

4.2. CAEP Accountability Measures [2024-2025 Academic Year]

Measure 1 (Initial): Completer effectiveness. (R4.1)

Table 4.1.a PRDE Completers' Evaluations 2024 (Completers effectiveness)

This evidence shows ten institutional evaluations of UPRRP completers in their classroom, while teaching. The results of these evaluations demonstrate completers high effectiveness in an educational setting.

Educational region	Category/level	Subject	Execution level	Total score	Strengths	Challenges areas
1 Arecibo	Fine Arts (Drama) K-12	Fine Arts	Exemplary	100%	Provides support and prepares her students for successful employment opportunities.	N/A
2 Arecibo	Fine Arts K-12	Corporal movement and dance	Exemplary	100%	Creative and provides students with motivation to perform at a high level.	Quizzes
3 Caguas	English K-12	English	Exemplary	100%	Demonstrates strong commitment, responsibility, and organization, while effectively adapting instruction through diverse strategies to meet students' learning needs.	N/A
4 San Juan	Librarian		Exemplary	97.62%	Excellent professional and human being, seeks the profound well-being of students and the school community.	Update students' plan.

Educational region	Category/level	Subject	Execution level	Total score	Strengths	Challenges areas
5 San Juan	Secondary education (6-12)	Social Studies	Exemplary	100%	Group control, organization, leadership	Required projects for the Social Studies program at the regional level.
6 San Juan	K-3	Montessori	Exemplary	91%	Knowledgeable and proficient in the Montessori philosophy, supports the work of the school community.	N/A
7 San Juan	Elementary Montessori education (Workshop 2) (9-12 years)	Spanish	Exemplary	100%	She is excellent in her work. She has demonstrated her commitment in her teaching performance; she is very creative, collaborative, willing, and the students adore her.	
8 Bayamón	Special Education (K-12)		Exemplary	100%	Excellent teacher, challenges her students, and extremely committed.	No observations

This table presents eight comprehensive evaluations of the EPP completers, highlighting both their key strengths and areas in need of further development. The evaluators (school principals and academic supervisors) based their observations and judgments on the following components: the teaching and learning process, including instructional delivery; lesson planning; implementation of assessment tools; duties and responsibilities; commitment to ongoing professional growth, and overall impact on student learning. In this sample, three out of seven regional agencies are represented.

The findings reflect a consistently strong performance within the educational environment, with particular emphasis on the use of transformative teaching practices and inclusive, student-centered assessment methods. Evaluators also note the completers' dedication to fostering meaningful learning experiences, as well as their clear commitment to motivating and engaging students. Additionally, the completers demonstrate a focus on preparing learners with the skills, knowledge, and critical thinking abilities necessary for future academic and professional success.

Refer to the assessment instrument below for an example of the criteria.



Teacher and Administrative
Teacher Evaluation Platform

Instructions:

Through a classroom observation visit, the school principal will verify the processes of beginning, development, and closure of a class (or those required by Early Childhood, Montessori, Special Education, or Vocational). During the process, this instrument will be completed in all its parts. The principal will make a check mark (☑) in the box [It is observed that it meets (C) / It is observed that it partially meets (CP) / It is observed that it does NOT meet (NC)] that corresponds to their response according to the observation made.

Dimension	Premises	Formative 1 First Visit	Formative 2 Second Visit	Summative Third Visit	Score Total	Comments	Support recommende
		C = .5 pts. CP = 0.25 pts. NC = 0 pts.	C = 1 pts. CP = 0.5 pts. NC = 0 pts.	C = 2 pts. NC = 0 pts.			
Planning	1. Shows teaching planning processes that are aligned, progressive, and consistent with the official curriculum (standards and expectations) and uses a lesson plan model (paper or digital) that corresponds to the elements of the template according to the model provided by the Department of Education of Puerto Rico (DEPR) for use during the school year.	It is observed that meet			0.50		
	2. Evidence the use of one or more of the strategies contemplated in the Design of School Excellence (DEE) in accordance with the goals of the DEPR: <ul style="list-style-type: none"> • Project-Based Learning (PBL) • Differentiated Instruction • Use of Technology (According to the resources available at the school or the learning situation it requires.) • other complementary strategies based on evidence (Specify in the comments area.) 	It is observed that meets			0.50		

Dimension	Premises	Formative 1 First Visit	Formative 2 Second Visit	Summative Third Visit	Scoring Total	Comments	Support recommende
		C = .5 pts. CP = 0.25 pts. NC = 0 pts.	C = 1 pts. CP = 0.5 pts. NC = 0 pts.	C = 2 pts. NC = 0 pts.			
Planning	3. In the planning process, it evidence the use and analysis of the data of the academic utilization for implement data-driven decision making based on data to guide instruction. Examples of data used that include, but do not limit to: <ul style="list-style-type: none"> META PR or META PR Alternates previous evaluations pre and posttest diagnostic student observations, reteaching or investigations 	is observed that meets			0.50		
	4. In the planning process, it is evidence the use of didactic resources available on the DEPR platforms (Online planning, Digital Library, DEdigital) digitized, online or created by the teacher in digital media or in paper.	It is observed that meets			0.50		
Teaching Process and Learning	5. The teaching and learning process is organized so that it shows compliance with the use of differentiated instruction practices, such as: <ul style="list-style-type: none"> individualization grouping (pairs / groups) center of skills/technologies other, Specify in the area of comments. 	It is observed			0.50		

Dimension	Premises	Formative 1 First Visit	Formative 2 Second Visit	Summative Third Visit	Scoring Total	Comments	Support recommende
		C = .5 pts. CP = 0.25 pts. NC = 0 pts.	C = 1 pts. CP = 0.5 pts. NC = 0 pts.	C = 2 pts. NC = 0 pts.			
Teaching and Learning Process	6. Create or foster an environment of respect, tolerance and empathy that provide safety and the structure for student learning.	It is observed that meets			0.50		
	7. Presents in writing or orally the standard, the skill, the objective and the topic for the which responds to the day's class (Program Montessori, class presentations).	It is observed that meets			0.50		
	8. Carries out the initiation stage of the process of teaching in a sequential and logical way, which fulfills and it is observed that it carries out activities of introduction, motivation or prior knowledge prior knowledge, which includes, but is not limited to: <ul style="list-style-type: none"> • present the topic and the objectives of the day • review of the previous lesson • introduction to the topic or concept • brainstorming to explore the knowledge about the topic or concept • use of audiovisual resources (analog or digital) that serve to visualize the topic and motivate. • other activities (Specify in the comments area.) 	It is observed			0.50		

<p>Process of Teaching and Learning</p>	<p>9. Carry out the development stage of the teaching process in a sequential way and logical, and it is observed that it carries out activities, development and consolidation, which include, but are not limited to:</p> <ul style="list-style-type: none"> • topic presentation / mini-lesson • reteaching of topic or concept • work in cooperative or collaborative groups • use of audiovisual resources (analog) or digital) that serve to present a concept or idea, focalize a concept or idea and its interrelations, order concepts or ideas, clarify some aspect about the concept or idea, visualize possible results, among others • demonstrations and simulations • laboratory work • brainstorming to find creative solutions to problems posed or visualize diverse points of view on the same fact or situation. • monitoring the students' learning by providing feedback and tracking progress through feedback progress. • use of guiding tools (such as exercises, activities, readings, documents, among others) so that the student works autonomously • other activities (Specify in the comments area.) 	<p>It is observed that fulfills</p>		<p>0.50</p>			
-----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	--	-------------	--	--	--

Dimension	Assumptions	Formative 1 First Visit	Formative 2 Second Visit	Summative Third Visit	Scoring Total	Comments	Support recommende
		C = .5 pts. CP = 0.25 pts. NC = 0 pts.	C = 1 pts. CP = 0.5 pts. NC = 0 pts.	C = 2 pts. NC = 0 pts.			
Teaching and Learning Process	10. Carry out the closing stage of the teaching process in a sequential manner and logic, and it is observed that it carries out activities of application, extension or recapitalization, that include, but are not limited to: <ul style="list-style-type: none"> summary or synthesis of the class (teacher, student, teacher - student) collaborative recount (teacher - student, student-student) of those of the highlighted points of the lesson activities or application exercise (formative assessment) self-assessment activities of the student or peer assessment (co-evaluation) activities where each student expose/ demonstrate what they learned using various media of expression. other activities (Specify in the area of comments.) 	It is observed that meets			0.50		
	11. Provides clear and precise instructions to the deliver the lesson or presentation of the the day's activities.	It is observed that meets			0.50		

Dimension	Premises	Formative 1 First Visit	Formative 2 Second Visit	Summative Third Visit	Scoring Total	Comments	Support recommende
		C = .5 pts. CP = 0.25 pts. NC = 0 pts.	C = 1 pts. CP = 0.5 pts. NC = 0 pts.	C = 2 pts. NC = 0 pts.			
Teaching and Learning Process	12. Encourages student participation and develops activities based on the curriculum official (standards and expectations), fostering order and critical thinking based on their experience; and has flexibility and ability to respond to the needs of the students.	It is observed that complies			0.50		
	13. Structures and facilitates student participation and students using techniques and activities so that the majority have the opportunity to get involved in the specific activities contained in the of the day. For example: <ul style="list-style-type: none"> formulation of questions collaborative or cooperative work socialized discussion question / answer cards others (Specify in the area of comments.) 	It is observed that meets			0.50		
	14. Connect the lesson, according to the situation of learning requires it, with other areas, subjects, themes, or special and innovative projects, including what is developed innovative, including what is developed using evidence-based strategies such as Project-Based Learning or Technology integration, among others.	It is observed that meets			0.50		


Dimension	Premises	Formative 1 First Visit	Formative 2 Second Visit	Summative Third Visit	Scoring Total	Comments	Support recommende
		C = .5 pts. CP = 0.25 pts. NC = 0 pts.	C = 1 pts. CP = 0.5 pts. NC = 0 pts.	C = 2 pts. CP = 0 pts. NC = 0 pts.			
Teaching and Learning Process	15. Provides accommodations or modifications to meet the individual needs of students of special education, gifted, learners of Spanish and immigrants and those covered in Section 504.	It is observed that meet			0.50		
	16. Promotes the use of technology, of in accordance with the resources available in the school and the learning situation it requires (or has required it), through different tools such as: <ul style="list-style-type: none"> • electronic whiteboard • use of scheduled/ programmed tasks • videos • computer center • applications • resources of the school library or digital • online planning • others (Specify in the area of comments.) 	It is observed that meets			0.50		
	17. Maximizes instructional time to learning service through efficient transitions, management routines or behavioral interventions and supports which discipline or fosters student behavior positive behavior of students.	It is observed that meets				0.50	


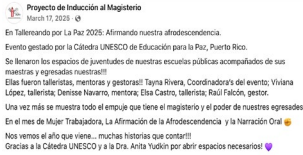
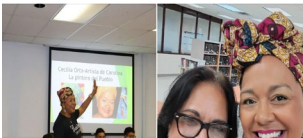
II. Table: 4.1 b Completer Effectiveness in applying professional knowledge, skills, and dispositions (Sept. 2024 to Aug 2025)



This evidence shows the versatility of our completers, participating in conferences, symposiums, podcasts, as well as their ability to publish and create thoughtful work. UPRRP completers demonstrate their ability to apply their skills and knowledge in different contexts in which they are impacting students, colleagues, and members of the community.

Name and place of activity	Alumni as resources/speakers/ authors	Sponsors	Date/ Place	Attendance
Editorial Project between Dr. Zambrana, Coordinator of "Proyecto Inducción al Magisterio" and Metro Newspaper 8 essays and a podcast titled "Adolescentiens: identidades sentipensantes"	Podcast https://www.metro.pr/noticias/2025/11/13/detallan-claves-para-fortalecer-la-adolescencia-en-puerto-rico/ Michele Morales (completer 2024) Published	Newspaper Metro Puerto Rico PIM (Induction to Teaching Project)	From March to December 2025	Statistics from the newspaper

Name and place of activity	Alumni as resources/speakers/ authors	Sponsors	Date/ Place	Attendance
<p>written by completers</p>	<p>24 july 2025 https://www.metro.pr/opinion/2025/07/24/educar-en-la-adolescencia-desde-lo-socioemocional/</p> <p>Sagar Noble (completer 2024) Published 24 april 2025 https://www.metro.pr/opinion/2025/04/24/las-redes-sociales-y-su-influencia-en-los-adolescentes/</p>			
<p>Two written by Nellie Zambrana Coordinator Standard 4</p>	<p>Dr. Nellie Zambrana march 2025 https://www.metro.pr/opinion/2025/03/27/reconceptualizando-la-adolescencia/</p> <p>october 2025 https://www.metro.pr/opinion/2025/10/30/adolescentes-identidades-sentipensantes/</p>			
<p>Four written by DEG graduate completers (2024-25)</p>	<p>25 sept Participación ciudadana juvenil: TikTok, activismo y comunidad Mónica Ponce</p> <p>21 august Bien estar para estar bien: una vida saludable desde la adolescencia Keila Monegró</p> <p>La doble vara de la adultez sobre la adolescencia Celibelle Falcón,</p> <p>Alerta roja: la quemazón en los adolescentes</p>			

Name and place of activity	Alumni as resources/speakers/ authors	Sponsors	Date/ Place	Attendance
	Ashley Landrau			
<p>Foro: Semana de la Educación Universidades y escuelas promotoras de salud</p>	<p>Prof. Migdalia Varela <i>Alumni of College of Education Specialty - School Health</i></p> <p>May 2025</p> 	PIM CIE	May 2025 Anf 4 Fac. Educ	25 teachers, pre-service teachers and professors
<p>5to Encuentro Derechos de la Niñez https://www.facebook.com/share/1FAfmTcq5s/?mibextid=wwXlfr</p>	<p>College of Education Alumni Bangesy Carrasquillo Lourdes Torres -</p> <p>Article in El nuevo dia: https://www.elnuevodia.com/noticias/locales/notas/encuentro-por-los-derechos-de-la-ninez-dia-de-aprendizaje-y-compartir-en-familia/?cache=kaug6&templateVariantId=OTVG58JHKTYQZ&experienceID=EXRSL2YIUINN</p>	<p>PIM</p> <p>Asociación de Psicología de Puerto Rico</p> <p>Banco Popular Foundation, among other sponsors</p> <p>Coalición Paz para la Niñez</p> <p>Econo</p>	November 2025 Plazoleta	350 general audience 20 teachers
UNESCO report about work conditions in teaching		Collaboration between PIM and Dra. Anita Yudkin	September 2025	metrics from the newspaper and SM Publishers

Name and place of activity	Alumni as resources/speakers/authors	Sponsors	Date/ Place	Attendance
		UPRRP Completers Focus Group and Survey was facilitated to be part of the discussions.		
Seminarios Transición de la Universidad al Magisterio	<p>Speakers: Nelie Lebrón - alumni and now distinguished as a representative at large to the House of Representative</p> <p>Marigloria Cruz - alumni</p>	PIM Oficina de Experiencias Clínicas y Práctica Docente	August 2025 September 2024	100 practicum students
Symposium: Current Trends in Spanish Education	Alumni: completers Lilianise Rosa Miguel Hernández Migdalia Carrasquillo	Oficina de Experiencias Clínicas y Práctica Docente	9 de abril de 2025 Anf 1 Teacher Rafael Cordero	230 teachers
Tallereando por la Paz: afirmando nuestra afrodescendencia Coordinators: Tayna Rivera & Raúl Falcón - alumni	<p>Workshops by Tanisha Gaspar, Teresa Meléndez, Viviana López, Marie Ramos, Elsa Castro, alumni</p>  	Cátedra UNESCO de Educación para la Paz (Peace Education)	March 2025	200 students, 15 teachers 5 graduated teachers

Name and place of activity	Alumni as resources/speakers/ authors	Sponsors	Date/ Place	Attendance
<p>Teaching for Peace: Good practices</p> <p>https://unescopaz.uprrp.edu/Actividades/Presentaciones deLibros/presentacionrevist abp/folletobp.pdf</p>	<p>Lourdes Torres, Elsa Castro, Nelie Lebrón, Minuette, Brian Rivera, Rodríguez, Diana Soto <i>alumni (completers)</i></p> 	<p>UNESCO Peace Education PIM</p>	<p>January 2025</p>	<p>50 online participants</p>
<p>Completers' Retreat at the UPR Botanic Garden</p>	<p>Completers: Sheila Mercado, Viviana López Rumar Rolón and Edwin Rivera</p> 	<p>APPU AMPR FMPR UniVCoop</p>	<p>June 2025</p>	<p>30</p>
<p>Educar(nos) por Palestina</p>	<p>Completers: Carlos Muñiz Sael López, Mariana González, Bangesy Carrasquillo</p>	<p>UNESCO Amnesty International PIM</p>	<p>November 2025</p>	<p>50 teachers, university students and professors</p>

Name and place of activity	Alumni as resources/speakers/ authors	Sponsors	Date/ Place	Attendance
	Padlet link: https://padlet.com/taynari-vera/educar-nos-sobre-palestina-recursos-para-docentes-y-estudiantes-dkdtgm4iulrelfxq Contains documentaries, poetry, songs, and several classroom resources.	Caribana Coop Human Rights Education		
Name and place of activity - PIM and PD	Alumni resources	Sponsors	Date/Place	Attendance
Encuentro de Maestros y Directores Cooperadores	Main speakers Education and Artificial Intelligence Dr. Carmelo Allende Technology evolution and its impact in education Prof. Natalies Báez - (completer)	Oficina de Experiencias Clínicas y Práctica Docente and Department of Education	March 28, 2025	100 UPR completers 100 outside teachers
1er Simposio Enseñanza del Español: Nuevas tendencias	Completers as speakers Dr. Migdalia López Panel Lilianise Rosa - pre-service teacher Miguel Hernández - school director UHS Milly Tirado - Emilio R. Delgado School Brendaliz Jiménez - University Gardens High School	Oficina de Experiencias Clínicas y Práctica Docente	April 9, 2025	200 teachers 50 completers
20M Día Mundial de la Narración Oral en la Facultad de Educación	José Encarnación - Centro de Periodismo Investigativo (completer) Ana Marchena -Casa Dominicana Tere Marchal, Ileana Quintero	CELELI PIM CPI Radio Universidad	March 18, 20 2025 CELELI & Biblioteca	20 future teachers 10 completers

Name and place of activity	Alumni as resources/speakers/ authors	Sponsors	Date/ Place	Attendance
Docencia y Ley : Leyes que inciden en el magisterio	Lcdo. Osvaldo Burgos Lcdo. José Torres Valentín abogados laborales	PIM	October 2025	30 completers
Seminars Doble Excepcionalidad, Experiencias diferenciadas y enriquecedoras 2025	Dra. Ana Miró, Dra. Nellie Zambrana	DE AFEECTO Project	April 2025 October 2025	60 completers/g eneral audience members
5K Celebrando el Día de la Actividad Física	Coordina la Maestría de Cs. de Ejercicio Dr. Rosario Martinez	College of Education	April 2025	74 completers, alumni
2nd Congreso de Cambio Climático	Coordinator: Completer Dr. Keyla Soto , Centro de Investigaciones Educativas, director	College of Education	February 2025	200
XVI Congreso Puertorriqueño de Investigación en la Educación	Several main speakers, workshops and presentations	CIE College of Education DEPR	Novemb er 2025	200
Encuentro de Promotores de Lectura	Panel: Tere Marichal, Grupo Leer Conmigo (completer), Marilia Sharron (completer)	CELELI	2025	60

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

4.2 Employers Satisfaction

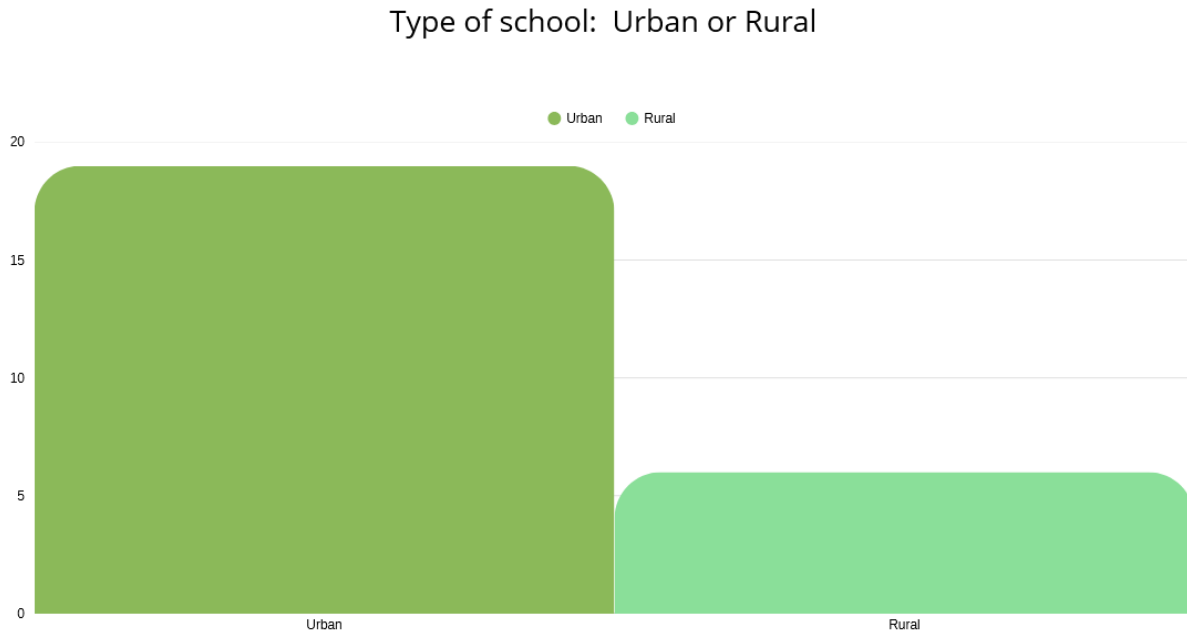
Figure 4.2.1

Geographical distribution of employers



The sample of 25 employers account for 180 completers working in their schools. The number of completers in schools range from one (1) to forty (40). From the 180 completers, 40 of them were novices.

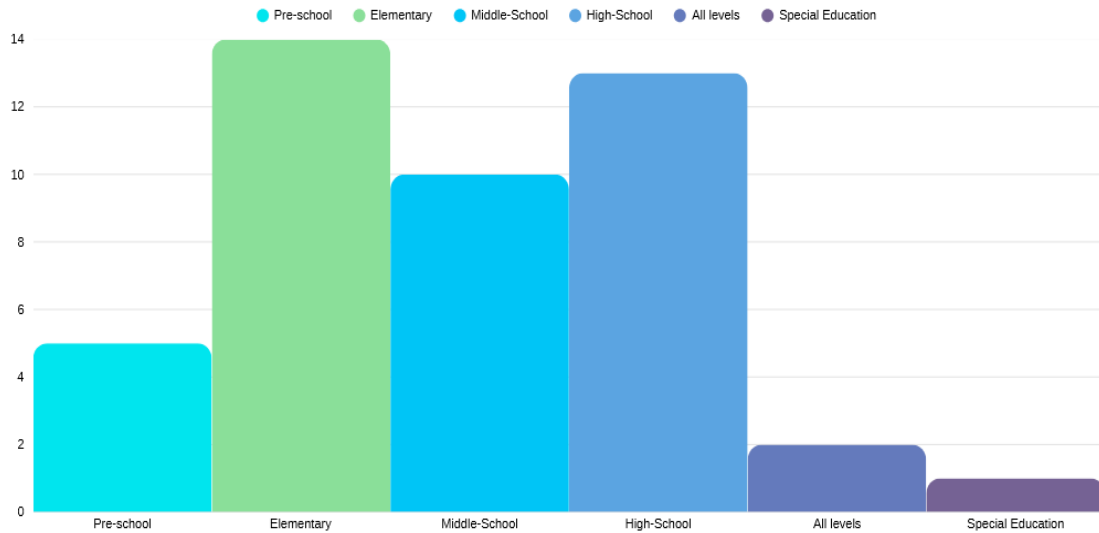
Graph 4.2.1



The sample of 25 employers is distributed across 19 urban schools and six (6) rural schools (Graph 4.2.1). These employers represent institutions across different educational levels where UPRRP completers are employed. The distribution shows that elementary schools have the highest representation with 14 institutions, followed closely by high schools with 13 and middle schools with 10. Pre-schools account for a smaller portion with 5 institutions, while those serving all levels number 2, and special education settings are the least represented with only 1. This distribution indicates that UPRRP completers are primarily concentrated in elementary and high school settings, with comparatively fewer placements in early childhood, multi-level, and specialized education environments (Graph 4.2.2).

Graph 4.2.2

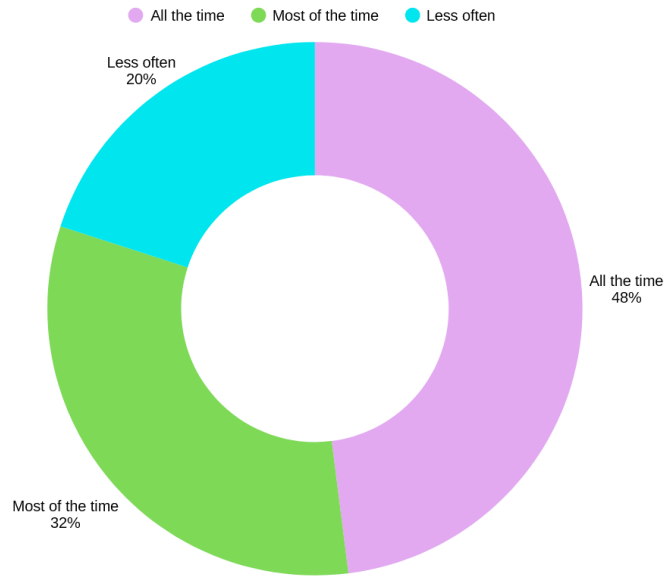
Type of institution by level:



Out of 25 employers, 20 indicated they would retain UPRRP completers in their positions. An additional eight (8) reported they would likely keep them, while five (5) said they were less likely to do so (Graph 4.2.3)

Graph 4.2.3

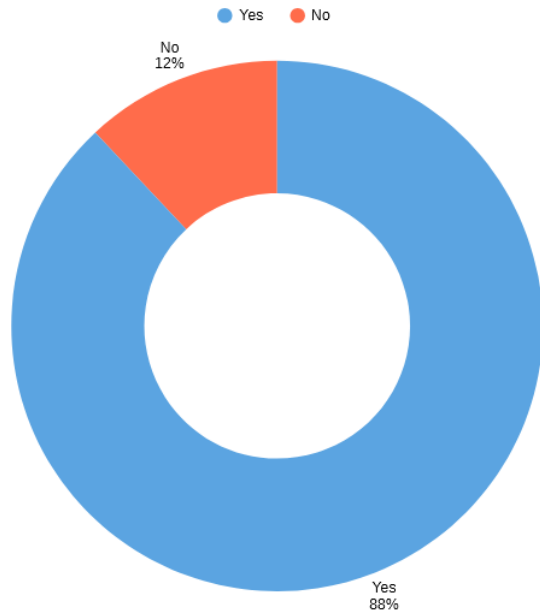
Do you usually retain graduates from the University of Puerto Rico, Río Piedras?



These employers indicated that UPRRP completers were more likely to be promoted than their peers from other EPPs (Graph 4.2.4). **Graph 4.2.4** This data provides information of the employers perception about completers ability to be promoted. In the section titled **Measure**

4.1c (Initial), 21 completers informed their promotions and highlights across their careers.

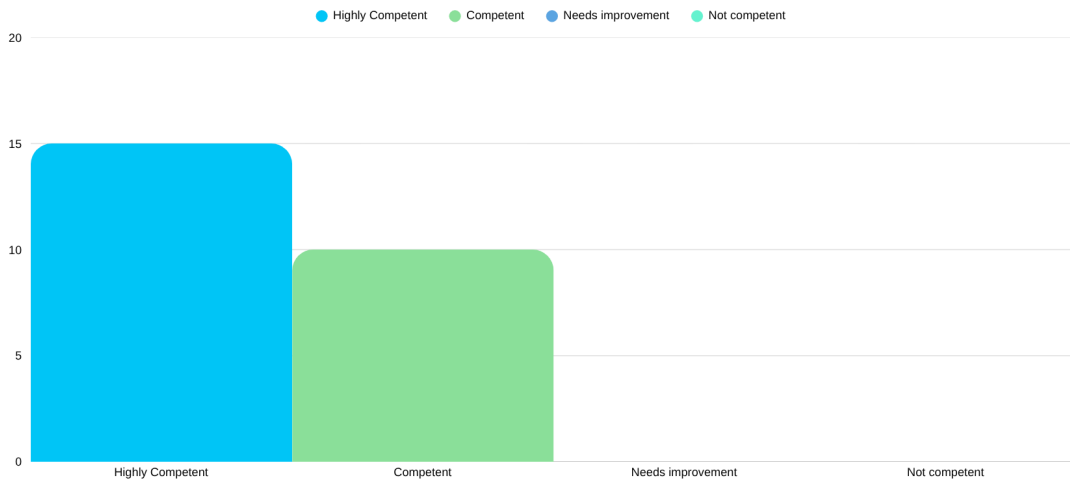
Do graduates of UPRRP tend to receive promotions or positions with greater responsibility?



Graph 4.2.5

Competency: Communication

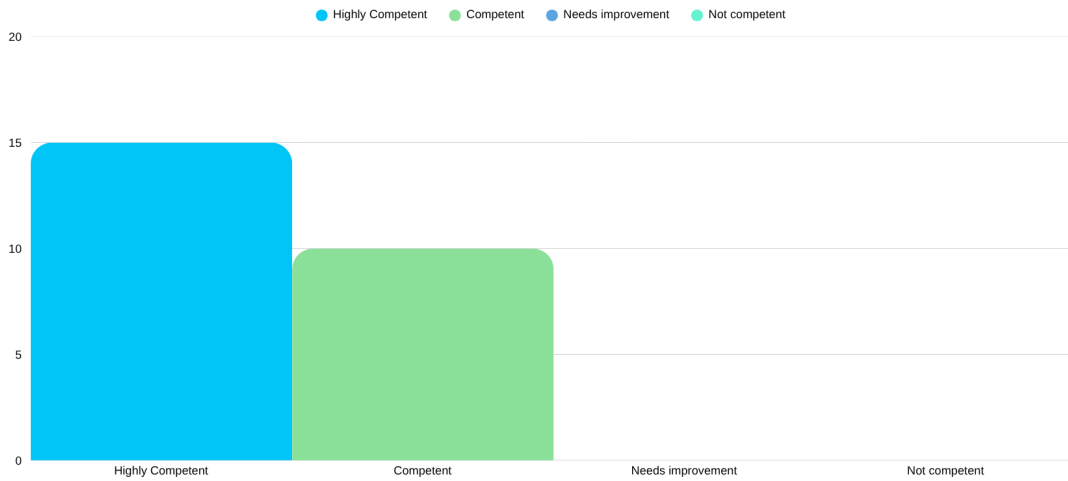
A. How competent was our completer in: proper and coherent oral expression?



Graph 4.2.6

Competency: Planning for teaching

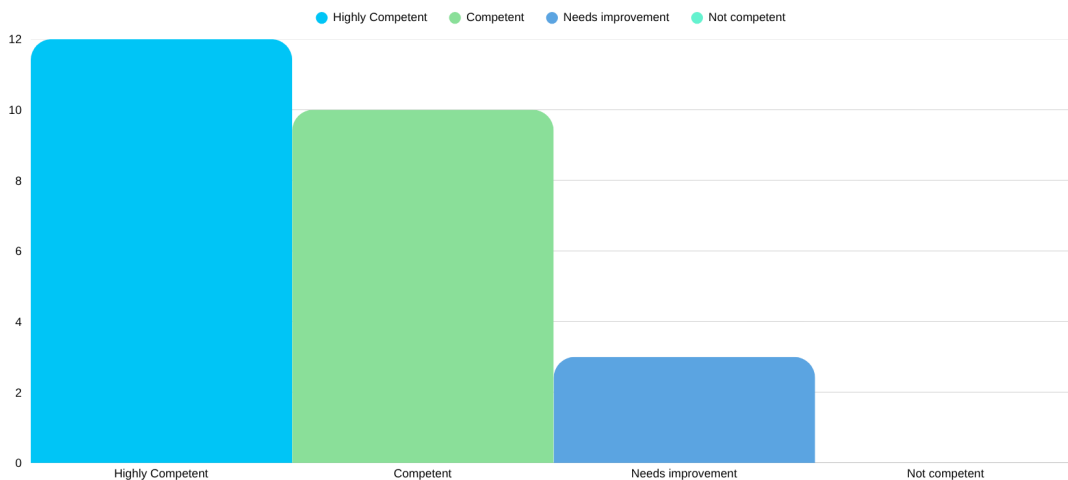
A. How competent was our completer in: alignment of instructional objectives and activities with subject-area standards and the goals of the school curriculum?



Graph 4.2.7

Competency: Integration of technology

A. How competent was our completer in: the selection, development, adaption, integration, and use of diverse methods and techniques for collecting information to assess learning that are appropriate and fair for all students.

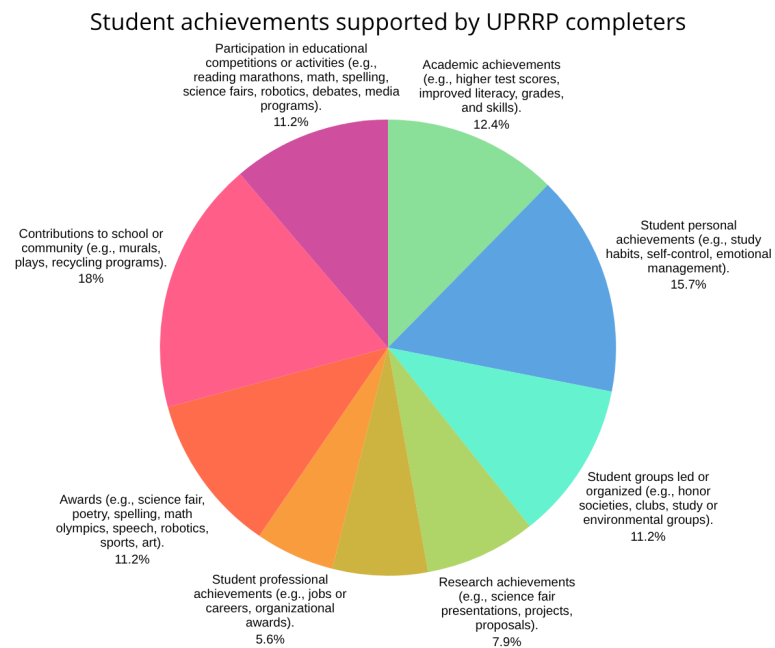


Most employers consider UPRRP completers highly competent in the integration of technology(selection, development, adaptation, integration, and use of diverse methods and

techniques Graph 4.2.5), communication (convey ideas clearly and effectively across different audiences, collaborate with colleagues, and foster productive environments Graph 4.2.6), and lesson planning (design, organize, and implement well-structured strategies Graph 4.2.7).

The sample of employers identifies nine areas in which UPRRP completers have made a significant impact on students' learning and development (Graph 4.2.8). The areas where their influence was most noticeable include contributions to school or community (active participation in initiatives, engagement in service, and promotion of collaborative environments), personal achievements (development of confidence, leadership skills, and self-motivation), and academic achievements (improvement in performance, critical thinking, and mastery of subject matter).

Graph 4.2.8



Measure 3 (Initial): Candidate competency at completion. (R3.3)

State Licensure Score (PCMAS) as reported by The College Board, Puerto Rico and Latin American Office

2024-2025 Testing Period

Number of Students UPR RP Taking Assessment = 68

Type of Assessment	Statewide Pass Rate	UPR RP Pass Rate
PCMAS General	89%	99%
PCMAS General Elementary	87%	97%
PCMAS General Secondary	93%	100%

2024 2025 Teaching Practicum Grades

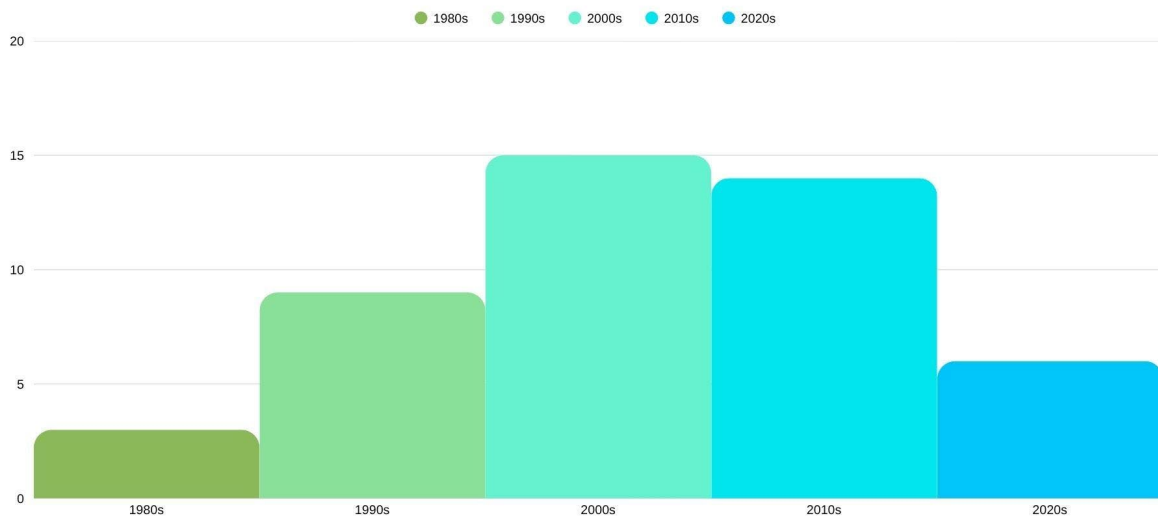
In the final year of study, students take the teaching practicum course, where the 10 competencies that teachers are expected to demonstrate before entering the workplace are evaluated: 1 Mastery and knowledge of content matter, 2 Knowledge of the student and the learning process, 3 Planning of teaching, 4 Implementation and research of teaching, 5 Creation of learning environments, 6 Communication, 7 Integration of emerging educational technologies, 8 Evaluation of learning, 9 Relation with the community, and 10 Professional development and performance. During the 2024–25 academic year, 87 students in the teaching practicum were evaluated. Of these, 97% passed the course with a grade of A and 3% with a B.

Measure 4 (Initial): Ability of completers to be hired (in positions for which they have prepared).

Measure 4.1c (Initial): Ability of completers to be hired in positions for which they have prepared and ability to be promoted and to be acknowledged for their professional competencies. We conduct a survey to identify completers who were promoted and given more responsibilities and special duties. Graph 4.1.1 shows when the completer was hired.

Graph 4.1.1

Which decade did you start teaching?

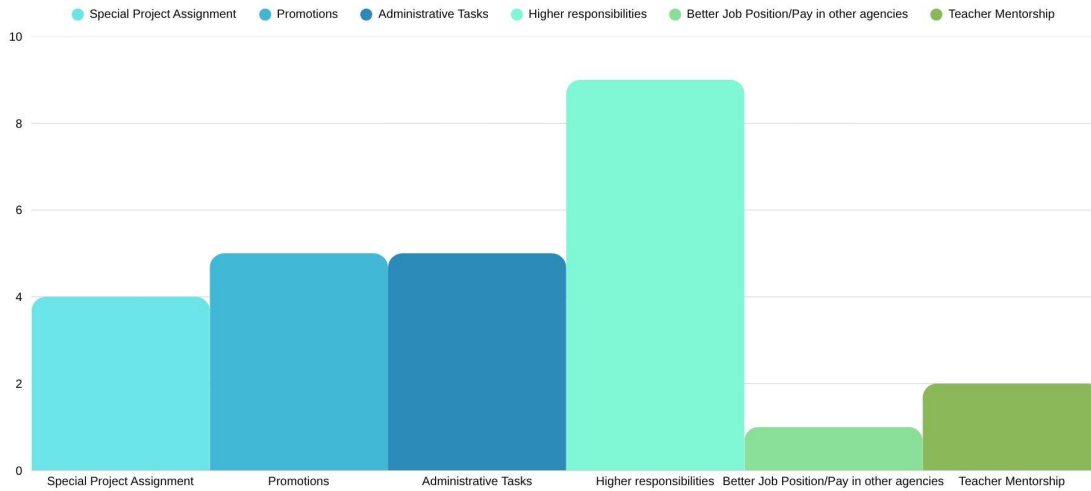


Graph 4.1.2

The leadership qualities of our completers are acknowledged as they receive promotions and higher responsibilities.

Promotions and higher responsibilities achieved by Completers

21 respondents can mark more than 1*

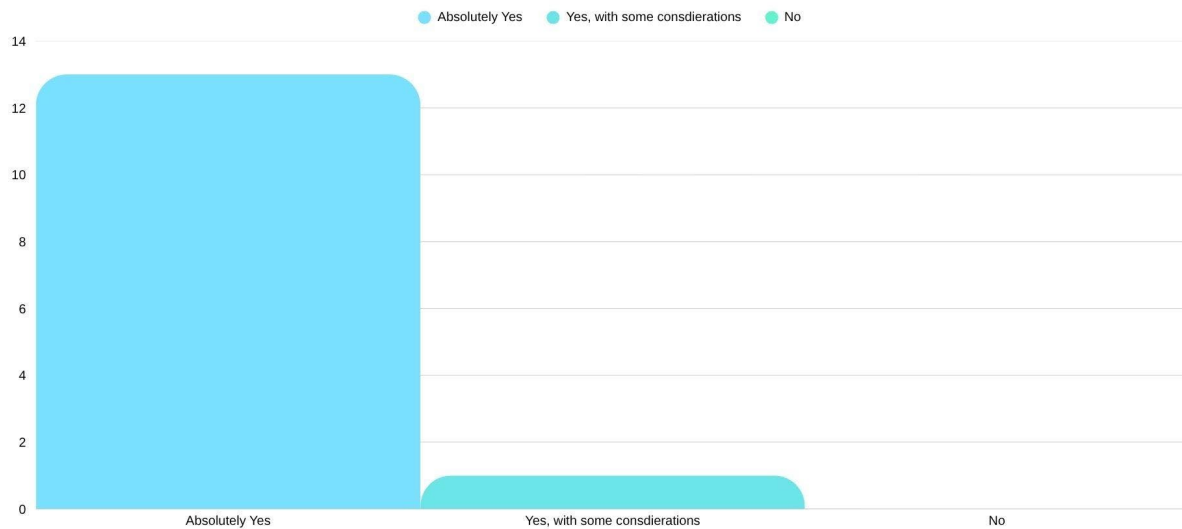


Graph

4.1.3

As a cooperating teacher, would you choose a UPR candidate in practicum in your school?

can mark more than 1*



Graph 4.1.4

Type of school: Urban or Rural



Graph 4.1.5

How many years have you been teaching?

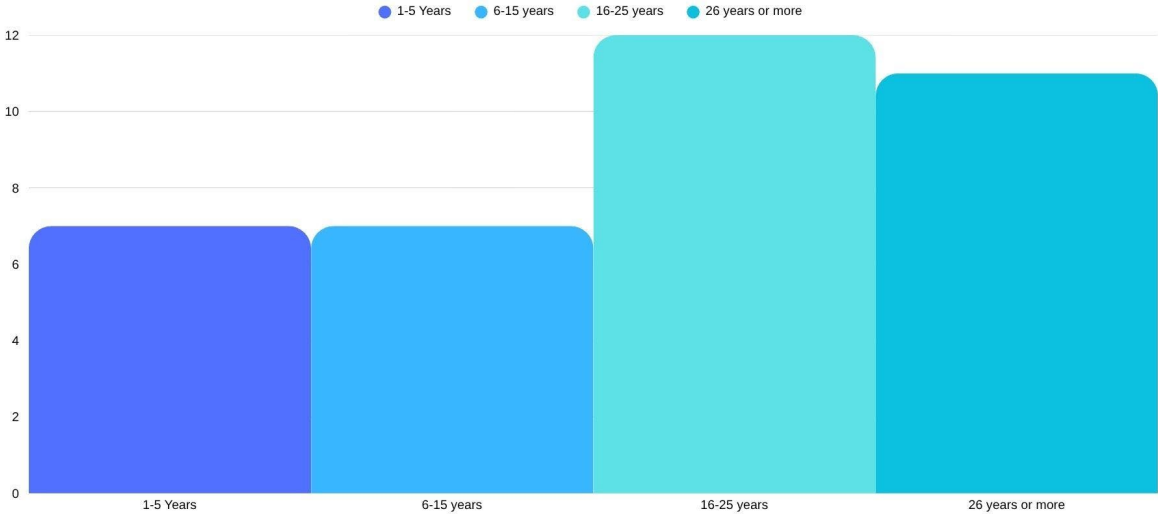


Figure 4.1.1

Geographical distribution of evaluated completers

