply to recommendations of SPA evaluation report.
Monitoring of candidate's performance: Retention and graduation rates reveals that only one progran is not in compliance with institutional policies about graduation rates. See evidence 5.4.1in Standard 5
Reports submitted to the Campus Office of Candidates Learning Evaluation(OEAE-Spanish acronym), evidence consistency of data gathering and transforming actions of the assessment system. See evidence 5,1.5, 5.1.6
Each semester, the university based and school based clinical faculty collaboratively report on the achievements, concerns, and recommendations related to the clinical practicum. The number of meetings held between the university professors and the school personnel, as well as the visits to the candidates, are reported. In these meetings, the procedures of the clinical experiences, options for placement of candidates, course content, the assessment instruments, the evaluation process, and other related aspects are thoroughly discussed. This process also involves the participation of the Advising Committee. This body was created in order to guide the EPP in aspects related to field experiences, practicum, and any other experiences which may be developed. See evidence 2.1.6
School and university based clinical faculty jointly assess the candidates' achievement of ten competencies during the clinical experience using the Clinical Practicum Evaluation Instrument and other assessment processes which were developed and revised through collaboration between the unit and its partners. The data is summarized, analyzed, and discussed in clinical faculty meetings, and clinical faculty, in turn, discuss the information with the school based personnel. This information is gathered by academic programs and is compared to previous semesters in order to monitor and establish trends related to the preparation of teacher candidates.The initial data collected throughout the assessment system on knowledge, skills, and dispositions indicate that candidates are evidencing adequate development. (1.1.2 InTASC and the Clinical Practice Observation Instrument Data Disaggregated by Specialty Licensure Area)
The development of a systematic formative and summative evaluation process to assess the development of all candidates' knowledge, skills, and dispositions has been a key asset in the clinical practicum in the EPP. The Clinical Practicum Evaluation Instrument rubrics has been repeatedly revised by university clinical supervisors; school based cooperating teachers, and candidates (2.3.3. The Clinical Practice Evaluation Instrument) and trends in the results of the summative evaluation have been tracked during the past three years in order to identify the tendencies in the development of the unit candidates. (1.1.2 InTASC and the Clinical Practice Observation Instrument Data Disaggregated by Specialty Licensure Area)
1.1.7 State Licensure Tests results: EPP candidates approve: The Fundamental Knowledge and Communication component with a 95% or higher of students passing the test and for the three years, the percentage was higher than the statewide percentage. The

Professional Competencies at the Elementary and Secondary level are approved with percentages of 92% or higher. At the elementary level the percentage of students passing the test was the same as the statewide percentage for the 2013-14 year; while it was higher than the statewide for the other years. At the secondary level, the institution percentage of approval was higher than the statewide percentage for the 2012-2013 , 2013-14, and2015-16 for 2014-15 it was 1% less than the statewide percentage.See evidence 1.1.7 EPP specialization pass rates were 100% or higher than the statewide pass rate, except Math for 2012-13

V. Selected Improvement Plan

a. Provide a description of the selected area for improvement and a rationale for selection.

Area for improvement:
Enhance the support and data gathering about novice completers in order to ensure that they have a positive impact in their students; maintain their effectiveness as teachers, and their satisfaction with the EPP; ensure an increase of the employers' satisfaction with completers and maintain completers ability to be hired, retained, and promoted in education positions for which they were prepared.

Rationale:
In the past, the EPP used to have a strong induction program and developed multiple activities with the participation of novice completers. It was aimed primarily to support them during their first five years as teachers. The need to prioritize on other areas of the EPP, weaknessed the induction program. It is not until 2015 that the program has been installed again. The fact that the accreditation agency for the first time requires a detailed follow up on completers, encourage us to think about possible strategies to have a continuous and systematic contact with the completers. Although there are theoretical differences about the relationship between completers performance and student's results in standardized tests, there is no doubt that, to have valid and reliable data about completers endeavors, helps the EPP to strengthen programs as well as the support provided. In addition, it contributes to have a closer relationship with partners in order to engage in different projects that will benefit all the constituents.

* b. Identify goals and objectives aligned with the selected area for improvement

Goals:
1. Support completers in their effort to have a positive impact on the learning and development of their students.

2. Engage in action research projects -as well as qualitative and quantitative- aimed at strengthen completers effectiveness while providing clinical experiences to new candidates and support from clinical faculty.

3. Develop a data gathering system to share information and make decisions about the EPP programs with appropriate valid and reliable data.

4. Provide opportunities for professional development to completers, employers, EPP and school clinical faculty.

5. Enhance the connection and communication system.

Objectives:

1a. Identify the needs of completers in their development as teachers with continuous surveys, and other data gathering techniques.

2. Conduct between 2 to 4 action research projects with completers and candidates that serve as models for other educators.
3a. Identify the needs of data and the groups, stakeholders, constituents, and so forth that can contribute to design instruments and to gather data.
3b. Increase from 20% to 60% the number of participants in the Data Base of the Induction Project for New Teachers by 2020.
3c. Complete the data collection about teachers' effectiveness evaluation from the PRDE particularly the information with relevant criteria that are established in their evaluation system.
3d. Develop a multiple case study with clinical experience centers focusing on Lab schools, San Juan System schools and Centro de Desarrollo Integral (CeDIn) schools.
4. In a period of six yeas organize two comprehensive educational events for all the constituents and 15 events for particular groups with special emphasis on novice completers according to the needs expressed in the data gathered for this report, and the one that will be gathered continuously. For example: integration of technology to education, PRDE official protocols, inclusion and differentiated education, leadership, and crisis intervention.
5. Develop a web page for the an induction project.
6. Create group works for a mentoring system.

* c. Describe the specific strategies and interventions to be implemented in the Selected Improvement Plan along with a timeline for implementation

1a. Create a database of novice completers by the end of 2018 as effective as possible to assure that all candidates register pertinent data to feed induction program data base.

1b. Regular meetings and communication with high management personnel of the PRDE to institutionalized the Demographic Form that identify the HEI from which teachers graduated by 1st semester 2017-2018.

1c. Pilot a parents' survey, a not teaching completers and a subject matter supervisors about their satisfaction with completers.

2a. Create a research group with novice completers and conduct regular meetings using interactive communication technology as a continuous activity.

2b. Present novice completers' research projects at the XV Puerto Rican Congress of Research on Education to be held in 2019.

3a. Conduct a meeting with private and public schools where EPP completers work to make agreements and working plans by 1st semester 2017-2018.
3b. Perform statistical analysis of the indicator the EPP developed and called "student achievement promoted by completer" particularly its validity and internal consistency by 1st semester 2017-2018 and each time that the data is completely gathered.
3c. Follow up for three consecutive years the completers' development of the teacher evaluation system of the PRDE.
3d. Contact the schools by 1st semester 2017-18; develop agreements by 2nd semester 2017-18; Design the multiple case stydu by 1st semetr 2018-19; gather data by 2nd semester 2018-19; write the report by 1st semester 2019-20 and present results to different groups by 2nd semester 2019-2020.

4a. Invite novice completers to the XV, XVI Puerto Rican Congresses on Research in Education and Yearly Education Week.
4b. Identify resources to conduct educational activities (workshops, webinars, etc.) two or three times each academic year.
4c. Follow up on schools where the completers are hired to promote their participation in the yearly event called "Día de la Narración Oral".

5a. Complete the Web page of Induction Program for New Teachers by 2018.
5b. Develop and maintain a web page for novice completers by 2018.

6a. Each mentoring group will meet regularly during the academic year and will work on their needs and achievements
6b. Align novice completers' needs and employers' needs through the induction period.

* d. Present a complete description of the assessment plan that details how each goal or objective is to be assessed

1a. A needs assessment survey will be administered each semester to our recently graduated students. A 60% response rate is expected.
1b. One focus group will be implemented each year to identify needs of our recently graduated students.
1c. At least one annual meeting will be performed with high management personnel of the PRDE.

2a. Results from the action research projects demonstrate a 20 % increase in learning achievement and development of their students.
2b. Congress Program with 5 to 10 novice completers presentations and evaluation instrument for their presentation developed by Congress organizers.

3a. At least one content validity and one reliability evidence will be collected for each instrument to enhance the data system.
3b. Reliability coefficients will be of at least .70
3c. 60% of database completed for 2020
3d. Agreement with the PRDE for the systematic and periodical submission of data.
3e. Multiple case study finished by 2020 with the participation of at least 3 of the schools.

4a. All events will administer an evaluation survey. At least a 60% participant satisfaction in the activities attended.
4b. 60% attendance in all 15 events for particular groups.
4c. 50% attendance in the two comprehensive educational events

5a. Annual update of the web page
5b. Each semester a report will be prepared about number of visitors and links most visited in the web page
5c. Feedback from users will be collected randomly through the web page.

6a. At the end of each semester a group interview will be performed to assess the development of the novice completer through the mentoring system.
6b. A 70% of success achievement will be expected for novice completers participating in the mentoring group in the PRDE standardized teachers' evaluation

* e. Describe the resources available to implement the plan. This includes staffing and faculty cost (time, salary, or reassignment time), budgeting impacts such as travel or training costs, expertise, and other resources

For the above mentioned activities the following resources will be available. Please see the uploaded document for details.

Office of evaluation.
Induction project.
Dean College of Education
Associate Dean of Academic Affairs CoE
Clinical Faculty
Center for Research on Education
Research Assistants
Students in courses of research
Faculty that teach research courses

If preferred, please upload entire SI plan as an attachment here.

Planning Standar 4 - CAEP 2017.docx

See **Attachment** panel below.

Selected Improvement Plan Evidence
No Evidence found.

State Standard(s) Evidence

Evidence/data/tables (Upload each item of evidence under the appropriate components of the standard and answer any questions provided by the state.)
No Evidence found.

Please click "Next"

This is the end of the Self-study Report. You may log out at any time and come back to continue; your report will be saved.

When you are ready to submit the report click "Next" below. This will take you to the submit button on the next page. Once you click on "Submit" you will not be able to make changes to the report and evidence.