

Impact Measures (CAEP Standard 4)

MEASURE 1. Impact on P-12 Learning and Development

Previously, IUPR-Aguadilla only had one source of data to directly assess completer impact on P-12 student learning. Previously, an Institution-wide First-Year Teacher's Principal Survey (across all campuses and managed by the Central Office) was administrated to all patrons, asking administrators to rate the teacher's impact on the learning of students in the P-12 classroom. Currently, the latest survey data is available for 2016, the last time this concerted effort was executed by the Central Office. Various reasons impeded/halted the administration of surveys, among these recent natural disasters: (1) In Sept. 2017, the island sustained severe damage from two Category 5 storms (Irma and Maria) within a period of two weeks, (2) On January 7th, 2020 a major earthquake event of 6.4 magnitude in South West Puerto Rico caused an island-wide power outage, leaving over 300,000 US citizens without water service, and thousands seeking shelter or without a home. More than >8,000 have been recorded in Puerto Rico during the year 2020 and have been added to the list of recent major natural disasters the island has experienced. (3) COVID disruption and stay at home orders, and poor survey participation from patrons in 2016.

Currently, the EPP personnel at IUPR-Aguadilla are working on various tactics to collect of completer impact on P-12 learning. Multiple performance measures using institutional and state levels metrics can document completers' impact on P- 12 learning and development. Therefore, an implementation plan has been layout:

- **Data will be scrutinized from the standardized tests** offered by the Puerto Rico Department of Education (META Standardized Tests, and from the Puerto Rico Private School System (Learn Aide Standardized Tests). Specific assessments will be drafted using these resources:
 - <http://de.pr.gov/meta-pr/index.html>
 - <https://learnaidpr.com/medicion.html>
 - [META Standardized Tests Statistics](#)

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- **IAUPR will reach out to local districts**, who have access to additional student data generated through standardized and local assessments. These data can be associated with specific teachers who can, in turn, be associated with particular educator preparation programs. This effort involves P-12 partners, thus contributed to stakeholder engagement and collaboration. The EPP is collaborating with local administrators to finalize the details for how these data can be collected, organized, and analyzed.
- **IAUPR will pilot a Completer Case Study**. The design addresses components 4.1 and 4.2 including completers observations, students' pre- and post-assessments, student work samples, and completers' interviews. The areas of measuring student growth is based on the teaching areas of the completer. A longitudinal case study focused, will be performed, looking at the Campus's certification program completers' professional knowledge, skills, and dispositions learned through their preparation experiences in a P-12 setting.
- **Assessment of a Planned Lesson or Capstone Project**: The completer will choose a lesson, develop a purpose statement, provide a rationale for the selection of strategies, review relevant research, develop an action plan, collect and analyze data, and reflect on the results. These data were reported under the supervision of the lead teacher, and will include teacher's feedback, students' pre- and post-assessment results, and student voices where they rate the completers planning, instruction, and professionalism.

All assessment instruments will be validated and aligned with CAEP and/or InTasc standards. The implementation plan will continue to engage in reflective practice and program growth incorporating feedback from multiple stakeholders. A robust data base has been created during 2019-2020, that will shed light into a more comprehensive and longitudinal analysis.