



**INTER AMERICAN UNIVERSITY OF PUERTO RICO  
AGUADILLA CAMPUS**

**CAEP ANNUAL REPORT**

**APRIL 2025**

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION ANNUAL  
REPORTING MEASURES 2025**

**DEPARTMENT OF EDUCATION AND HUMANISTIC STUDIES**

TEACHER EDUCATION PROGRAM (PEM by its acronym in Spanish)

## Introduction:

The Inter American University of Puerto Rico is a prestigious institution dedicated to academic excellence. We aim to nurture individuals with democratic and ethical values, all within an ecumenical Christian framework. Our mission is to provide high-quality post-secondary and higher education in the arts and sciences, emphasizing the integration of teaching, research, and community service. Additionally, we offer educational programs at the preschool, elementary, and secondary levels.

The University also makes a significant contribution to society by educating individuals from diverse socioeconomic backgrounds, both within Puerto Rico and beyond. It integrates innovative study modalities, supported by information technology and telecommunications, into its programs and services. The University strives to prepare its graduates to be responsible and cultured citizens, grounded in democratic and Christian values. Our goal is to foster a strong sense of social and environmental responsibility, equipping graduates to perform competently and exercise leadership in both occupational and professional settings.

The University is dedicated to optimizing educational opportunities for all students in an environment free from discrimination, while adhering to legal requirements, accreditation standards, and regulations. This commitment aligns with the pursuit of academic excellence, fostering critical thinking, advancing scientific knowledge, and cultivating an appreciation for the arts. Additionally, it emphasizes ethical responsibility and the development of social coexistence skills.

The Teacher Education Program (TEP) at the Inter-American University of Puerto Rico (IAUPR), Aguadilla Campus, is designed to meet the evolving needs and aspirations

of a constantly changing society. It closely aligns with the Teacher Certification Regulations set by the Puerto Rico Department of Education. Rooted in IAUPR's Vision, Mission, and Goals, as well as its conception of an educated individual, the TEP also adheres to the Professional Standards for Teachers established by the Puerto Rico Department of Education. This standards document was updated by the DEPR, and its latest version is from the year 2023. Additionally, the program follows the "Standards of Accreditation" set by the Council for the Accreditation of Educator Preparation (CAEP) (IAUPR General Catalog 2023-24) (<https://inter.smartcatalogiq.com/en/2023-2024/catalogo-general-2023-2024/>).

All Teacher Education Initial Programs at IAUPR (Traditional Route) meet the necessary criteria for teacher certification as outlined by the Department of Education of the Commonwealth of Puerto Rico (DEPR) (The current Teacher Certification Regulation is No. 9375, dated April 28, 2022). Students seeking certification through alternative routes or pursuing recertification in Puerto Rico must meet the current requirements set by the Department of Education of the Commonwealth of Puerto Rico. Similarly, students aiming to obtain teaching certification in another U.S. territory, state, or jurisdiction must adhere to the specific requirements set by the relevant governing body.

The Teacher Education Program is administratively housed within the Department of Education and Humanistic Studies. As of the 2021-2022 academic year, the program included 13 faculty members, a number that remained steady through the 2022-2023 and 2023-2024 academic year. However, for the 2024-2025 academic year, the program has 18 faculty members. The program primarily offers classes on campus, with some courses

supplemented by distance education options through the Blackboard e-education platform, a learning management system.

The PEM offers the following B.A. degrees in Education: (1) Secondary Education in Spanish, (2) Teaching of English as a Second Language K-12, (3) Teaching of Physical Education K-12, (4) Elementary Education with a focus on Special Education, (5) Early Childhood Education K-5, (6) Teaching Biology at the Secondary Level, (7) Preschool Education. It is important to note that for the CAEP Annual Report 2024-2025, the PEM underwent an institutional curricular review, resulting in significant changes to its name, levels, and curriculum.

Since 2015, The Teacher Education Program (TEP) at the Inter-American University of Puerto Rico, Aguadilla Campus (IAUPR-A) has been accredited by the Teacher Education Accreditation Council (TEAC). In 2023, the TEP was reaccredited by the Council for the Accreditation of Educator Preparation (CAEP). As part of the CAEP accreditation process, the program is required to publish an Annual Data Report from its Professional Education Model (PEM) on the institution's website. This report highlights two Impact Measures—Completer Effectiveness and Impact on P-12 Learning and Development (Component R4.1), and Satisfaction of Employers and Stakeholder Involvement (Components R4.2 / R5.3)—as well as two Outcome Measures—Candidate Competency at Program Completion (Component R3.3), and the Ability of Completers to Secure Employment in Education Positions for Which They Are Prepared. The following are the four CAEP measures that provide additional supporting evidence:

CAEP Accountability Measures	
Impact Measures	Outcome Measures
Measure 1 (Initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)	Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3   RA3.4)
Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement (Components R4.2   R5.3   RA.4.1)	Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared

### Impact Measures

#### MEASURE 1. Completer effectiveness and Impact on P-12 learning and development (Component R4.1)

The Teacher Education Program (PEM) at the Inter American University, Aguadilla Campus, recently conducted a Graduate Survey between **2020 and 2024**, as part of our regular tracking efforts conducted every three years. This survey aimed to collect contact information and gather insights into the academic and professional trajectories of graduates from the Aguadilla Campus PEM. Out of the **6** completers surveyed from the 2020-2024 graduation years, 5 (83%) are currently residing in Puerto Rico (PR), while 1 (17%) is living in the United States (US). Similarly, among these 6 graduates, 5 indicated that they are employed, and 4 (80%) of these 5 reported having full time jobs related to Education, including positions as private school teachers and public school teachers.

Among the completers residing in Puerto Rico, a notable trend emerged, with the majority (5 out of 6) residing in the North-Western part of the island. Additionally, a significant portion (3 out of 6) of these completers reported teaching courses at the high school level (grades 9-12). The public schools attended by these completers are predominantly located in the North Western part of Puerto Rico.

For the 2023–2024 academic year, the Puerto Rico Department of Education initiated a transition from the META-PR standardized assessments to the new CRECE exams (Cernimiento, Revisión y Evaluación Continua del Estudiante). Due to this change, comprehensive proficiency data for the 2023–2024 year may not yet be publicly available. However, when analyzing the results of the META standardized proficiency test for the 2022–2023 academic year, specifically for 11th-grade students in the school districts of Mayagüez and Arecibo, several key findings emerged. These results, disaggregated by subject and region, provide valuable insights into student performance levels and regional trends.

- (1) In the subject of Spanish, the Mayagüez region obtained a proficiency ranking of 4 out of 7 districts, achieving a score of 34%, compared to the highest score of 47%. Meanwhile, in the Arecibo district, proficiency was ranked 3 out of 7 districts, with a score of 37% compared to the highest score of 47%.
- (2) In the subject of English, the Mayagüez region obtained a proficiency ranking of 2 out of 7 districts, achieving a score of 35%, compared to the highest score of 43%. Meanwhile, in the Arecibo district, proficiency was ranked 2 out of 7 districts, with a score of 35% compared to the highest score of 43%.

- (3) In the subject of Math, the Mayagüez region obtained a proficiency ranking of 4 out of 7 districts, achieving a score of 21%, compared to the highest score of 33%. Meanwhile, in the Arecibo district, proficiency was ranked 2 out of 7 districts, with a score of 25% compared to the highest score of 33%.
- (4) In the subject of Science, the Mayagüez region obtained a proficiency ranking of 4 out of 7 districts, achieving a score of 36%, compared to the highest score of 51%. Meanwhile, in the Arecibo district, proficiency was ranked 3 out of 7 districts, with a score of 39% compared to the highest score of 51%.

While these results offer a general overview of the performance of the districts where program completers are employed, additional tools will be implemented to more accurately assess their contributions to P–12 student learning growth. These tools will also evaluate how effectively completers apply the professional knowledge, skills, and dispositions gained through their preparation experiences within real-world P–12 classroom settings.

As a side note, it is worth noting that 33% (2 out of 6) of the completers reported having started graduate-level studies. Specifically, one respondent indicated that their area of study is related to Education. Additionally, another completer, currently residing in the United States and teaching K–5 in a public school, shared that she and her team have received notable recognition for their teaching performance.

On the other hand, to demonstrate the program's impact and the effectiveness of its completers, efforts were made to gather evaluations from graduates employed by the Puerto Rico Department of Education. These efforts were successful in the case of one student, documented as Case Study #2.

Additionally, seeking to further substantiate completer effectiveness, an analysis was conducted based on employer evaluations carried out during the academic year 2023-2024 (**conducted every three years**) and 2024-2025 (to add new data to the next collection period). This analysis aimed to identify schools within the public educational system that reported the highest number of completers from the Aguadilla Campus PEM among their faculty. The objective was to characterize the academic performance profile of these schools to potentially establish a correlation between both variables.

It's important to note that the United States Department of Education has approved Puerto Rico's local plan under the federal Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA). This plan outlines the state's accountability model for identifying schools in need of improvement, utilizing multiple indicators to assess school performance.

Under this model, schools are classified as follows:

- Comprehensive Support and Improvement (CSI): Schools are identified as CSI if they meet any of the following criteria:
  - They rank in the bottom 5% of Title I schools based on overall performance.
  - They have a graduation rate of less than 67%.
  - They have been identified as Additional Targeted Support and Improvement (ATSI) for three consecutive years.
- Targeted Support and Improvement (TSI): Schools are designated as TSI if they have one or more student subgroups that consistently underperform, defined as



performing below the level of all students in the bottom 5% of schools for two consecutive years.

- **Additional Targeted Support and Improvement (ATSI):** Schools are identified as ATSI if they have one or more student subgroups performing at or below the level of all students in the bottom 5% of schools for three consecutive years.
- **Other:** Schools that do not meet the criteria for CSI, TSI, or ATSI are categorized as "Other," indicating they are not identified for improvement.

These classifications are part of a broader effort to ensure equitable educational opportunities and outcomes for all students. The identification process involves analyzing performance data across various indicators, including academic achievement, graduation rates, and subgroup performance. Schools identified for improvement receive targeted support and resources to address areas of need and enhance student performance.

It was found that none of the schools with the highest number of completers from the Aguadilla Campus' PEM are included in any improvement plans; all of these schools are classified under the "Other" category (as shown in the table below). This suggests that one possible factor contributing to the exclusion of these schools from improvement plans could be the positive impact of our completers.

#### *Aguadilla Campus' PEM Completer's Schools*

<b>Data collected by Employers Survey 2023-2024</b>			
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>	<b>Improvement Plan</b>
School 1	Isabela	12	No

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**Data collected by Employers Survey 2023-2024**

<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>	<b>Improvement Plan</b>
School 2	Rincón	2	No
School 3	Aguadilla	4	No
<b>TOTAL</b>		<b>18</b>	<b>100% (n=18) of the schools are not on Improvement Plans</b>

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**Data collected by Employers Survey 2022-2023**

<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>	<b>Improvement Plan</b>
School 1	Moca	9	No
School 2	San Sebastian	15	No
School 3	Mayaguez	1	No
School 4	Mayaguez	0	No
School 5	San Sebastian	3	No
School 6	Añasco	0	No
School 7	Aguadilla	25	No
School 8	San Sebastian	3	No
School 9	Añasco	3	No
School 10	Aguadilla	6	No
<b>TOTAL</b>		<b>65</b>	<b>100% (n=10) of the schools are not on Improvement Plans</b>

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The PEM program at the Aguadilla Campus highlights the impact of its completers on P–12 student learning and development through the analysis of multiple case studies. These case studies include classroom observations of completers, pre- and post-assessments of their students, samples of student work, and interviews with the completers themselves. In select cases, student performance on standardized proficiency tests is also examined to explore potential correlations between student outcomes and the instructional effectiveness of the completers. This comprehensive collection of evidence serves to illustrate the positive influence that EPP completers have on student learning and overall academic growth.

Among the alumni who completed the Graduate Survey between 2020 and 2024, one individual was purposefully selected to participate in a case study to allow for an in-depth examination of her professional and career development. With her informed consent, she completed a comprehensive questionnaire designed to evaluate her classroom impact and monitor her progress since graduating from the Elementary Education: Teaching of English as a Second Language Level Program (2022) at the Inter American University, Aguadilla Campus.

In addition, four longitudinal case studies were selected through purposeful sampling from completers who did not respond to the Graduate Survey between 2020 and 2023. These individuals, observed over multiple years, have consistently demonstrated measurable growth in their influence on student learning. They graduated from the *Teaching of Spanish at the Secondary Education Level Program (2014)* and the *Teaching of English as a Second Language at the Secondary Level Program* in 2017 and 2019, respectively. To include a more recent perspective, a fifth case study was added,

featuring a graduate from the *Early Childhood Elementary Level K–3 Program (2023)*. This selection aims to offer the most current representation of completer impact on P–12 student learning.

In total, the sample for this study includes five graduates of the Teacher Education Program, representing a range of certification levels and graduation years: a 2014 graduate from the Secondary Education Teaching of Spanish Level program, a 2017 graduate and a 2019 graduate from the Secondary Education Teaching of English as a Second Language Level program, a 2022 graduate from the Elementary Education Teaching of English as a Second Language Level program, and a 2023 graduate from the Early Childhood Elementary Level K3 program. These case studies serve as valuable tools for evaluating the impact of Teacher Education Program completers on the learning and development of students at the PK12 level. Additionally, they support the collection of data to analyze the effectiveness of teaching practices implemented by the graduates in their respective classrooms and schools.

The **first longitudinal completer** is a **2014** graduate of the Secondary Education program with a specialization in Teaching Spanish, who earned a 4.00 cumulative GPA, graduating Suma Cum Laude. During her academic journey, she participated in a study abroad program at the Ortega y Gasset Boarding School in Toledo, Spain, which enriched her educational and cultural experience. Demonstrating strong leadership and a commitment to service, she worked as a Spanish tutor, mentored new students through the enrollment process, and was an active member of both the Honors Program and institutional debate teams.

In recognition of her academic excellence and ethical conduct, she was awarded the prestigious John W. Harris Medal, the highest honor granted by the Inter American University of Puerto Rico to a graduating student with exemplary academic performance and moral integrity. Her dedication to civic engagement and community service was also central to this recognition.

Following her undergraduate studies, she pursued and completed a master's degree in Speech Pathology and was subsequently accepted into a Doctoral Program in Education, with a concentration in Curriculum and Teaching, at an accredited university. As part of her continued professional development, she also completed a Basic Sign Language course.

From **August 2017 to 2021**, she worked as a Spanish educator at the secondary level (grades 10–12) in a private, accredited school located in the northwest region of Puerto Rico. According to College Board Standardized Academic Achievement Test (PAA) data provided by the school administration, students under her instruction demonstrated noticeable improvement in verbal reasoning skills over her tenure. The results from the past six years highlight a positive trend when comparing the school's performance to that of other institutions across both the public and private sectors on the island.

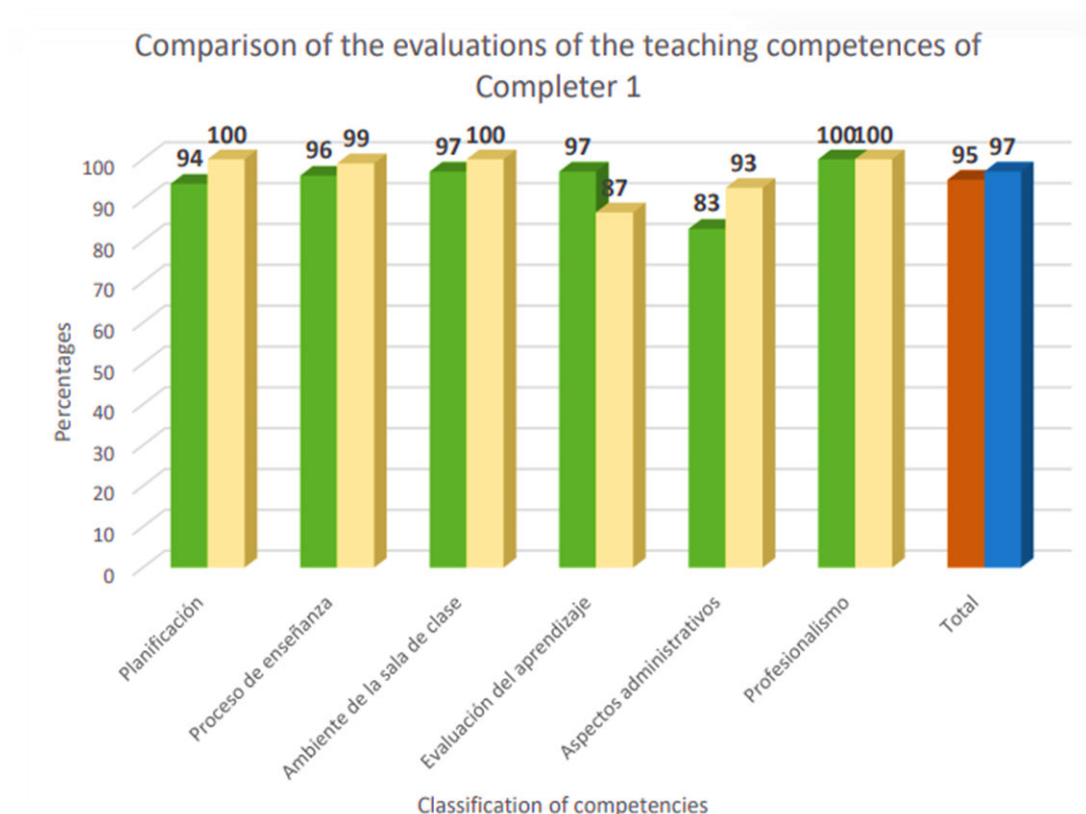
***Academic Achievement/ Verbal Reasoning***

	2015 *Before	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
<i>School where the graduate taught</i>	506.5	513.0	529.5	549.2	538.0	566.1

<i>Island Wide</i>	458.2	458.2	455.2	456.8	463.6	456.4
<i>Private Schools</i>	508.6	516.1	500.8	513.7	506.7	499.2
<i>*Before: Before Completer 1 started teaching at the school</i>						
<i>*After: After Completer 1 started teaching at the school</i>						

### ***Academic Achievement/ Spanish***

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	<i>*Before</i>	<i>*After</i>	<i>*After</i>	<i>*After</i>	<i>*After</i>
<i>School where the graduate taught</i>	499.4	515.7	542.5	532.7	562.7
<i>Island Wide</i>	450.5	450.4	451.1	459.5	452.3
<i>Private Schools</i>	495.8	490.5	506.2	503.0	496.0
<i>*Before: Before Completer 1 started teaching at the school</i>					
<i>*After: After Completer 1 started teaching at the school</i>					



Similarly, it is evident that this teacher consistently upheld academic excellence in her subject through the effective application of teaching strategies and strong pedagogical performance. As of **2021**, she transitioned from her role as a Spanish educator to pursue a career in speech pathology. She has since obtained her Speech-Language Pathologist Licenses in both Puerto Rico and Georgia, earning high scores on the required certification examinations. In her current practice, she continues to draw upon the instructional strategies developed during her teaching career to enrich patient sessions and therapeutic interventions. Additionally, she remains committed to education and community service by offering Lactation and Birthing Classes to expectant mothers and parents, further exemplifying her dedication to lifelong learning and public engagement.

In **2022**, she expanded her professional expertise by offering remote speech pathology services to students ranging from Kindergarten through twelfth grade in Arizona and Pennsylvania, utilizing her strong educational background to support student development. During a recent interview, she shared that she was awarded a scholarship from the Northwest Talent Foundation during her Master's degree studies. Furthermore, she received recognition from the Alpha Delta Kappa Sorority as an outstanding Education student, underscoring her dedication and significant achievements in the field of education.

In **2023**, she returned to Puerto Rico and established her own private practice in the northwestern part of the island. She successfully published her master's thesis specializing in lactation and development. Drawing on the strategies she developed during her Bachelor of Arts in Education and Master's degree, she continues to implement various approaches, such as visual, verbal, auditory cues, and communication strategies tailored to the specific needs of each of her patients. Additionally, she completes 30 hours of Continuing Education every three years, with a current focus on telemedicine and Alzheimer's care. In the interview, she concluded by stating, "Studying education is never in vain. Regardless of the specialty I achieved, being an educator gives me the strength and skill to achieve more with my patients."

In **2024**, she joined a Therapy Group LLC as a Speech Pathologist (MS, CCC-SLP), where she is thriving in her profession. In this role, she provides speech evaluations and therapy for both adults and children, offering in-person and virtual options to meet her patients' needs. Her continued success in the field is a testament to her resilience, hard work, and unwavering dedication to improving the lives of those she serves. In a



recent conversation/short interview, she expressed her eagerness to visit our campus and speak to future graduates about her journey in the educational field and how it has directly contributed to her current career. She is also excited to share her experiences as a student at the Inter American University Aguadilla Campus, offering valuable insights into how her academic background shaped her professional path.

The **second longitudinal completer**, a **2017** Secondary Education: Teaching of English as a Second Language Level graduate, earned her degree with a 3.65 GPA, graduating Magna Cum Laude. She was recognized for her outstanding academic achievements and her ability to balance her academic responsibilities with her community service efforts. During her time at the Aguadilla Campus Teacher Education Program, she stood out as a dedicated member of the Student Association of Future Educators. In addition to her academic work, she volunteered for a non-profit organization, where she channeled her passion for cars into meaningful social work. She played a pivotal role in spearheading a campaign that promoted a drug-free environment, focused on aiding youth rehabilitation, and helped guide them toward rediscovering their aspirations. Drawing on her educational background and communication skills, she actively coordinated and participated in charitable projects across Puerto Rico, further showcasing her commitment to making a positive impact on her community.

The graduate organized and attended fundraising events aimed at supporting terminally ill children and individuals affected by assault or abuse. She played an instrumental role in providing guidance to young people, helping them build resilience and empowering them to overcome personal challenges. Her exceptional commitment to community service earned her the Leadership Award upon graduation, recognizing her

significant contributions to promoting the value of life, fostering a spirit of service, and encouraging teamwork. In addition, she was honored with the Board of Trustees Medal, which acknowledged her exemplary leadership and steadfast dedication to community service.

She continues to stay connected to the field of education by dedicating her evenings and weekends to teaching English review courses for university admission tests. Additionally, she conducts conversational English classes at a nearby educational center. Drawing from feedback provided by the school where she is currently employed, a concise overview of her accomplishments from **2018 to 2021** as an educator is highlighted below.

<b>Qualitative Classroom visit assessments (Completer 2)</b>			
<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<p>An exploratory evaluation was carried out, that consisted of a visit to the classroom. The class and lesson plans were evaluated.</p> <p>There were no bad performance remarks.</p> <p>The enrollment of that group consisted of 18 students.</p>	<p>The report of visits to the classroom highlights that the teacher "has good group control." Review: "she writes the objectives well" and that "she has her planning up to date".</p> <p>The enrollment of that group consisted of 18 students.</p> <p>This year a quantitative</p>	<p>The evaluation report highlights that the teacher "demonstrates mastery of the subject she teaches."</p> <p>In addition, he reports that she achieved "very good group participation".</p> <p>The enrollment of that group consisted of 26 students of which 26 attended on the day of the visit.</p>	<p>The evaluator emphasizes that she has "a good command of the material she is teaching".</p> <p>The enrollment of the group attended during the visit was 34 students.</p>

Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
	evaluation was carried out in which academic aspects were scored, obtaining a score of 98%. 90% (18) of the evaluated criteria were rated as Excellent, while 10% (2) were rated as Good. No criteria were rated as Fair or Poor (0%)		

The table below provides an analysis of the results from standardized academic achievement tests administered annually to students taught by **Completer 2**.

The Effect of Completers 2's teaching on student academic achievement (Standardized Testing LA – English Reading Section)			
Percentage of students who obtained above average in the results of the academic achievement test without the Completer 2's teaching impact.		Percentage of students who obtained above average in the results of the academic achievement test by Completer 2 teaching (at least once).	
2018		2020	
4th	63.2%	6th	65.6%
5th	56.5%	7th	77.8%
6th	53.7%	8th	83.3%

In a **2021** interview, she shared her vision of working for the Department of Education of Puerto Rico and completing her graduate studies within five years. If she didn't achieve this goal, she aspired to become a leader in the field of education, using her professional experience and extensive knowledge of English to make a significant impact. In a **2022** interview, she revealed that, until August 2022, she worked as a full-time teacher in a private school in Western Puerto Rico. She is now employed by the Department of Education of Puerto Rico, marking the achievement of one of her professional goals. Currently, she is making a difference in Special Education classrooms, working with three distinct groups of students, ranging from 9th grade to adults. This year, she is focusing exclusively on Special Education, managing a total of 16 students across three groups: autism, independent living 1 (multiple disabilities), and independent living 2 (emotional disturbances).

The Department of Education also granted the completer a change in her employment status from temporary to probationary. In her teacher performance evaluation from **2022**, she achieved a perfect score of 100% (see the results below).

Puntuación		23.00/23.00 = 100.00%	23.00/23.00 = 100.00%		
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In a 2023 interview, she shared that she is currently in her second year as a teacher at a public school in Aguadilla. Additionally, since October 2023, she has been working as an English communication teacher at a Center for Student Researcher Teachers, a night school located on the premises of a public school in Aguadilla. At her primary school, she teaches English to four groups of modified special education students, with a current enrollment of 18 students, including two groups of students with

autism and two groups in independent living. The students, aged between 14-19 years, come from Route 2 and Route 3.

At the night school, she teaches English communication to 10th, 11th, and 12th graders, whose ages range from 16 years old to adults. Although she has not pursued any further academic studies beyond her Bachelor's degree, she has opted to explore various job opportunities available with her current level of education. So far, she has successfully secured six job opportunities, which include positions in two private schools, the Department of Education (DE), as an English instructor for College Board reviews, as a conversational English instructor, and as a teacher at the night school.

At the end of her second year with the Department of Education of Puerto Rico (DEPR), she expressed interest in becoming certified as a cooperating teacher. On **February 21, 2023**, she achieved a significant milestone by transitioning from eligible transient status to probationary. She is currently nearing the completion of her first year on probation.

The majority of her special education student population consists of students with significant speech difficulties. Many of these students struggle to communicate verbally, and some may not use words at all, let alone communicate in a second language. To address this challenge, she emphasizes repetition in both English and Spanish to create word associations and facilitate language development. Additionally, she focuses on maintaining her students' attention and motivation during English reading activities. She has found that concentrating on intonation and voice projection while reading aloud significantly enhances their engagement and comprehension. Through these targeted

strategies, she aims to support her students' language skills while fostering a positive and inclusive learning environment for all.

A major personal achievement for her as a teacher has been her successful adaptation to working with a student population that she had not previously impacted. She expresses deep gratitude to the four special education teachers who have supported her throughout this transition, as it is a significant departure from her experience in regular classroom settings. Understanding that the goals and accomplishments of her students are unique and specific, she has cultivated a profound sense of empathy, respect, and patience. She places great emphasis on celebrating every achievement, no matter how small, within this distinctive learning environment.

Throughout the school year, the Department of Education of Puerto Rico (DEPR) consistently offers workshops for its staff, providing valuable opportunities for professional development. Actively engaged in her role as an educator, she has participated in a variety of these workshops. Led by experts in their respective fields, these sessions cover essential topics such as CPR and First Aid certification with Jackeline del Valle, an Induction Workshop for English teachers with 0-3 years of experience, facilitated by Prof. Lizza Padovani, and improving academic achievement through effective assessment in English, led by Prof. Ninna González. She has also attended sessions on Conflict Management with psychologist Yanira Ruiz, explored Neuro-Learning Strategies with Dr. Aida Pérez, and delved into the critical issue of Institutional Abuse in a session conducted by Dr. Ramonita Pérez. Through her active participation in these workshops, she continuously enhances her skills, stays informed

about best practices, and refines her teaching approach to better serve her students and foster a positive learning environment.

In her **2023** teacher performance evaluation, she received a score of 100%, demonstrating her exceptional effectiveness in the classroom. This outstanding rating reflects her commitment to providing high-quality education and her ability to meet the diverse needs of her students. The evaluation results, which are detailed below, further highlight her dedication to professional growth and excellence in teaching.

Puntuación		11.50/11.50 = 100.00%		11.50/11.50 = 100.00%		
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In **2024**, she continues to demonstrate an unwavering commitment to her students, educational projects, and professional development. Her dedication to fostering a positive and inclusive learning environment is evident through her active participation in workshops and educational initiatives. She consistently seeks opportunities to refine her teaching strategies, staying up to date with best practices in the field. Her sustained efforts to address the diverse needs of her students have earned her excellent performance evaluations year after year, reflecting her commitment to academic excellence and ongoing professional growth. With resilience and a deep passion for teaching, she continues to make a meaningful impact on her students and the broader educational community. Currently, she manages three full-time Special Education classrooms and a one-on-one instructional setting at a high school, where she serves as an English teacher.

The **third longitudinal completer**, a **2019** graduate of the Secondary Education: Teaching of English as a Second Language Level program, achieved an impressive 3.98 GPA. As a member of the Honors Program, she demonstrated academic excellence and

leadership throughout her undergraduate studies. She served as a student tutor in both English and Spanish and distinguished herself as a teacher's assistant to an associate professor in the Spanish faculty. Her leadership extended beyond the classroom, as she also held the position of president of the student organization Future Teachers. Her dedication and academic achievements were recognized by the international educators' sorority Alpha Delta Kappa, which honored her as an outstanding student. Upon graduation, she received the Antonina Vélez Medal, awarded to the most outstanding education student. In 2020, she continued her academic journey by enrolling in a Master of Arts in Teaching English at the University of Puerto Rico, Mayagüez Campus, while simultaneously working as a teacher's assistant in the English Department at the same institution.

In a **2022** alumni interview, the completer shared that she was in the final stages of completing her graduate studies while simultaneously teaching English as a Second Language to first-year college students. At the time, she continued to serve as a teaching assistant at the university where she was completing her graduate program, instructing basic English courses for undergraduate students. Looking ahead, she expressed her aspiration to pursue doctoral studies within the next five years, with the goal of becoming a professor of education or English at a university in Puerto Rico.

In a **2023** interview, the completer shared that she had successfully completed her graduate studies with high honors. She is currently employed as an Elementary English Teacher at a public school in Dorado, Puerto Rico, where she is recognized for her dedication to enhancing student engagement and promoting academic success through the development of innovative and interactive learning activities. In addition to her



teaching responsibilities, she remains actively involved in a variety of professional development workshops, continuously striving to expand her skills and stay at the forefront of educational best practices.

As of **2024**, the completer continues to serve as a full-time Elementary English teacher in the public education system, maintaining her strong commitment to student success. She remains deeply dedicated to helping her students achieve academic excellence, consistently implementing engaging strategies to support their language development and overall performance. Her efforts in the classroom reflect her passion for teaching and her unwavering focus on creating a nurturing learning environment. In addition to her professional accomplishments, she reached a joyful personal milestone this year, becoming a mother. As the year comes to a close, she is currently completing her maternity leave and looks forward to returning to the classroom with renewed energy and perspective.

The **fourth completer**, who participated in the Graduate Survey from 2020 to 2023, graduated from the 2022 Elementary Education: Teaching of English as a Second Language Level Program with a GPA of 3.74. Currently employed in a public school in the United States, she has implemented various initiatives to enhance her students' academic performance. These initiatives include See, Think, Wonder, Turn & Talk, 4 Corners, Think-Write-Pair-Share, Gallery Walk, Use of manipulatives, Choice Board, Name Generator Wheel, Dice activities, Community Circle, Interactive Read Aloud, and "Oratoria." She considers one of her biggest goals to be witnessing her students' growth in the English language and applying the strategies she has learned during her years at the Inter to aid in their development. In her first year at the school, she and her team

received recognition for their teaching performance and execution. She has also participated in various workshops, such as the SIOP (Sheltered Instruction Observation Protocol) and a workshop on Dual Language Instruction. At the end of the interview, the graduate noted that "Seeing my students succeed and be proficient in the English language, as well as academically prepared for middle school."

In **2024**, the fourth completer continues to teach elementary English in Maryland. She remains dedicated to fostering her students' growth in learning English as a second language. She has created an inclusive classroom environment where every student's progress is celebrated, regardless of how small the achievement. Her students, many of whom start with little to no English knowledge, have made significant strides thanks to her varied instructional strategies. Visual aids, interactive games, and songs play a key role in capturing their attention and facilitating their comprehension. She adapts activities based on each student's level and provides personalized support to help them advance at their own pace. This year, she continues to utilize the "green" and "red pom-poms" strategy to monitor language use in the classroom, which motivates students to increase their English usage gradually. Her unwavering commitment to her students' success remains evident in the continued positive learning outcomes.

This completer's efforts to support her students' language acquisition were recognized by her colleagues and school leadership. Although she did not receive a formal award, she and her team received a "shout-out" during the weekly closing circle, which acknowledged their exceptional performance in administering the ESOL exams in the state of Maryland. This recognition was a reflection of the team's consistent dedication to ensuring their students' academic success. Moreover, she has continued to engage in

various professional development opportunities to improve her skills, as these are a requirement within her district. She recognizes the importance of staying updated with current educational practices, participating in ongoing training to continue enhancing her pedagogical strategies and teaching effectiveness.

The completer takes pride in witnessing her students' personal and academic growth. Her greatest achievement as a teacher has been seeing her students' increasing enthusiasm for learning English. The moment when her students begin to use English in their daily lives and share what they've learned with their families is one of the most rewarding aspects of her career. This year, she has continued to focus on creating a classroom environment where students are not afraid to make mistakes, fostering both their confidence and their motivation. Her work goes beyond just teaching English; she also ensures that her students feel valued, celebrated, and supported in their learning journey.

Collaborating with her team, the completer has worked to improve instructional strategies for their English language learners. In various meetings, they have proposed new pedagogical strategies aimed at enhancing the review process, ensuring that students retain and apply the content they've learned. By encouraging students to engage in regular review practices, they aim to boost retention and foster independent learning. Additionally, she continues to contribute valuable insights to team discussions about best practices for engaging English learners. Through her ongoing collaboration with colleagues, she strives to improve the overall learning experience for her students.

As always, the completer remains dedicated to creating a positive, inclusive, and engaging classroom environment. She emphasizes the development of each student's

unique abilities and learning pace, ensuring they have the resources and support necessary to succeed. The use of innovative tools and technology remains central to her approach, allowing her to engage students in a more dynamic and relevant learning experience. Furthermore, she maintains regular communication with her students' parents and guardians to ensure that there is a strong support system for her students both inside and outside the classroom. This ongoing collaboration helps guarantee that students receive consistent encouragement and assistance in their academic and personal growth.

The **fifth and final completer**, from students who graduated between 2020 and 2023, is a 2023 Early Childhood Elementary Level K-3 graduate with a GPA of 3.05. She currently teaches at a Head Start program on the island and holds a certification in Early Childhood/Preschool CDA. Her most significant achievement at the moment is the educational growth, control, and routine development she has fostered in a child with autism. The activities she consistently uses in her classroom often include games that engage parents, helping to strengthen the socio-emotional development of her students. Additionally, she actively participates in various workshops that have contributed to her ongoing growth and development as an educator, further enhancing her teaching practices and skills.

In **2024**, the completer continues to demonstrate remarkable resilience and dedication to her professional growth and her students' academic success. She remains fully committed to supporting the unique needs of her students, particularly in her work with children with autism. Her ability to adapt and create individualized learning routines has been a key factor in her students' progress. Recognizing the importance of fostering

both academic and socio-emotional development, she consistently incorporates engaging and interactive activities that involve parents, strengthening the connection between home and school. Her willingness to grow as an educator is evident in her ongoing participation in professional development workshops, where she refines her skills and gains new strategies to better serve her students. Despite the challenges that come with teaching in an early childhood setting, she remains unwavering in her commitment to helping each student achieve their fullest potential, ensuring that they receive the support they need to thrive academically and socially. Her perseverance and passion for teaching continue to make a significant impact on her students' lives, as she consistently strives to foster an environment where they can excel.

All the data collected and analyzed in these case studies clearly illustrate the significant impact our teachers have on P-12 student-learning growth. The teachers consistently apply the professional knowledge, skills, and dispositions cultivated during their preparation experiences to effectively foster learning in P-12 classrooms. Their dedication to student success is evident in their continued professional development, implementation of innovative teaching strategies, and their ability to adapt to the diverse needs of their students. These educators have shown remarkable resilience, growth, and adaptability, particularly in addressing the unique challenges presented by their student populations.

The rationale for the data elements provided stems from the comprehensive understanding that our preparation programs are designed to equip teachers with the necessary tools and knowledge to positively influence student outcomes. The case studies capture evidence of how the teachers are not only meeting the goals set forth in

their initial training but are also exceeding expectations in their professional roles. This reflects a robust alignment between the academic preparation received and the outcomes seen in their classrooms, as demonstrated through improved student performance, innovative instructional methods, and the ongoing professional development they pursue to continue their growth as educators.

Additionally, regarding the **indicator of teaching effectiveness**, the following figures present the candidate's performance in Clinical Experience II for the semester from August to December 2023.

<b>August-December 2023 (Clinical Experience II)</b>			
<b>Course Code</b>	<b>Course name</b>	<b>Students</b>	<b>Average GPA</b>
EDUC 4013 C	Clinical Experiences In The Ed Scen. II- Elementary Primary Level (4-6)	1	4.00
EDUC 4013 R	Clinical Experiences In The Ed Scen. II Secondary Education In Spanish	1	4.00
<b>TOTAL</b>		<b>2</b>	<b>4.00</b>

**Regarding the indicator of teaching effectiveness**, the following figures showcase the candidate's performance in Clinical Experience I and II for the semester from January to May 2024.

<b>January- May 2023 (Clinical Experience II)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Students</b>	<b>Average GPA</b>
EDUC 4013 A	Clinical Exp II: Preschool Level Education	1	4.00
EDUC 4013 B	Clinical Exp II: Elementary Primary Level (K-3)	1	4.00
EDUC 4013 O	Clinical Exp II: Secondary Education In Biology	1	4.00
EDUC 4013 K	Clinical Exp II: Secondary Physical Education	1	4.00
<b>TOTAL</b>		<b>4</b>	<b>4.00</b>

<b>Clinical Experience II- Average GPA</b>		
<b>2021-22</b>	<b>2022-23</b>	<b>2023-2024</b>
4.00	3.80	4.00

## Impact Measures

### Measure 2. Satisfaction of employers and stakeholder involvement (Components R.4.2/ R5.3)

It was established beforehand that the Inter-American University, Aguadilla Campus, created an Employer Satisfaction Survey in 2020, which is administered every three years, for the purpose of collecting data on the Teacher Education Program. This survey aims to gather the opinions of employers regarding the pedagogical and professional competencies possessed by graduates of the Teacher Education Program (PEM) at the Aguadilla Campus of the Inter-American University of Puerto Rico. For both cycle of data collections 2022-2023 and 2023-2024, the questionnaires were administered online using Microsoft Forms. Although the survey is typically conducted every three years, the program is exploring the possibility of administering it annually in order to increase participation and enhance the data collection process.

A total of 3 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the 2023-2024 study. In the 3 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2023-2024 survey reveal (see table below) great satisfaction from the employers; with regard to 20 criteria presented in the survey 48.33% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 51.67% were their employees (our completers) “frequently” meet



the established criteria on average. The employers offered a 4.33-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2023-2024

### General Information of Employers

<i>Variable</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentages</i>
<i>Sector: Public or Private Institution?</i>	Public	3	100%
	Private	0	0
<i>How important is it to hire graduates of the Teacher Preparation Program for your organization?</i>	Very Important	3	100%
	Important	0	0.00%
	Somewhat Important	0	0.00%
	Not Important	0	0.00%

*Criteria related to the pedagogical and professional competencies that graduates possess*

<b>Premises</b>	<b>Responses</b>			
<i>The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:</i>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
1. <i>They have mastery of the content of the subject they teach.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
2. <i>They understand how students learn and develop.</i>	1	2	0	0

	33.33%	66.67%	0.00%	0.00%
3. <i>They individualize teaching so that each student develops according to their abilities.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	1 33.33%	2 66.67%	0 0%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
8. <i>Utilize multiple assessment methods to determine student progress.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
11. <i>They use available technological resources to support the teaching and learning process.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
12. <i>They respect the laws and regulations that govern the profession.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
13. <i>Exhibit professional and ethical conduct.</i>	2 66.667%	1 33.33%	0 0.00%	0 0.00%

14. They remain committed to their continued professional development.	1 33.33%	2 66.67%	0 0.00%	0 0.00%
15. They work in collaborative teams in face-to-face and virtual contexts.	2 66.67%	1 33.33%	0 0.00%	0 0.00%
16. They assume leadership roles and professional responsibility in different educational settings.	2 66.67%	1 33.33%	0 0.00%	0 0.00%
17. They integrate the family and the community with the school.	2 66.67%	1 33.33%	0 0.00%	0 0.00%
18. They use effective strategies for group control, achieving an appropriate environment for learning.	1 33.33%	2 66.67%	0 0.00%	0 0.00%
19. Provide learning opportunities and experiences that consider equity and diversity in the student population.	2 66.67%	1 33.33%	0 0.00%	0 0.00%
20. Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.	2 66.67%	1 33.33%	0 0.00%	0 0.00%
<b>Total</b>	<b>29 48.33%</b>	<b>31 51.67%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>

- How do you evaluate the Inter de Aguadilla Teacher Education Program?



- 3 responses

Average Rating: 4.33

For the **2022-2023** data collection a total of 10 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the study. Two of the participating schools were not considered to analyze the results since they did not have PEM graduates from the Aguadilla Campus of the Inter-American University. In the 8 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2022-2023 survey reveal (see table below) great satisfaction from the employers; with regard to 20 criteria presented in the survey 75.6% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 24.4% were their employees (our completers) “frequently” meet the established criteria on average. The employers offered a 4.88-star rating to the Aguadilla Teacher Education Program.

*Results from Employer Satisfaction Survey 2022-2023*

**General Information of Employers**

<i>Variable</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentages</i>
<i>Sector: Public or Private Institution?</i>	Public	8	100%
	Private	0	0
<i>How important is it to hire graduates of the Teacher Preparation Program for your organization?</i>	Very Important	7	87.5%
	Important	1	12.5%
	Somewhat Important	0	0.00%

Not Important	0	0.00%
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*Criteria related to the pedagogical and professional competencies that graduates possess*

<b>Premises</b>	<b>Responses</b>			
	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
<i>The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:</i>				
1. <i>They have mastery of the content of the subject they teach.</i>	6 75%	2 25%	0 0.00%	0 0.00%
2. <i>They understand how students learn and develop.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
3. <i>They individualize teaching so that each student develops according to their abilities.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	5 62.5%	3 37.5%	0 0%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	6 75%	2 25%	0 0.00%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%

8. <i>Utilize multiple assessment methods to determine student progress.</i>	8 100%	0 14.29%	0 0.00%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	6 75%	2 25%	0 0.00%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	6 75%	2 25%	0 0.00%	0 0.00%
11. <i>They use available technological resources to support the teaching and learning process.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
12. <i>They respect the laws and regulations that govern the profession.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
13. <i>Exhibit professional and ethical conduct.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
14. <i>They remain committed to their continued professional development.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
15. <i>They work in collaborative teams in face-to-face and virtual contexts.</i>	4 50%	4 50%	0 0.00%	0 0.00%
16. <i>They assume leadership roles and professional responsibility in different educational settings.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
17. <i>They integrate the family and the community with the school.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%

18. <i>They use effective strategies for group control, achieving an appropriate environment for learning.</i>	4 50%	4 50%	0 0.00%	0 0.00%
19. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
20. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
<b>Total</b>	<b>121 75.6%</b>	<b>39 24.4%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>

- How do you evaluate the Inter de Aguadilla Teacher Education Program?
- 8 responses

Average Rating: 4.88



The stakeholders, or interest groups, include PEM faculty members, students (teacher candidates), prospective PEM candidates (Pre-PEM), society at large, and the Department of Education of Puerto Rico.

To ensure active participation and engagement, the PEM established an Advisory Committee with representatives from the community. This committee functions as an advisory and consultative body for the key interest groups (see table below). Its primary role is to evaluate the outcomes of the assessment process, assess teaching effectiveness, and propose actions to improve the quality of the Program. As an

advisory body, the committee offers recommendations to Program officials. With autonomy, committee members are empowered to suggest and propose improvements to enhance the Program's overall quality. The following evidence outlines the composition of the Committee.

### **Teacher Education Program Advisory Committee**

The Teacher Education Program Advisory Committee serves as an advisory and consultative body, composed of key interest groups, or "stakeholders." Its primary responsibility is to assess the outcomes of the evaluation process and the effectiveness of teaching, as well as to propose actions that will improve the Program's quality. In its advisory role, the Committee provides recommendations to Program officials, who then present these insights to senior management. Committee members, acting in their advisory capacity, are encouraged to offer suggestions and proposals to further enhance the Program. The PEM Advisory Committee is made up of a PEM student, a program completer, a school director (cooperating director), a representative from the Puerto Rico Department of Education at the central level, and a community member (educator).

<b>Members of the Advisory Committee</b>	
Prof. Ivonne Rivera Rivera	Director of the Jose de Diego Elementary School Aguadilla (Also, graduated from the PEM of Inter Aguadilla)
Dr. Carlos Iván Morales Méndez	Community Member (He was a school director, Superintendent and



<b>Members of the Advisory Committee</b>	
	Regional Director and a university professor)
Prof. Mayra Rosa Sifre	Cooperating Teacher Homero Rivera Solá of Aguadilla School
<b>New Member:</b> Adrián J. Rosa Miranda	Teacher Education Program Student He will start Clinical Experience I for next semester Member of the Student Council Pedagogical Association of Inter Aguadilla
Dra. Damarys Varela Vélez	Department of Education of Puerto Rico Representative
<b>New Member:</b> Michelle Lorenzo	Teacher Education Program Alumni

For the **2024** academic year, two new members joined the group. Adrián J. Rosa Miranda, a student in the Teacher Education Program, that will begin Clinical Experience I in the upcoming semester. He is also an active member of the Student Council and the Pedagogical Association of Inter Aguadilla. Similarly, Michelle Lorenzo, an alumni of the Teacher Education Program, also joined as a new member, bringing her perspective and experience as a graduate of the program.

On May 16, **2022**, the stakeholders of the Inter American University of Puerto Rico, Aguadilla Campus, organized a series of professional development workshops in collaboration with representatives from the Puerto Rico Department of Education. These workshops aimed to enhance the outcomes of the Educator Preparation Program (EPP) and included the following sessions: “Leadership for the Educational Generation” led by

Dr. Damarys Varela Vélez, “Sharing a Vision for Student Success” led by Dr. Jeanette Ramos, and “Domain of Data Use” led by Prof. Daisy Hernández.

More recently, the EPP engaged in a significant collaborative effort with the Department of Education (DE) of Puerto Rico to evaluate the Teacher Certification Regulations prior to their implementation. This process involved a group discussion with stakeholders to review the regulation document and the circular letter on clinical experiences. The recommendations resulting from this discussion were compiled and submitted to Dr. Varela of the DE of Puerto Rico, supported by photographic evidence and attendance records.

Additionally, the EPP hosted the Cognitive Neuroscience Symposium, an event that brought together a broad group of stakeholders, including cooperating teachers, school directors, members of the PEM Advisory Committee, Head Start teachers, community members, PEM students, and faculty. Comprehensive documentation from this event—including attendance lists, invitations, programs, and other relevant materials—has been maintained.

The EPP also entered into a collaborative agreement with Head Start, underscoring its commitment to community engagement and educational improvement. A copy of this agreement was shared via email to affirm the program's dedication to strengthening partnerships in support of educational excellence.

To assess employer satisfaction with the performance and preparation of program completers, the PEM conducted a qualitative study titled the Employer Focal Group Interview. This study, conducted every three years, explores the experiences and perspectives of public and private school principals who supervise graduates of the

Teacher Education Program. Specifically, the study investigates how well the program prepares graduates to work with diverse P-12 students and their families.

The focal group session took place on Friday, November 12, 2021, in the Professor Hilda Bacó Meeting Hall, which was arranged to ensure a quiet, comfortable, and focused environment. The session began at 9:20 a.m. and concluded at 11:30 a.m. It was facilitated by a moderator, with support from two observers—one responsible for timekeeping and the other for audio recording and photography. The primary goal of the session was to analyze the collective narrative and insights of participants regarding the program's effectiveness.

The specific objectives of the study were to:

1. Identify employer perceptions of PEM graduate teachers' performance.
2. Determine whether the professional preparation of these graduates meets employer expectations.
3. Gather opinions about the overall quality of the Teacher Education Program at the Aguadilla Campus.

A structural sampling method was employed, focusing on typical participants rather than statistical representation. The selection criteria for participants included:

1. A minimum of five years of experience in school administration.
2. Employment in schools within the Mayagüez educational region (serving Aguadilla, Aguada, Moca, Rincón, Isabela, San Sebastián, and Añasco).
3. Supervision of at least one graduate from the program.
4. Leadership of an elementary, middle, or high school accredited by the Puerto Rico Council of Education or the Middle States Association.

Although the Employer Focal Group Interview is currently conducted every three years, the program is planning to establish a new Employer Focal Group for the upcoming year. This initiative aims to encourage greater participation and strengthen the overall data collection process.

For this last Focal Group, the Teacher Education Program invited ten patrons to ensure a minimum participation of four to ten individuals. Seven confirmed their attendance, and of those, five were present at the meeting. Below is the demographic information of the five participants.

#### Participants and type of sample

##### ***Participants***

<b><i>Identification</i></b>	<b>Gender</b>	<b>Sector</b>	<b>Educational Level</b>	<b>Years of experience as school principals</b>	<b>Years of experience as teachers</b>	<b>Total of years of experience in P-12 Academia</b>
<b><i>Director 1</i></b>	Male	Public	Master's	12 years	11 years	23 years
<b><i>Director 2</i></b>	Female	Private	Master's	5 years	18 years	23 years
<b><i>Director 3</i></b>	Male	Public	Master's	8 years	11 years	19 years
<b><i>Director 4</i></b>	Female	Public	Doctorate	22 years	4 years	26 years
<b><i>Director 5</i></b>	Male	Public	Master's	8 years	10 years	18 years

The session commenced with the reception and registration of participants from 8:30 to 9:00 am. Following this, a welcome address was delivered, which was followed

by the dean's welcome and an invocation. Subsequently, the participants were introduced, and the purpose and objectives of the study were outlined. General instructions for the session were provided, and participants were asked to authorize the recording of the meeting for the sole purpose of thoroughly analyzing their answers, comments, and suggestions. Assurance was given regarding the full confidentiality and anonymity of the participants. Each participant was requested to indicate their voluntary acceptance of answering questions and being recorded. Additionally, participants were asked to introduce themselves, indicate the school they administered, and provide information on their years of experience in teaching and school administration.

The focus group session was conducted with the participation of five school directors from the Mayagüez School District. A positive attitude was observed among the participants towards both the moderator and the session itself. The conversation primarily revolved around their perspectives on five guiding questions:

1. Regarding the current situation in Puerto Rico (Fiscal, Social and Population wise), what is the role that universities play to improve the social situation of Puerto Rico?
2. Which professional characteristics do the Graduated Teachers of the UIPR PEM Program of Aguadilla possess?
3. Let's talk about the Performances of the Graduate Teachers from the UIPR of Aguadilla's PEM Program.
  - Lesson planning

- Knowledge of the subject they teach (how do the graduates provide the students with learning opportunities and chances of putting their knowledge to use.)
  - Teaching strategies
  - Evaluation and assessment
  - Attention to diversity
  - Professional ethics
  - Leadership and collaboration
4. What is the level of satisfaction in regards to the preparation and knowledge of our graduates, when working on their profession to contribute to the academic and comprehensive development of the students?
5. Share your sentiment on the type of teachers that graduate from our program.

Responses were organized into 6 general trend categories. These are: Great difficulty for the recruitment of teachers in Puerto Rico; The Emotional Weight the Teacher Carries; Pay based on academic rank or preparation; Language Barrier (English Knowledge); PEM Graduate Teachers Performance; and Recommendations to the Institution.

As a result of this Focus Group the PEM, in regards employers demonstrating they are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families, the following statements were made by the employers.

As a result of this Focus Group the PEM, in regards employers demonstrating they are satisfied with the completers' preparation for their assigned responsibilities in working

with diverse P-12 students and their families, the following statements were made by the employers:

- “On a positive note, at least from our perspective, you’re leaving the students well prepared in regards to knowledge of teaching strategies. In the part that talks about that sensitivity and humanistic aspect, it is born from those student organizations and community service activities that you have in the University for future teachers. It is having a positive impact, when they go to read books to the students, help the physical education teacher, help them with their homework, help on Field Day, the Turkey Race, even the few things that we did face-to-face (in the time we were virtual) they wanted to be there and participate and go meet the students. That part of the sensitivity has served us very well. In the part of the standardized tests, you had asked us for the evidence, and the evidence of one of our graduated teachers; and luckily we are doing well.”
- “I have four graduates from this institution; very well prepared academically, very dynamic. But that also has to do with the generation (the dynamic). I went to visit someone that had a more contemporary mindset, to observe a Math course (I was going to evaluate the class) in a high school, and, you know how it’s difficult to make the students participate, but in this class, they all participated (discussing how dynamic the class was). We are diverse, and we learn in diverse ways. Students are asking questions constantly.”
- “They’re excellent teachers, their planning process is complete and they’re on top of everything when it comes to their teaching.”

- “The teachers we’re receiving are very good.”
- “We receive well-prepared teachers. Also, teacher-candidates that want to give their very best for the sake of their students. I have to congratulate the universities that teach prepare their students to work with technology and computers.”
- “I want to reiterate that my school has ten teachers that graduated from the Inter American University, and, for the year 2019, the results of the META Tests PR classified our school as a five stars’ school. 80% of the Pass Rate, and a big part was thanks to my school’s faculty. Your program can take the credit (The Teacher Education Program of the Inter American University of Aguadilla). They encouraged you with a bonus (economical) for the achievement.”
- “They’re excellent.”
- “I love the teacher-candidate’s I’ve received at our institution. They develop a productive collaboration with their colleagues and with their mentor-teachers. They come with new initiatives and they dare to do new things. I’ve seen them develop positive relationships with the families. I congratulate the University for doing adjustments in the technological area, it went right ahead with what we needed. They told their cooperating teachers “Look, I have this tool that can help you with your virtual classes.” They recommended us programs and apps that were very helpful. Another thing I liked and found positive was that the University provides reviews for the Teacher Proficiency Test. The teachers that take said test from the Inter



American University get excellent scores. Also, the disposition of the employees here so that the teacher-candidates are able to offer more to the students is very good... Never lose that dynamic of cooperation.”

- “You are not failing as an institution in the formation of empathic professionals... I want to reiterate that I have a school with twenty-three teachers and ten of them are graduates of the Inter American University, almost a 45% of them. Eight of those teachers are graduates from the Aguadilla Campus. I think my school, a public one, is the school with the most graduates from the Inter American University in the area. This number surprised me, my faculty is excellent; I give them suggestions and strategies so they’re successful, so they’re not only good teachers in the classroom, but also empathic.”

### **Outcome Measures**

#### **MEASURE 3. Candidate Competency at Program Completion (R3.3)**

To ensure that teacher candidates possess the academic competencies necessary to teach effectively and positively influence the learning and development of diverse P–12 students, the Professional Education Model (PEM) utilizes multiple measures and data sources. These measures evaluate candidates’ proficiency in content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas. Through rigorous evaluation processes and a variety of assessment tools, the PEM guarantees that teacher candidates are thoroughly prepared

to meet the evolving demands of contemporary education and contribute meaningfully to student success.

The Professional Education Model (PEM) utilizes multiple sources of evidence to triangulate that candidates are adequately prepared for certification upon program completion and ready to transition into the teaching profession. A minimum grade of B is required in the clinical experience courses, reflecting the rigorous evaluation process candidates undergo. This process includes evaluation visits, narrative progress reports, a suggestion booklet, an assessment of the candidate's competencies, portfolio evaluation, and a self-evaluation completed during Clinical Experience II. During this phase, each candidate is observed and evaluated at least three times, once per visit, by both the cooperating teacher and the clinical experience supervisor (a minimum of three evaluations by each in EDUC 4013). Additionally, the Competency Evaluation Instrument is administered twice during Clinical Experience II, once at midterm and once at the end, by both the cooperating teacher and the clinical experience supervisor, totaling four evaluations. Therefore, earning a minimum grade of B in the clinical experience signifies that the candidate has successfully passed a selective and comprehensive screening process, ensuring the quality and effectiveness of their professional performance.

On the other hand, the candidate must successfully complete the comprehensive integration courses in Basic Knowledge and Communication Skills, as well as in Integration of Professional Skills. These courses include partial exams, virtual laboratories, and a comprehensive final exam for each.

Finally, the state outlines the academic and professional requirements that aspiring teachers must meet in order to obtain a regular teaching certificate. This certification

allows them to practice as teachers in both public and private schools on the Island, in accordance with Law 94 of June 21, 1955, as amended, known as the Law to Regulate the Certification of Teachers. Among the necessary requirements for certification, applicants must take and pass the Teacher Certification Test (PCMAS). Once the teacher candidate fulfills these requirements, the Professional Education Model (PEM) refers and authorizes the administration of the Teacher Certification Tests, as outlined in Circular Letter No. 13-2019-2020 and the Regulations for the Certification of Teaching Personnel of Puerto Rico.

The data obtained over three cycles for each of the aforementioned measures are presented below. The results from Aguadilla completers in the PCMAS demonstrate that they possess the academic competencies necessary to teach effectively, with a positive impact on diverse P-12 student learning and development. These results highlight their ability to apply content knowledge, foundational pedagogical skills, and integrate technology within the field(s) of certification (see table below).

	Tasa de Aprobación en las PCMAS de las Cohortes 2018-19 al 2022-23					Reglamento de Clasificación PPM – DEPR vigente desde agosto 2022	
	2018-19	2020-21 <sup>2</sup>	2021-22	2022-23	Promedio de PCMAS (2018-19 al 2022-23) ("Composite Summary Pass Rate")	"Composite Summary Pass Rate" 2018-19 al 2022-23 (70%) + Acreditación (30%)	Clasificación
Aguadilla	100	100	100	75	94	$65.8 + 30 = 95.8$	Ejemplar
Arecibo	78	96	93	96	91	$63.7 + 30 = 93.7$	Excelente
Barranquitas	100	N/A <sup>3</sup>	75	100	69	$48.3 + 0^4 = 48.3$	Bajo desempeño
Fajardo	100	100	64	100	91	$63.7 + 30 = 93.7$	Excelente
Guayama	100	100	100	100	100	$70.0 + 0^4 = 70.0$	En riesgo
Metro	93	86	92	100	93	$65.1 + 30 = 95.1$	Ejemplar
Ponce	92	91	100	80	91	$63.7 + 0^4 = 63.7$	Bajo desempeño
San Germán	83	100	85	100	92	$64.4 + 0^4 = 64.4$	Bajo desempeño
Puerto Rico	92	96	91	94	-----	-----	-----

1. El DEPR clasifica los PPM en el 2022 con las siguientes categorías: Ejemplar (100-95), Excelente (94.9-90), Bueno (89.9-80), Satisfactorio (79.9-75), En riesgo (74.9-70), Bajo desempeño (69.9-0). La categoría "Bueno" se creó para esta clasificación. La clasificación se determina con la siguiente fórmula: 70 % "Composite Summary Pass Rate" + 30 % acreditación profesional.
2. Debido a la pandemia del Covid-19, no hubo administración de PCMAS en el año académico 2019-20, por lo que no se incluyen dichos resultados.
3. El Recinto de Barranquitas no tuvo estudiantes con PCMAS en marzo 2021, según reportado. Los programas en educación han sido puestos en moratoria en el recinto.
4. Los recintos de Barranquitas, Guayama, Ponce y San Germán no renovaron la acreditación de CAEP, por lo que no obtienen los 30 puntos que otorga el DEPR a este criterio.

Fuentes: College Board. Informes "Institutional Level Pass Rate Data Report on Teacher Certification Test", 2018-2019, 2020-2021, 2021-2022, 2022-2023

Inter-American University was ranked "Exemplary" across all campuses for the 2022–2023 academic year, with results for the 2023–2024 evaluation expected in the late Spring semester. As a reflection of continued academic quality, five out of six program completers who took the PCMAS during the 2023–2024 academic year achieved a successful pass rate (100%).



### Aggregate-Assessment Level Pass-Rate Data\* Regular Teacher Preparation Program

Institution: Universidad Interamericana de PR, Recinto de Aguadilla

Academic Year: 2023 - 2024 Testing Period: 7/23-6/24

Number of Program Completers: 6

Type of Assessment	Assessment Code Number	No. of Students Taking Assessment	No. of Students Passing Assessment	Institution Pass Rate	Statewide Pass Rate
PCMAS General	PR10	5	5	5 / 5 = 100%	93%
PCMAS General (Elementary/Secondary)	PR21, PR25	5	5	5 / 5 = 100%	93%
Specialization	PR30, PR40, PR50, PR60, PR70	0	0		0%
Summary Pass-Rate**		5	5	5 / 5 = 100%	310 / 333 = 93%

\* Aggregate Assessment Pass Rate: The proportion of program completers who passed all the tests they took in each of the skill or knowledge areas, among all program completers who took one or more tests in each area (PCMAS General, PCMAS General (Elementary/Secondary)).

\*\* Summary Pass Rate: The proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas.

The table titled Clinical Experience Courses presents the overall average scores earned by candidates in two core practicum courses: Clinical Experience in the Educational Scenario I (EDUC 3015) and Clinical Experience in the Educational Scenario II (EDUC 4013). These averages are disaggregated by major and reported for the academic years 2020–2021 through 2023–2024.

EDUC 3015 is delivered as a unified course for all teacher candidates, regardless of major. Although candidates complete their clinical experiences in field placements aligned with their specific disciplines, the course itself is not differentiated by specialization. In contrast, EDUC 4013 is divided by major, as indicated by a letter suffix in the course number (e.g., EDUC 4013A for Preschool Education), allowing for targeted performance analysis within each licensure area.

All course averages are reported on a 4.0 scale and evaluated against a benchmark score of 3.0, which serves as the minimum threshold for demonstrating readiness in clinical practice. The data indicates that the majority of EDUC 4013 sections consistently met or exceeded this benchmark across all reporting cycles, reflecting strong and sustained performance in the culminating clinical experience.

The general average scores per academic cycle further support this conclusion: candidates achieved an average of 3.96 in 2020–2021, 3.95 in 2021–2022, 3.88 in 2022–2023, and 3.64 in 2023–2024. In all four years, completers surpassed the benchmark, reflecting sustained success in clinical experiences.

Candidate evaluations are based on two distinct sources: (1) feedback from facilitating teachers who observe and mentor candidates during their field experiences, and (2) evaluations conducted by course professors responsible for overseeing course-based components. These dual perspectives serve as multiple measures, supporting the validity and reliability of the assessment system in accordance with CAEP Standard 5 (Quality Assurance System and Continuous Improvement).

<b><i>Clinical Experience Courses</i></b>				
<b>MAJOR / CONCENTRATION</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>EDUC 3015: Clinical Experiences in the Educational Scenario I</b>	(n=16) 4.00	(n=6) 3.85	(n=3) 4.00	(n=8) 3.38
<b>EDUC 4013A: Clinical Experiences in the Educational Scenario II- Preschool Level Education</b>	(n=0)	(n=2) 4.00	(n=0)	(n=1) 4.00
<b>EDUC 4013B: Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3)</b>	(n=2) 4.00	(n=2) 4.00	(n=0)	(n=1) 4.00
<b>EDUC 4013C : Clinical Experiences in the Educational Scenario II- Elementary Primary Level (4-6)</b>	(n=0)	(n=0)	(n=0)	(n=1) 4.00
<b>EDUC 4013D: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Secondary Level</b>	(n=1) 4.00	(n=5) 4.00	(n=1) 4.00	(n=0)
<b>EDUC 4013E: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level</b>	(n=1) 3.00	(n=2) 4.00	(n=0)	(n=0)
<b>EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education</b>	(n=2) 4.00	(n=0)	(n=1) 3.00	(n=0)
<b>EDUC 4013G: Clinical Experiences in the Educational Scenario II- Special Education</b>	(n=1) 4.00	(n=0)	(n=0)	(n=0)
<b>EDUC 4013K: Clinical Experiences in the Educational Scenario II- Secondary Physical Education</b>	(n=0)	(n=0)	(n=2) 4.00	(n=1) 4.00

<b><i>Clinical Experience Courses</i></b>				
<b>MAJOR / CONCENTRATION</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>EDUC 4013O: Clinical Experiences in the Educational Scenario II- Secondary Education in Biology</b>	(n=0)	(n=3) 4.00	(n=1) 4.00	(n=1) 4.00
<b>EDUC 4013R: Clinical Experiences in the Educational Scenario II- Secondary Education in Spanish</b>	(n=0)	(n=2) 4.00	(n=0)	(n=1) 4.00
<b>Mean</b>	<b>(n=23) 3.96</b>	<b>(n=22) 3.95</b>	<b>(n=8) 3.88</b>	<b>(n=14) 3.64</b>

The table below illustrates the Passing Rate, representing the percentage of students who achieved a score of 70% or higher in the EDUC 4551 and EDUC 4552 courses. A minimum score of 70% is required to pass each course, which is a prerequisite for the candidate to receive a recommendation for licensure endorsement, granting authorization to request the PCMAS. The passing rates for the Fall 2022, Spring 2023, Fall 2023, and Spring 2024 terms are presented, providing insight into the performance of our completers on the PCMAS Licensure Test.

It is important to note that EDUC 4551 focuses on the integration of fundamental knowledge and communication competencies required for aspiring teachers. In contrast, EDUC 4552 emphasizes the integration of pedagogical competencies, including the analysis of pedagogical situations appropriate to the specific teaching level.

Over the past four academic terms, student performance in EDUC 4551 has remained strong, reflecting the effectiveness of the program in fostering essential knowledge and communication skills. In Fall 2022, 83.33% of students met the passing

benchmark, followed by an impressive 100% pass rate in Spring 2023. Although Fall 2023 saw a brief decline to 66.67%, the program responded with continued support strategies, contributing to a rebound in Spring 2024 with a 75% passing rate. These results highlight the program's ongoing dedication to academic excellence and continuous improvement, ensuring that candidates are well-prepared for licensure and professional success.

The passing rates for EDUC 4552 across the Fall 2022 through Spring 2024 terms reflect both challenges and significant improvements. In Fall 2022, the passing rate was 50%, setting a baseline for future growth. Despite a dip in Spring 2023, where the passing rate was 0%, the program demonstrated resilience and responsiveness. In Fall 2023, the passing rate surged to an impressive 100%, reflecting a marked improvement in student performance and the effectiveness of targeted instructional strategies. The passing rate in Spring 2024 was 50%, aligning with the rate from Fall 2022, indicating a stable foundation for further growth. These results highlight the program's ability to adapt and implement improvements, showcasing a commitment to continuous development and ensuring that students are well-prepared for licensure and professional success.

COURSES	FALL 2022		SPRING 2023		FALL 2023		SPRING 2024	
	P	NP	P	NP	P	NP	P	NP
<b>EDUC 4551</b>	n=5 83.33 %	n=1 16.66 %	n=2 100%	n=0 0%	n=2 66.67 %	n=1 33.33 %	n=3 75%	n=1 25%
<b>EDUC 4552</b>	n=3 50%	n=3 50%	n=0	n=1 100%	n=2 100%	n=0	n=3 50%	n=3 50%

The EXCL03 EDUC 4013 table outlines the performance of completers in relation to Rationale 1 by disaggregating results into four specific sub-standards. Each substandard was assessed using a common rubric, with scores provided by both the



cooperating teacher and the course instructor. These evaluations were averaged to produce a combined score on a 4.0 scale, offering a consistent and comprehensive measure of each candidate's proficiency in content knowledge, pedagogical foundations, and technology integration within P12 contexts. The results are organized by academic cycle: Fall 2022, Spring 2023, Fall 2023, and Spring 2024, allowing for a comparative analysis across terms. For each cycle, general averages were calculated for each substandard to evaluate candidate compliance, and a cumulative score was determined by averaging the four substandard results. This overall score serves as an indicator of completer readiness and program effectiveness, supporting continuous improvement efforts aligned with CAEP standards.

Using a benchmark value of 3.0, which aligns with the expected program admission and graduation GPA, all sub-standards consistently met or exceeded this metric across every cycle. To further evaluate the preparedness of program completers, an overall average score was calculated by averaging the results of Rationale 1 sub-standards R1.1 through R1.4 in each academic cycle. This cumulative average provides a clear indicator of the level of candidate readiness. Based on the results from the most recent four cycles, the program achieved an average score equivalent to a 3.88 GPA, demonstrating a strong level of excellence in teacher preparation. These outcomes affirm the effectiveness of the program in equipping candidates with the knowledge, pedagogical skills, and technological competencies necessary for success in P12 educational settings

EXCL03 – EDUC 4013					
General Averages					
<b>Rationales</b>	<b>R1.1</b>	<b>R1.2</b>	<b>R1.3</b>	<b>R1.4</b>	<b>Average</b>
Fall 2022	4.00	4.00	4.00	4.00	4.00
Spring 2023	3.85	3.84	3.86	3.79	3.84
Fall 2023	4.00	3.75	3.79	3.75	3.82
Spring 2024	3.95	3.88	3.82	3.82	3.87
<b>Averages</b>	<b>3.95</b>	<b>3.87</b>	<b>3.87</b>	<b>3.84</b>	<b>3.88</b>

The table titled EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitative Teacher presents the general average per academic cycle for each substandard within Rationale 1. This evaluation rubric captures the performance of program completers as assessed by the facilitative teacher during their clinical experience. A benchmark score of 3.0 was established to align with the program's admission and graduation GPA standards, providing a consistent metric for evaluating candidate readiness. The results from the past three academic cycles indicate that completers from IAUPR-A demonstrate strong preparation across all components of Rationale 1. In each cycle, the general averages exceeded the 3.0 benchmark, confirming that completers are consistently meeting or surpassing expected levels of performance in content knowledge, pedagogical competence, and the integration of technology in P12 instructional settings.

<b>EXCL04-EDUC 3015</b>				
	<b>SPRING 2022</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
<b>R1.1</b>	4.00	3.87	3.75	3.85
<b>R 1.2</b>	4.00	3.43	3.18	3.43
<b>R 1.3</b>	4.00	3.92	3.75	3.92
<b>R 1.4</b>	4.00	3.93	3.89	4.00

\*This course was not offered in Spring 2023

The EXCL02 instrument, used to assess classes taught by teacher candidates, provides verification and evidence of their academic competencies to effectively teach and positively impact diverse P–12 student learning and development. It supports the evaluation of candidates' application of content knowledge, foundational pedagogical skills, and integration of technology in the certification fields. Table EXCL02-EDUC 3015 presents the overall outcomes from the application of this instrument—specifically during the third and final demonstrative class evaluation—across three cycles in Clinical Experience I.

The results presented indicate the average scores assigned by the facilitating teacher and the clinical experiences supervisor. The overall average of three cycles, categorized by Rationale, is provided. The data reveals an overall average of 4.90 for the application of Rationale 1.1 (The Learner and Learning). For Rationale 1.2 (Content), the overall average was 4.89, while for Rationale 1.3 (Instructional Practice) was 4.82, and Rationale 1.4 it was 4.90. Additionally, the overall average of all Rationales per cycle was 5.00 in Spring 2022, 4.87 in Fall 2022, 4.72 Fall 2023, and 4.91 Spring 2024. Candidates' performances are expected to fall between a score of 4 and 5 to determine if they meet

or exceed performance criteria. Therefore, the data indicates that the completers have met and exceeded expectations in the evaluated performance.

On the other hand, Table EXCL02 - EDUC 4013 displays the outcomes of the EXCL2 instrument administration in Clinical Experience II. The data presented indicates that completers, during the Fall 2022, Spring 2023, Fall 2023, and Spring 2024 cycles, achieved scores that surpassed the expected benchmark for each group of criteria, categorized by Rationales, as well as in general terms. The average overall scores for each cycle ranged from 4.72 to 5.00, exceeding expectations.

EXCL02 - EDUC 3015					
General Averages					
Rationales	R1.1	R1.2	R1.3	R1.4	Average
Spring 2022	5.00	5.00	5.00	5.00	5.00
Fall 2022	4.86	4.87	4.88	4.88	4.87
Fall 2023	4.79	4.67	4.72	4.71	4.72
Spring 2024	4.95	5.00	4.69	5	4.91
Averages	<b>4.9</b>	<b>4.89</b>	<b>4.82</b>	<b>4.90</b>	<b>4.88</b>

\*This course was not offered in Spring 2023

EXCL02 - EDUC 4013 General Averages					
Rationales	R1.1	R1.2	R1.3	R1.4	Average
Fall 2022	5.00	5.00	5.00	5.00	5.00
Spring 2023	4.92	4.96	4.88	4.88	4.91
Fall 2023	4.98	5	4.95	5.00	4.98
Spring 2024	4.97	4.98	4.63	5	4.90
<b>Averages</b>	<b>4.97</b>	<b>4.99</b>	<b>4.87</b>	<b>4.97</b>	<b>4.95</b>

The Self-Assessment Questionnaire (EX01) is administered during both field and clinical experiences. Responses from teacher candidates in Clinical Experience I and II provide valuable insights into their alignment with the Program's goals and their readiness to effectively perform teaching responsibilities. The instrument uses a Likert scale ranging from 0 to 4, where a score of 0 indicates no implementation of the criterion, and a score of 4 reflects consistent implementation 90% to 100% of the time. The expected benchmark for this instrument is 85%, corresponding to a score of 3.4 on the Likert scale.

When examining the results (refer to the table below), it's evident that during Clinical Experience I (EDUC 3015- Spring 2022- Spring 2024), teacher-candidates indicated executing the criteria grouped in each of the four sections with scores ranging from 3.32 to 4 in Spring 2022, 3.75 to 3.91 in Fall 2022, 3.56 to 3.82 in Fall 2023, and 3.59 to 3.89 Spring 2024. Similarly, in Clinical Experience II (EDUC 4013-Fall 2022 - Spring 2024), candidates reported executing the criteria in sections with scores ranging from 3.78 to 4 in Fall 2022, 3.90 to 3.98 in Spring 2023, 3.78 to 4.00 Fall 2023, and 3.77 to 3.85 in Spring 2024. These results suggest that, according to the candidates' self-

assessments, they meet the criteria necessary for achieving the goals of the MSP, thereby meeting and even surpassing expectations.

*The Self-Assessment Questionnaire Results, EX01*

<b>EDUC 3015</b>				
	Spring 2022	Fall 2022	Fall 2023	Spring 2024
<b>Section I</b>	3.67	3.78	3.78	3.59
<b>Section II</b>	4	3.75	3.82	3.89
<b>Section III</b>	3.32	3.91	3.56	3.88
<b>Section IV</b>	3.83	3.78	3.74	3.64

\* This course was not offered in Spring 2023

<b>EDUC 4013</b>				
	Fall 2022	Spring 2023	Fall 2023	Spring 2024
<b>Section I</b>	3.78	3.94	3.78	3.83
<b>Section II</b>	4	3.98	4	3.85
<b>Section III</b>	4	3.91	3.82	3.77
<b>Section IV</b>	3.92	3.90	3.83	3.79

<b>MEASURE 4. Ability of Completers to be Hired in Education Positions for which they have prepared</b>
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The completer (n=6) employment rate data (2020-2024 completer survey) is presented below:

<b>Employment Rate 2020-2024 Completers</b>				
<b>Program Area</b>	<b>Year</b>	<b>n</b>	<b>Number of Completers Hired in Area of Preparation</b>	<b>Percentage of employment</b>
Teaching at the Elementary Level Primary Level K-3	2024	1	0	0%
Teaching of Physical Education at the Secondary Level	2022	1	1	100%
English as a Second Language at the Secondary Level	2022	1	1	100%
English as a Second Language at the Elementary Level	2021 and 2022	2	1	50%
Secondary Education in Biology	2023	1	1	100%
<b>TOTAL</b>		<b>6</b>	<b>4</b>	<b>67%</b>

Title II of the Higher Education Act requires institutions of higher education that offer teacher preparation programs to report the pass rates of their graduates or program completers on teacher licensure exams. Additionally, institutions must provide other data relevant to the quality of their teacher preparation programs. The State Department of Education compiles these results into a statewide report summarizing the performance of

all teacher preparation institutions. This report is then submitted to the U.S. Department of Education. State Reports can be accessed through the following link: <https://title2.ed.gov/Public/Home.aspx>

In compliance with the requirements established in Title II of the Higher Education Act, the Teacher Education Program (TEP) submitted and certified its annual report, known as the "Teacher Report Card," in April 2025. This report is a fundamental element to ensure transparency, accountability, and continuous improvement of our program. The "Teacher Report Card" provides a comprehensive and detailed overview of the performance and achievements of the TEP during the corresponding academic year.

In compliance with the requirements outlined in Title II of the Higher Education Act, the Teacher Education Program (TEP) submitted and certified its annual report, commonly referred to as the "Teacher Report Card," in April 2025. This report serves as a key component in promoting transparency, accountability, and continuous improvement within the program. The "Teacher Report Card" offers a comprehensive overview of the TEP's performance and achievements during the corresponding academic year.

Furthermore, the annual report serves as a vital tool for effective communication with our stakeholders, including current and prospective students, faculty, administrators, policymakers, and the broader community. Through transparent sharing of this information, we reaffirm our commitment to academic excellence and accountability, reinforcing the trust and support of all those we serve.

A Graduate Survey conducted between 2020 and 2024 aimed to gather contact information and track the academic and professional paths of graduates from the Teachers Education Program at the Aguadilla Campus of the Inter-American University



of Puerto Rico. Out of the 6 respondents, 5 (83%) reside in Puerto Rico, while 1 (17%) resides in the United States. Among the 6 graduates currently employed, 4 (88%) are working in education-related positions. Furthermore, it was noted that the teachers among the completers residing in Puerto Rico are primarily concentrated in the western region, with 3 individuals identified in this area. Additionally, these teachers are predominantly graduates of the English as a Second Language at the Elementary Level education program.

<b>Distribution by Towns of Residence in Puerto Rico</b>	
<b>Town</b>	<b>Completers</b>
Mayaguez	1
Isabela	1
Arecibo	1
San Sebastian*	2*
<b>TOTAL</b>	<b>5</b>

\*Completers are not working in an Educational Field

<b>Distribution by Towns of Residence in the United States</b>	
<b>Town</b>	<b>Completers</b>
Annapolis	1
<b>TOTAL</b>	<b>1</b>

<b>Distribution by concentration</b>	
<b>Concentration</b>	<b>Completers</b>
Teaching at the Elementary Level Primary Level K-3	1
Physical Education Secondary Level	1
Secondary Education in Biology	1
English as a Second Language-Elementary*	2
English as a Second Language-Secondary	1

\* One of the Completers is not currently employed

Regarding their area of employment, it is essential to note that of the 5/6 completers who indicated that they are working, 4 (80%) have a career related to their area of study, while 2 (20%) does not work in an area not associated with their studies. Of these, 5 (83%) have a full-time job, while 1 (17%) is unemployed. Regarding the completers that do work in their area of study, 100% (4) are teachers, 50% (2) work in private schools, and the other 50% (2) work in schools of the public educational system of Puerto Rico.

Distribution of type of teaching work performed	Completers
Private School Teacher	2
Public School Teacher	2
<b>TOTAL</b>	<b>4</b>

Teaching Grade Level	Completers
Secondary Level	3
Elementary Level	1
<b>TOTAL</b>	<b>4</b>

It is worth noting that 33% of completers (2 out of 6) reported either starting or completing graduate-level studies. Among them, 100% (1 out of 1) indicated that their area of study was related to Education.

Furthermore, to further substantiate completer effectiveness, an analysis was conducted using employer evaluations from the 2022–2023 academic year (**conducted every three years**) and the 2023–2024 academic year (to contribute data to the

upcoming collection period). The analysis focused on identifying public schools that reported the highest number of Aguadilla Campus PEM completers among their faculty. These findings highlight the reach and influence of our program, demonstrating that our completers are not only securing employment but also making an impact across various schools within the public education system.

*Aguadilla Campus' PEM Completer's Schools (2022-2024)*

<b>2023-2024</b>		
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>
School 1	Isabela	12
School 2	Rincón	2
School 3	Aguadilla	4
<b>TOTAL</b>		<b>18</b>
*Data collected by Employer Surveys		

<b>2022-2023</b>		
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>
School 1	Moca	9
School 2	San Sebastian	15
School 3	Mayaguez	1
School 4	Mayaguez	0
School 5	San Sebastian	3
School 6	Añasco	0
School 7	Aguadilla	25

<b>2022-2023</b>		
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>
School 8	San Sebastian	3
School 9	Añasco	3
School 10	Aguadilla	6
<b>TOTAL</b>		<b>65</b>

\*Data collected by Employer Surveys

Moreover, this analysis highlights the widespread influence and effectiveness of our completers within the educational landscape. By identifying schools where our graduates are prominently represented among the faculty, we gain valuable insight into the reach and impact of the Teacher Education Program. The data reaffirms the quality of preparation provided by our institution and underscores the meaningful contributions our completers make in the field of education. It also reflects the diversity of educational settings in which they serve, showcasing their adaptability and readiness to excel in varied teaching environments. Most importantly, it offers concrete evidence of the program's outcomes, demonstrating how our completers are shaping student learning experiences across schools and communities. This analysis reinforces our continued commitment to developing highly qualified, effective educators who make a lasting difference in the lives of students and within the broader education system.