

CAEP 2024 ANNUAL REPORT

**Universidad de Puerto Rico Recinto de Rio Piedras (UPRRP)
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Measure 1 (Initial): Completer effectiveness. (R4.1)

Component R4.1 Completer Effectiveness The EMHCE implemented three strategies to gather data to demonstrate the effectiveness of our completers in their teaching roles and functions: the request of systematic data from the public agency, the Puerto Rico Department of Education (PRDE); the creation of a student success supported by teachers as an impact indicator, and virtual focus groups with personal communications with completers.

Puerto Rico Department of Education Completers evaluation: Survey created for the Puerto Rico Department of Education (PRDE) to obtain an official data report of teacher effectiveness. The EMHCE Induction Program designed a survey form to identify completers in active service within the PR public system which was emailed by the employer through an official communication signed by the former Secretary; the current Secretary, was appointed in December 2023. The form generated a database of 224 completers which we used to request a report of their teaching performance based on the employer's assessment system. These performance levels are categorized as "exemplary" , "competent" , "minimum" , and/or "inadequate" based on an ordinal scale of 100% as follow: 100 to 90 = Exemplary based on 3 criteria: Planning, Teaching and learning process ,and Evaluation with its indicators; 89 to 80 Competent; 79 to 70 Minimum; 69-0 Inadequate. After several efforts since 2022, the PRDE in 2024, sent a sample of 211 completers who were evaluated in 2022-23. We refined the sample list to exclude completers who obtained promotions as school principals, and others with master degrees as counselors and librarians who were not evaluated as teachers; and those who were not evaluated at all (18). Finally, we came up with a total of 167 completers evaluated by the PRDE. This sample was representative of all educational regions in the country: San Juan (n=52), Humacao (n=50), Ponce (n=12), Caguas (n=15), Bayamón (n=19), Arecibo (n=13), Mayagüez (n=6). There was also representation in terms of subject matters including: English, Industrial and Technical Education, Arts, Elementary Education (K-5), Language Arts in Spanish, Chemistry, Social Studies and History, School Health, Commercial Education, Biology, Special Education, Physical Education, Mathematics, General Science, Physics, Bilingual Education, and Use of the Computer. The analyses revealed that 97.6% of our completers achieved an Exemplary level of performance (n=163); 1.8% achieved a Competent level of performance (n=3), and only 0.6% achieved a Minimum level of performance (n=1) (See Evidence 4.1.1). These results are consistent with the

performance levels obtained through the evaluations that the completers sent us as an alternative method to gather data, as described later in this report. From the obtained sample, a total of 7 completers assumed positions as school principal (employer) in their respective schools; 6 completers became school counselors, and 1 held a coordinator position. Within this sample, all of them (100%) achieved an Exemplary level of performance as described in their evaluations. Despite these data not being included as part of the previously described completers' sample, it is highlighted that these completers have experienced promotions and have successfully taken on administrative roles. This demonstrates that our completers, on many occasions, have continued their graduate studies, thereby assuming roles that require greater educational experience. As we encountered various obstacles in obtaining this data from the PRDE, we made a collaborative effort with our completers. The EMHCE contacted them by email from the mentioned database and 40 of them voluntarily provided copies of their teaching evaluations. PRDE Evaluations- levels of execution (teacher effectiveness) A total of 40 completers sent their evaluations, representing 6 of the 7 educational regions (ERO) of the country: Ponce (n= 2), Humacao (n=7), Caguas (n=4), San Juan (n=13), Bayamón (n=3), Arecibo (n=3), excluding Mayagüez. The sample was diverse in subject matters: English, Science, Occupational and Technical Courses, Language Arts in Spanish, Visual Arts, Elementary level, Math, Social Studies, Drama, Special Education, Dance and Corporal Movement, Health Education and Music. Among the results obtained through the evaluations, it is noteworthy that 100%of the sample achieved an Exemplary level of execution. Furthermore, 72.5% of the sample (n=29) achieved a perfect total score, while 27.5% (n=11) obtained scores equivalent to 91-98% (See Evidence 4.1.2). In addition to these evaluations, one of the completers, who works in a charter school, achieved a perfect score in her evaluation. Another completer, from a private school, also receives a score of 92.32% which counts as effective. Among the descriptions of their strengths, it was observed that they have clear objectives and goals in the classroom, use participation strategies for their lessons, encourage teamwork, incorporate diverse activities, and employ varied assessment strategies. Among the strengths that employers (school principals) described in the evaluations the following stand out: "broad mastery of the subject," "demonstrates leadership, organization, responsibility, commitment, creativity, and dynamism. Utilizes skills in service to the school community," "Clarifies doubts, encourages participation, discusses group tasks through questions and answers," "Innovative, organized, and committed to performing her duties, consistently exceeds expected performance and is a leader," "Excellent professional," "Presents the topic, standard, and expectation on the board, starts the class with reflection, good classroom control, complies with public policy on planning," "Excellent classroom management," "Organized,

structured, and up-to-date with 21st-century teaching techniques," "Excellent professional," "Masters the teaching process to the fullest," "Supports and prepares students for successful work by providing assistance, practice, and motivation," "Fully committed to education, very responsible," "Utilizes technology, complies with PBL collaborates with Math Week. Areas for improvement were mentioned, although few: "more professional development", "to implement an innovative project", "the use of rubrics to assess learning in the classroom", "improve the presentation of class objectives", "coordinates external resources", "provide evidence of the use of educational resources available on the DEPR platform", "explain to the students the assessment tools and their purpose", "discuss with her students the findings and results of their assessments", "she is very creative, collaborative, willing, and the students adore her", "clearly follows the planning and uses normative documents established by the DEPR", "Uses a variety of teaching strategies and techniques outlined in the daily lesson plan", "connects lessons to the other areas and subjects", "provides accommodations or modifications to address individual needs of the students", "excellent teacher, challenges her students, very committed", "positive attitude".

Focus Groups In addition to this information, two focus groups were conducted on January 22 and 25, 2024, where relevant information was obtained about activities that completers carried out in their schools at the administrative level, as well as curricular and extracurricular activities with their students despite the challenges they may face. This sample consisted of 14 completers (FG-1: n=8/FG-2: n=6) from various teaching areas such as social studies, Spanish, English, School Health, special education, fine arts, and preschool. Their teaching centers varied across different school regions, and their years of experience ranged from 3 to 15 years in their teaching roles. Through the completers' narratives, the evaluation process was diverse: from formal to casual; in some cases the visit was not previously informed, time duration (from 15 minutes to 90 minutes), documents requested, and feedback provided. However, all participants confirmed that was a stressful process, often disorganized. Despite these complexities, participants received very high scores. These results allow us to state that, despite the challenges of the process, our completers demonstrated a good ability to adapt and cope to the various requirements and irregularities within the evaluation process. The results of the evaluations of our completers demonstrate levels of performance that reflect the excellent education, field/clinical experiences and internships provided to EMHCE candidates. These results from the formal evaluations by the DEPR are consistent with the activities reported in the focus groups. Completers highlighted a variety of school and extracurricular activities they engage in at their schools to promote the inclusion of their students in various areas of learning and professional and personal

development. For example, one participant in the focus group mentioned being responsible for providing induction to other teachers in their respective school contexts. Another participant was acknowledged by the school principal for creating a Pilot Group before the META-PR tests administration. The results of this exercise proved positive. META-PR is a standardized test which may provide direction to the teaching and learning process and is used to make high stakes decisions. Another completer stood out for engaging in activities with her teens' students aimed at instilling a love for reading in preschool children near her school. This initiative, as she mentioned, was undertaken by her and other teachers, as they received little support from the administration. Furthermore, she also participated in extracurricular activities such as the Festival del Tinglar (Giant Turtle Festival) for which she engaged her students and secured the necessary donations through the City Council. These activities demonstrate the ability of our completers to develop community initiatives to enhance student participation and leadership and personal development. Another completer, a participant in the focus group, mentioned being recognized and promoted to a new position. She also mentioned other projects she has implemented in her school for the recreation of her students, such as the initiative for students to engage in board games during recess and the creation of a home garden on the school premises. Other highlights of our completers, as evidenced by the information gathered through the focus group, include receiving awards such as Teacher of the Year and the opportunity to participate in a research project. Another completer was also honored with the Best Practices Award for Peace Education. Furthermore, the commitment of our completers to continue promoting continuous education among peers is evident through the creation of webinars they have developed with content of their own authorship. Within the focus group, other teachers have served as mentor teachers, assumed supervisory and/or leadership positions, and developed school modules. It is also important to note that a percentage of them continued their graduate studies.

Student learning growth qualitative impact indicator/survey developed by the EMHCE Induction to New Teachers Project This indicator measure completers' ability and disposition to promote academic and social success in their students. The rationale for this measure is that the teaching, advice and support that completers provide to their students' performance inside and outside the classroom helps them to successfully accomplish learning tasks. Results from the Completers Survey that accounts for the indicator called "student success supported by completers." The results from the open question asking for "academic and social activities you performed with and for your students which impacted their achievements" in the satisfaction survey allowed us to identify eight (8) categories related to the opportunities that students have had to achieve their accomplishments. The total sample of participants was $n = 107$, and the

responses were collected from 2020 to 2023. This survey was administered through Google Forms link which was sent through our web page <https://sites.google.com/a/upr.edu/programa-induccion-uprrp/home?pli=1>. Completers mentioned that they have promoted the development of their students in various areas such as academic achievements, students' personal (Confidential) Page 52 achievements, student groups, research achievements, entry into academic programs, students' professional achievements, awards, contributions to the school, center, or communities, and/or participation in educational competitions. The total sample of participants reported at least one impactful activity directed towards their students. Among these activities carried out by completers, those focused on students' personal achievements (22.13%), the attainment of academic achievements by students (17.59%), and contributions to the school and/or communities (13.60%) stand out (See Evidence 4.1.3). The impact demonstrated by our completers on the school community and their students has been very diverse. Among the specific impactful activities reported by completers with their students, there is a focus on creating activities where students integrate knowledge learned in their courses. Students are motivated to participate in competitions in linguistics, oratory, mathematics, and theater, achieving awards and standing out in leadership roles at the local, regional, and state levels. Completers promote the integration of diverse subjects such as neuroscience. They also emphasize providing support to their students in preparation for standardized exams, encouraging investigative activities, and involving them in Science Fairs. Other reported activities with students, for which completers have also directly contributed, include the creation of clubs, home gardens that students work on, and support for students to develop literature. Many of our completers highlight the incorporation of arts, technology, and other audiovisual resources as teaching strategies in their courses. These findings highlight that the education received by completers enables them to develop the necessary skills to support their students in excelling academically and fostering their development in professional areas. It 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. **Completers Case Studies:** Another measure implemented to gather information about the impact of the completers on their students was through case studies. This information was obtained in 2020 after the closure of public and private schools due to the Covid-19 emergency. PR Department of Education Evaluation processes were postponed as a result, so this data collection technique was carried out to obtain direct information about the impactful activities that the completers undertake with their students. In total, there were 7 case studies, through which it was possible to identify in a general manner the different competencies that completers possess; it was recognized that completers have

knowledge of their subjects, demonstrate good technology skills, implement appropriate processes for the development level of their students, build their classes based on specific objectives, provide motivation for their students, have good classroom management, and excellent communication skills. Among the obtained descriptions, it was found that completers generate different creative activities for their students using technological resources to maintain their attention. They include their students in special projects where they can incorporate their interests and involve the school and community. It was noted that completers have good skills to create opportunities for their students and encourage their involvement in activities within the school setting (See Evidence 4.1.4) Examples of the impact of our completers in P-12- Good Practices in Culture of Peace. Below are some examples of activities and good practices that our completers have carried out with their students: Story of a seagull and the cat that taught it to fly: Integrating literacy and art for the construction of peace <https://unescopaz.uprrp.edu/bpcultpaz/BPCP11.pdf> by Sheil aFernández Mercado - Language Arts teacher, Juan B. Miranda High School, Guaynabo, PR Germina: Eco-pedagogical guide for school gardens <https://unescopaz.uprrp.edu/bpcultpaz/BPCP12.pdf> by Coralys N. Rivera Lozano - Special Education teacher, Juan Ponce de León Elementary School, Guaynabo, PR Climate Education Program for Adaptation and Sustainability: Community Engagement Workshops for Climate Justice <https://unescopaz.uprrp.edu/bpcultpaz/BPCP14.pdf> by Diana Soto Rodríguez, K-6 teacher, Francisco Hernández y Gaetán Elementary School, Santurce, PR Hopeful and caring pedagogy: Literacy project <https://unescopaz.uprrp.edu/bpcultpaz/BPCP15.pdf> by Mabel Cruz Alequín, Mariana Hernández González & Diana Soto Rodríguez Public Webinars Conducted by Completers Other measure that demonstrates the impact our completers have on their students and the overall school community can be observed in the creation of content they develop for public webinars. Each of these resources emphasizes the skills that our program instills in its students. (See Evidence 4.1.5)

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)(RA5.3)

Initial

Component R4.2 Satisfaction of Employers: This data was collected through a self-report questionnaire created via Google Forms. The same questions that were asked to the completers about the impactful activities they implemented with their students were posed to employers. Responses were obtained from 18 employers. However, the total number of completers these employers had under their supervision in their respective schools were 182, averaging 10 graduates per employer. From this data, it can be inferred that the metropolitan area had the highest concentration of completers. All the employers acknowledged that the completers from the program working in their schools had carried out at least one impactful activity for their students. Additionally, they provided detailed descriptions of some of the achievements of the completers and the contributions they made in their work settings and adjacent communities. From the responses obtained from the employers, it was noted that there is agreement with the information reported by the completers. Academic achievements (17.31%) were also the highest-scoring category among the activities aimed at impacting students, followed by activities focused on participation in competitions (15.38%) and the development of student groups (15.38%) (See Evidence 4.2.1). Employers highlight that our completers show initiative to positively impact the academic growth of their students. Among the strategies they employ are writing proposals, dedicating additional hours after work to prepare students for standardized tests, implementing socio-emotional programs, supporting activities during Spanish Week and Chemistry Week, engaging in community impact activities, providing tutoring to their students, initiating research projects to apply everyday life to learning, organizing student clubs (reading, sign language, robotics, technology), promoting sports, and encouraging students to pursue sports scholarships at universities, as well as engaging in literacy activities, among others. The employer of CeDIn (Laboratory School of the InterAmerican University), a private higher education institution, provided an expert testimony of the high quality of our completers. By the same token, the academic director of the INE (New School Institute, the agency whose certifies Montessori completers), also provided her expert opinion regarding our completers' professional quality (See Evidence 4.2.2 Employers' Support Letters).

Stakeholder involvement: 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, 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. 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. A stakeholder committee established by the EMHCE 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, 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 PRDE; EMHCE Program Directors, the Advising 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 assessment of clinical experiences. This committee advises and collaborates in the development of professional activities such as meetings of cooperating teachers and directors. Also, it has internal rules of procedures to ensure its functioning and role in the Office of Clinical and Educational Experiences (OCE).

EMHCE partners include approximately 81 schools and agencies, of which 70% are public, 24% are private, and 6% are laboratory schools. These partners collaborate in the design, delivery, and evaluation of the unit's clinical and field experiences. The largest partner is the state Department of Education, which includes the central administration of the island-wide public school system, its regional offices and school districts, as well as the schools themselves. Other major partners include private schools, post-secondary institutes, Head Start and Early Head Start centers, as well as the preschool, elementary and secondary laboratory schools of the University of Puerto Rico. Candidates conduct their clinical experiences in a variety of settings. The EMHCE

engage P-12 partners in an on-going collaborative process through supervisors' meetings, direct consultations (google forms), committees (e.g., Clinical and Educational Experiences Advisory Committee (CEEAC), cooperating teachers' meetings, cooperating directors' meetings, project presentations, seminars, workshops and retreats. The various members are actively involved in the processes of reflection, development, maintenance and modification. For example, CEEAC is periodically receiving a report from the Office of Clinical and Educational Experiences (OECE) during the semi-annual meetings. This committee collaborates directly with the OECE. In addition, assessment experts have been brought in to address the instruments that assess candidates competencies. In other words, not only have the members of the learning community who are directly involved in the candidates' teaching practice been involved in the development, maintenance and modification process, but we have enriched the alliances with other departments such as the Department of Graduate Studies in Education and the Office of Evaluation.

Measure 2 Advanced: Satisfaction of employers RA4.1

An employer satisfaction survey was created in 2012 and is administered every 5 years. The employer satisfaction survey was last revised in October 2022, which included the electronic administration. Evidence A.4.1.3 & A.4.1.4 display the alignment of the survey questions to UPR-RP domains and CAEP six skills and present the results for those items. To ensure a representative sample, all completers were contacted through email and the alumni survey to provide information about their employers. From November 2022 until February 2024 a series of 4 emails and reminders were sent to completers, and eleven completers provided information about their employers (5 from the master's program in Guidance and Counseling and 6 from the master's program in Leadership in Educational Organizations). Therefore, 11 employers were contacted and provided with a link to answer the employer satisfaction survey. Despite sending several reminders, only one employer from each program answered the survey, constituting a 20% response rate. Due to the low response rate professors from both programs contacted their completers and asked them to provide the link of the survey to their employers. This second approach increased responses to 5 for the master's program in Guidance and Counseling and 2 for the master's program in Leadership in Educational Organizations. The complete results of the 2022-2023 administration can be seen in Evidence A.4.1.1. Another administration of the survey was carried out in February 2024, professors from both programs contacted their completers and asked for information about their employers. Two personalized emails were sent to the employers, the response rate was 50% for the master's program in Guidance and

Counseling and 40% for the master's program in Leadership in Educational Organizations (Evidence A.4.1.2). In the master's program in Guidance and Counseling for the 2022-2023 administration, between 80% to 100% of the completers were evaluated as excellent by their employers in the mastery of the competencies, between 80% and 100% completers were rated as excellent by their employers in the quality of skills except for publication of academic or professional papers. When asked if the completers' performance reflects knowledge and behavior of competencies, between 50% and 60% were evaluated as excellent by their employers. In the 2024 administration, between 50% and 75% of completers were rated as excellent by their employers in the mastery of the competencies, and 75% of completers were evaluated as excellent by their employers in the quality of skills except for conducting institutional or academic research and publication of academic or professional papers. Concerning the completers' performance reflecting knowledge and behavior of competencies, between 50% to 75% were evaluated as excellent by their employers (Evidence A.4.1.3). In the master's program in Leadership in Educational Organizations for the 2022- 2023 administration, between 50% and 100% of completers were evaluated as excellent in the mastery of the competencies, 100% of completers were rated as excellent by their employers in the quality of skills except for conducting institutional or academic research and publication of academic or professional papers. When asked if the completers' performance reflects knowledge and behavior of competencies, 100% were evaluated as excellent by their employers, except for knowledge of theories, research, and practices that support student learning. In the 2024 administration, and 100% of completers were evaluated as excellent by their employers in the mastery of their competencies except for research and creative activity, 100% of completers were rated as excellent by their employers in the quality of skills except for publication of academic or professional papers. When asked if the completers' performance reflects knowledge and behavior of competencies, between 50% and 100% were evaluated as excellent by their employers.

Stakeholders involvement Advanced

Stakeholders' involvement includes Internal UPR authorities and external stakeholders' participation. Internally, the CEPDEG Committee Coordinator along with the master's programs coordinators and their professors have been revising the instruments and the DGS's Candidates' Learning Assessment System. In addition, the Graduate Studies Committee has been involved in the revision of the rubric for the Thesis, projects & dissertations, which was then revised and approved in a DGS Faculty meeting. With regards to external stakeholders' involvement, as described in standard RA.2, the DGS Advisory Committee on P-12 Issues and Other Scenarios (CADEG) was established in 2013. One of the functions of the external

advisory committee is to contribute to the review of instruments and the analyses of data on the learning of candidates enrolled in the DGS programs. Evidence A.2.1.3 presents a summary of the relevant issues and agreements of CADEG meetings. As can be seen in the evidence, during CADEG's meetings the DGS's Candidates' Learning Assessment System has been presented in a committee meeting, and results from the rubrics assessment have also been presented and discussed in another committee meeting. One important contribution from CADEG's meeting has been the revision of the Form for the Profile of the practice center or internship and supervisor. Furthermore, while implementing the Clinical Practices experiences, the University Supervisors meet with the Clinical Supervisors to discuss the best practices taking into consideration the candidate's professional development, the curriculum objectives, and the schools' needs. Clinical Supervisors have also been engaged in instrument revisions with each program.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3) (RA3.4)

Initial

PRDE (Puerto Rico Department of Education) establishes in their regulations for teacher certification 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 EPP 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.

The results of Licensure tests over the past three years show that our Teacher Preparation Programs are very effective in preparing candidates to teach with positive impacts on students. Evidence 1.2.3 State Licensure Score (PCMAS) as reported by The College Board, Puerto Rico and Latin American Office show the pass rate of EMHCE candidates averages 97 percent for the years 2021-2023. These results are particularly significant for the year 2023, when the island-wide average (including both public and private institutions with teacher preparation programs) was 78 percent; in contrast EMHCE candidates, representing only 9.5 percent of all (island wide) teacher candidates taking the test, obtained a 96 percent pass rate.

Advanced

Component RA3.4 Competency at completion. The DGS Candidates' Learning Assessment System provides at each transition point the required assessments so that candidates who are not meeting the expected level of proficiency can be identified early in the program. As described previously, the DGS has a Professional Counselor who will work individually with candidates who require the services. Following the DGS Bylaws, the Professional Counselor offers academic and personal counseling and implements strategies for DGS candidates at academic risk. According to certification 51 (2017-2018) of the Academic Senate (<https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-51-2017-2018-1.pdf>), the graduation GPA is a minimum of 3.00, which is assessed in both programs. Furthermore, the third transition point, key assessment data includes the rubric results for the thesis and projects in the master's program in Guidance and Counseling and the EDUC 6210 Specific rubric results for the culminating course in the master's program in Leadership in Educational Organizations. Triangulation of data from the multiple assessments in the master's program in Guidance and Counseling program indicate: (1) Results

from the degree examination demonstrate that candidates have mastered the necessary professional competencies, educational practices, and capacity to integrate content knowledge in their specialization as a 100% of candidates have approved the exam (Evidence A.1.1.8). (2) Results in the DGS Clinical Practice in P-12 rubric (Evidence A.1.1.4 & A.1.1.5), the EDUC 6320 Candidates assessment rubrics (Evidence A.1.1.11), and the high average grades in the Clinical Practice course (Evidence A.1.2.1), demonstrate that candidates develop the necessary knowledge and skills to successfully practice in their profession, including response to students' families, and communities' needs. (3) Results from the Thesis, projects & dissertations rubric evaluation indicate that candidates have demonstrated the skills to conduct research (Evidence A.1.1.10). (4) Finally, graduation GPA indicates that candidates have approved the required courses and maintained good standing throughout their studies. The average graduation GPA ranges from 3.69 to 3.87 (Evidence A.3.4.1). Triangulation of data from the multiple assessments in the master's program in Leadership in Educational Organizations program indicate: (1) During the field experiences, candidates develop the competencies necessary in their field of specialization, above 62% of candidates were evaluated as outstanding (Evidence A.1.1.3). (2) Results in the DGS Clinical Practice in P-12 rubric (Evidence A.1.1.6 & A.1.1.7), the EDUC 6210 specific rubric (Evidence A.1.1.9), and the average grades of 4.00 in the Clinical Practice course (Evidence A.1.2.2), demonstrate that candidates develop the necessary knowledge and skills to successfully practice in their profession, including response to students' families, and communities' needs. (3) Finally, graduation GPA indicates that candidates have approved the required courses and maintained good standing throughout their studies. The average graduation GPA ranges from 3.75 to 3.91 (Evidence A.3.4.1).