



**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:

## 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
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>

<b>Data collected by Employers Survey 2022-2023</b>			
<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

<b>Data collected by Employers Survey 2022-2023</b>			
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>	<b>Improvement Plan</b>
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>

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

*\*Before: Before Completer 1 started teaching at the school*  
*\*After: After Completer 1 started teaching at the school*

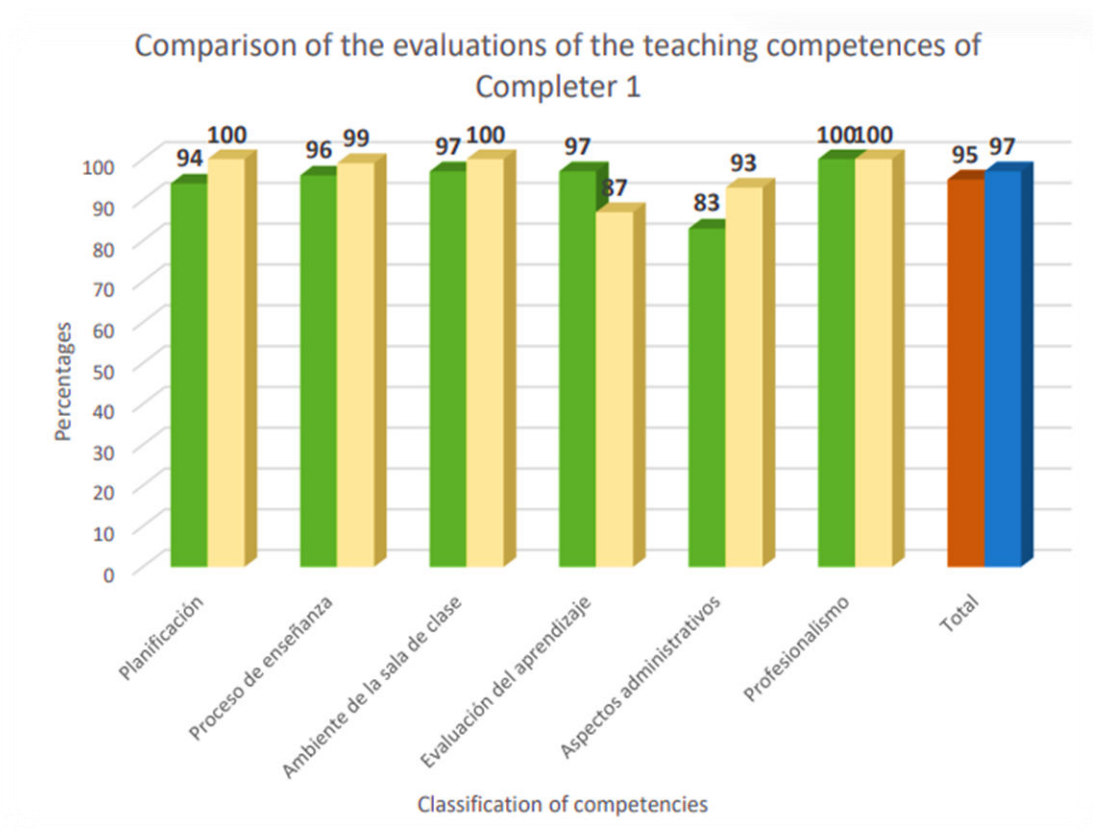
***Academic Achievement/ Spanish***

	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
<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

Private Schools	495.8	490.5	506.2	503.0	496.0
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\*Before: Before Completer 1 started teaching at the school

\*After: After Completer 1 started teaching at the school



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>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</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
	<p>This year a quantitative evaluation was carried out in which academic aspects were scored, obtaining a score of 98%.</p> <p>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%)</p>	<p>students of which 26 attended on the day of the visit.</p>	

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