

Impact Measures (CAEP Standard 4)

MEASURE 1. Impact on P-12 Learning and Development

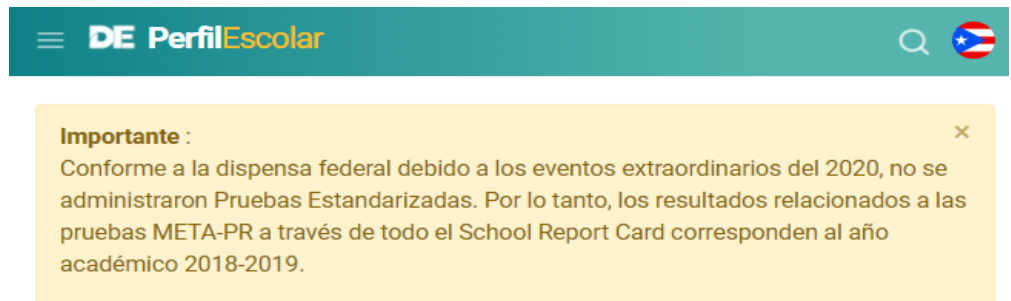
An Institution-wide First-Year Teacher's Principal Survey (across all campuses and managed by the Central Office) was administrated to all patrons, asking administrators to rate the teacher's impact on students' learning in the P-12 classroom. Currently, the latest survey data is available for 2016, the last time the Central Office executed this concerted effort. 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 two weeks, (2) On January 7, 2020, 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) In March 2020, the COVID disruption and stay-at-home orders added to the poor survey participation from patrons. All these factors have changed the data collection processes for this institution and our Main Central Offices. We have collected data from our Patrons Survey (newly created) to rate teachers' (our TEP graduates') impact on students' learning in the P-12 classrooms. We also see an emergent pattern of low survey participation from schools due to Island-wide school closures (Covid School Remote Learning due to CDC Level 4 Covid Levels in the Island).

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Some of the tactics to collect data from the completer impact on P-12 learning mentioned in the 2020 Annual Measures Report have been addressed. Some of those tactics are:

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

* META-PR School-Wide Standard Testing was canceled for the year 2019-2020 due to the pandemic.



The screenshot shows the header of the DE PerfilEscolar website, which includes a teal navigation bar with a hamburger menu icon, the text "DE PerfilEscolar", a search icon, and the Puerto Rican flag. Below the header is a yellow notification box with a close button (X) in the top right corner. The notification text reads: "Importante : Conforme a la dispensa federal debido a los eventos extraordinarios del 2020, no se administraron Pruebas Estandarizadas. Por lo tanto, los resultados relacionados a las pruebas META-PR a través de todo el School Report Card corresponden al año académico 2018-2019."

- **IAUPR will reach out to local districts**, which 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 educator preparation programs. This effort involves P-12 partners, thus contributed to stakeholder engagement and collaboration. The EPP collaborates with local administrators to finalize how the data can be collected, organized, and analyzed. Our TEP Coordinator has had various

meetings with the Department of Education Representatives to find the data that corresponds to each school district. The link below shows where this school-wide profile and database can be found:

<https://perfilescolar.dde.pr/#> .

- **IAUPR will pilot a Completer Case Study.** The design addresses components 4.1 and 4.2, including completer's observations, students' pre-and post-assessments, student work samples, and completers' interviews. The areas of measuring student growth are 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.

A Completer Survey was created to measure the PEM graduate's impact on P-12 Learning and Development. Among the alumni who completed the survey, three (3) were selected through purposeful sampling to conduct case studies and closely monitor their professional and work growth. Also, three (3) additional cases were selected, through purposeful sampling, that did not complete the employer survey. The sample of this study is made up of 6 graduates of the Teacher Education Program, as detailed below:

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- A 2014 Secondary Education: Teaching of Spanish Level Graduate
- A 2017 Secondary Education: Teach of English as 2nd Language Level Graduate
- A 2019 Preschool Level Graduate
- A 2019 Elementary Education: Teach of English as 2nd Language Level Graduate
- A 2019 Secondary Education: Teach of English as 2nd Language Level Graduate
- A 2020 Elementary Education: Teach of English as 2nd Language Level Graduate

Case studies allow us to evaluate the impact of our graduates from the Teacher Education Program on the learning and development of their students at the Pk-12 level. Similarly, it allows data collection to analyze the effectiveness of the teaching offered by the graduate in classrooms and schools. The graduates were contacted, interviewed, and the respective academic records and evidence provided were examined. A summary of the transcripts findings is outlined below.

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Name	Student ID	Major	GPA	Graduation Year	Honors	Campus Experiences I	Campus Experiences II	Clinical Experiences I	Clinical Experiences II
Completer 1	Not published to ensure confidentiality	Secondary Spanish	4.00	2014	Summa Cum Laude	A	A	A	A
Completer 2	Not published to ensure confidentiality	ESL Secondary Level	3.65	2017	Magna Cum Laude	A	A	A	A
Completer 3	Not published to ensure confidentiality	Pre-School	3.04	2019	N/A	A	A	B	B
Completer 4	Not published to ensure confidentiality	ESL Elementary Level	3.66	2019	Magna Cum Laude	A	A	A	A
Completer 5*	Not published to ensure confidentiality	ESL Secondary Level	3.98	2020	Summa Cum Laude	A	A	A	A
Completer 6*	Not published to ensure confidentiality	ESL Elementary Level	3.50	2020	Magna Cum Laude	A	A	A	A

**New case studies that are starting for next year's 2020-2021 period report.*

Completer 1

Completer 1 graduated in 2014 from secondary Education with a concentration in Spanish with a general average of 4.00 (Suma Cum Laude). During her years of study, she participated in the Ortega y Gasset's boarding school in Toledo, Spain. She stood out as a Spanish tutor, offering services to her peers and as a subject mentor guiding and providing support for the enrollment of new students. She was part of the Honor Program and stood out as a participant in the institutional debate group. At her graduation, she was awarded the John W. Harris Medal, the highest distinction awarded by the Inter-American University of Puerto Rico. Said distinction is awarded to the graduating student, among all campuses, with outstanding (superior) academic performance and distinguished by their ethical and moral values under the faith and commitment that the institution represents. Which also reflects in their civic and social performances a high level of community commitment.

The graduate completed her master's degree in speech pathology and was recently admitted to the Doctoral Program in Education in Curriculum and Teaching at an Accredited University. Also, as part of her professional development, she passed a course in Basic Sign Language. Since August 2017, she is working as a Spanish educator at the secondary level (grades 10, 11, and 12) in an accredited private school in the northwest of the Island. Data from the College Board Standardized Academic Achievement Tests (PAA) provided by the school's administration, where she teaches, were analyzed. The results of the PAA reflect an increase in verbal reasoning skills since the completer began working as a Spanish teacher. Below are the results of the last six (6) years, comparing the school in question with the results at the island level

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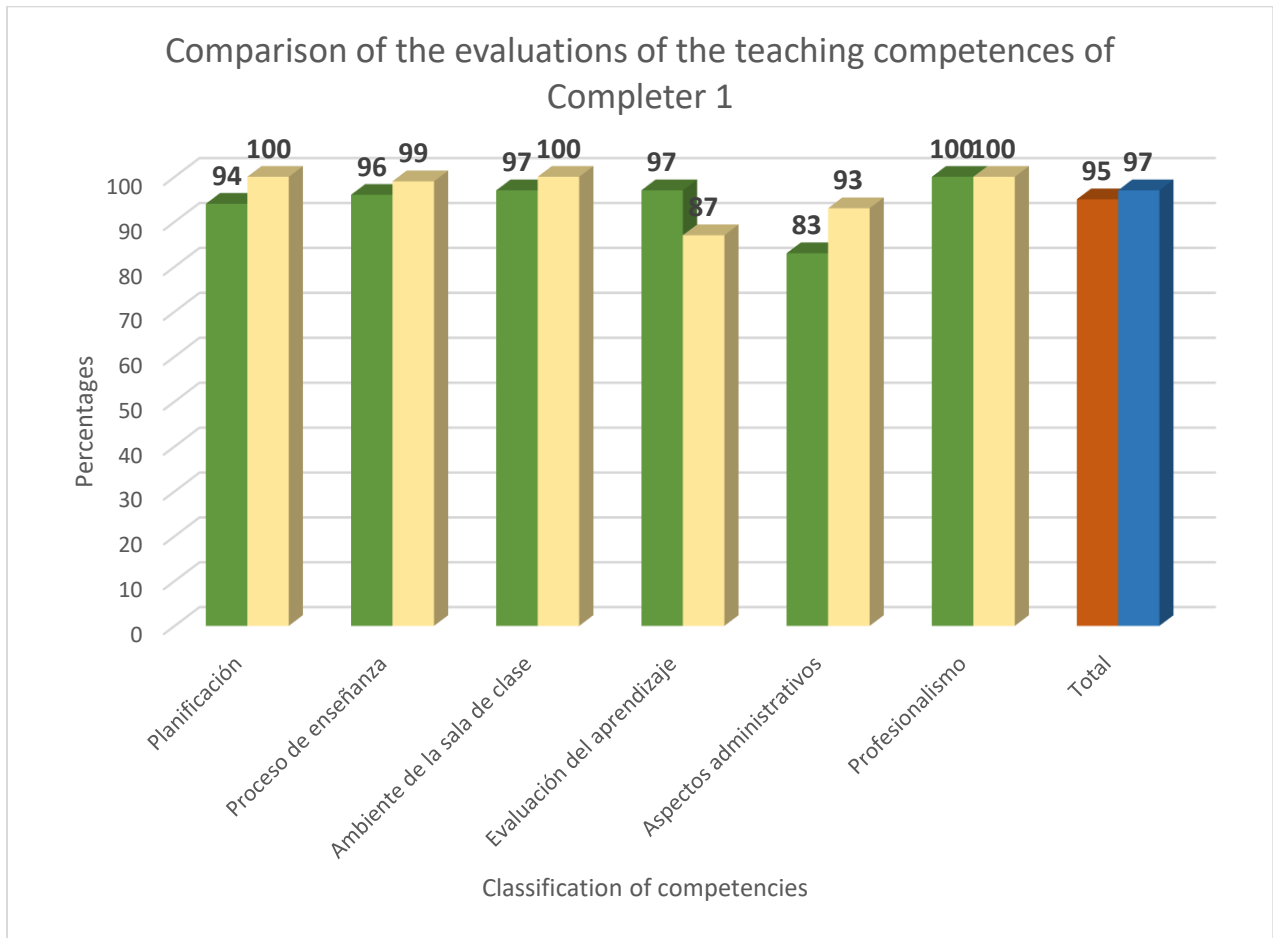
and private institutions. Similarly, it is evident that the teacher, through her teaching strategies and pedagogical performances, has managed to maintain academic excellence in the subject she teaches.

Additionally, the data below show how the administration has evaluated the completer in the areas of planning, teaching process, classroom environment, learning assessments, administrative aspects, professionalism, and the general average of each yearly evaluation. These evaluations demonstrate the completer's improvement throughout the teaching experience and how our Teacher Education Program served as a base for this improvement.

Academic Achievement/ Verbal Reasoning						
	2015 *Before	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
School where the graduate teaches	506.5	513.0	529.5	549.2	538.0	566.1
Island Wide	458.2	458.2	455.2	456.8	463.6	456.4
Private Schools	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/ Verbal Reasoning					
	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
School where the graduate teaches	499.4	515.7	542.5	532.7	562.7
Island Wide	450.5	450.4	451.1	459.5	452.3

Academic Achievement/ Verbal Reasoning					
	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
Private Schools	495.8	490.5	506.2	503.0	496.0
*Before: Before Completer 1 started teaching at the school					
*After: After Completer 1 started teaching at the school					



Classification of Competencies (results analysis)

Evaluation year	Planning	Teaching Process	Class Environment	Learning Assessment	Administrative Aspects	Professionalism	Total
2018-2019	94	96	97	97	83	83	95
2019-2020	100	99	100	87	93	93	97
<i>General Percentages</i>	97	97.5	98.5	92	88	88	96

Evaluation Differences	
Classification of Competencies	% Difference
Planning	6
Teaching Process	3
Class Environment	3
Learning Assessment	-10
Administrative Aspects	10
Professionalism	0
Total	2

Completer 2

Completer 2 graduated in 2017 with a Bachelor of Arts in English as a Second Language Education at the secondary level. She was recognized for her academic achievements harmoniously, combining her responsibilities as a student and community service. During her student years at our TEP, she stood out as a member of the Association of Future Educators. In addition, she was a volunteer member of a non-profit organization where they “used” their passion for cars to do social work. The completer dedicated herself to promoting a campaign to foster a drug-free environment,

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rescue young people from vices, and help them refocus on their goals. She integrated her knowledge of education and communication skills to help coordinate and participate in charitable activities around Puerto Rico.

The graduate organized and attended fundraising activities to benefit terminally ill children and victims of assault or abuse. She guided young people about their ability to overcome the circumstances they faced and their resilience. At her graduation, she received the leadership award for her outstanding work in community service, promoting the value of life, serving others, and teamwork. Also, she was awarded the Board of Trustees medal for her demonstrated leadership and community service.

She currently works as a full-time teacher in a private school in western Puerto Rico. In addition, in the evenings and on weekends, she is a review instructor, of the subject of English, for the university admission tests. In addition, she offers conversational English courses at an educational center in the area.

Based on the information provided by the school where the graduate teaches, a brief description of her achievements as a teacher is presented.

Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
An exploratory evaluation was carried out that consisted of a visit to the classroom. The class and lesson plans were evaluated.	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.”	The evaluation report highlights that the teacher “demonstrates mastery of the subject she teaches.” In addition, he reports that she achieved “very	The evaluator emphasizes that she has “a good command of the material she is teaching.” The enrollment of the group attended during the visit was 34 students.

Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
<p>There were no bad performance remarks.</p> <p>The enrollment of that group consisted of 18 students.</p>	<p>The enrollment of that group consisted of 18 students.</p>	<p>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>This year a quantitative 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%)</p>		

The following table shows the results of the standardized academic achievement tests administered annually to the students attended 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 results from the academic achievement test without the Completer 2's teaching impact.		Percentage of students who obtained above average results from 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%

Completer 3

Completer 3 finished her bachelor's degree in Preschool Education in 2019 with an overall average of 3.04. During her studies, she stood out as a leader, committed to Education and service. She stood out as a leader of the board of the teacher's association and coordinated community service activities. In particular, she was very active in service during the months after Hurricane Maria. She handed out food, baby diapers, and household items. The graduate also organized activities to collect necessities for families of children with disabilities. At her graduation, she was recognized with the Department's Graduating Award for distinguished community service.

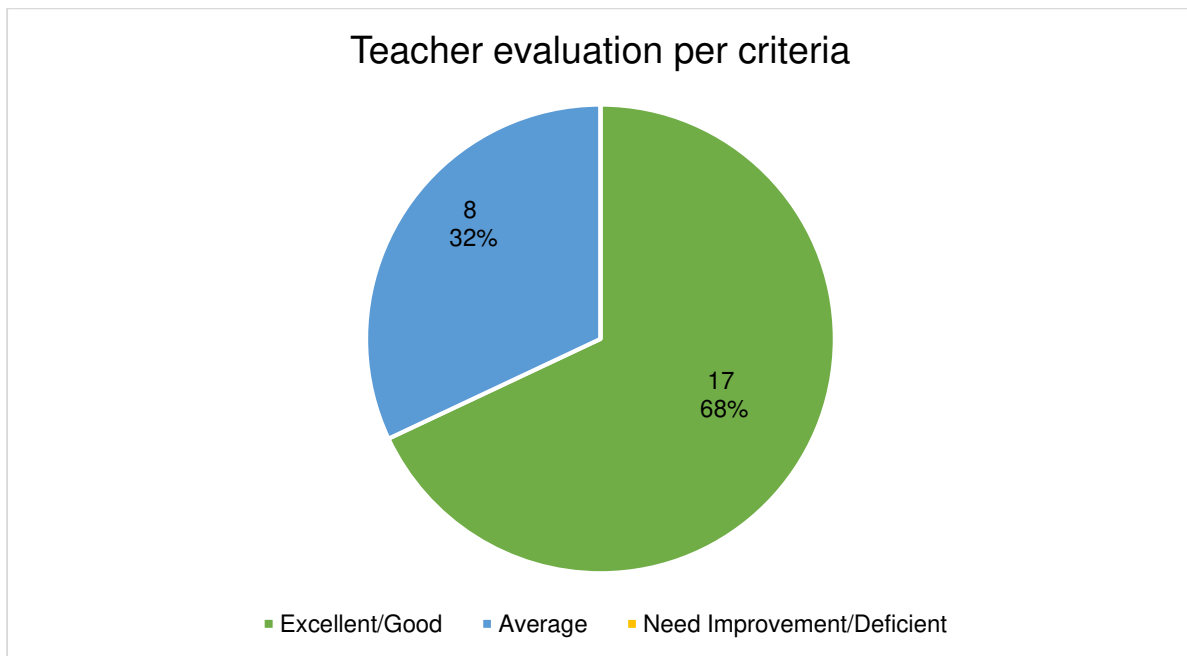
Currently, she works as a pre-school teacher in a public pre-school educational center located in western Puerto Rico since October 2019. From the evidence and

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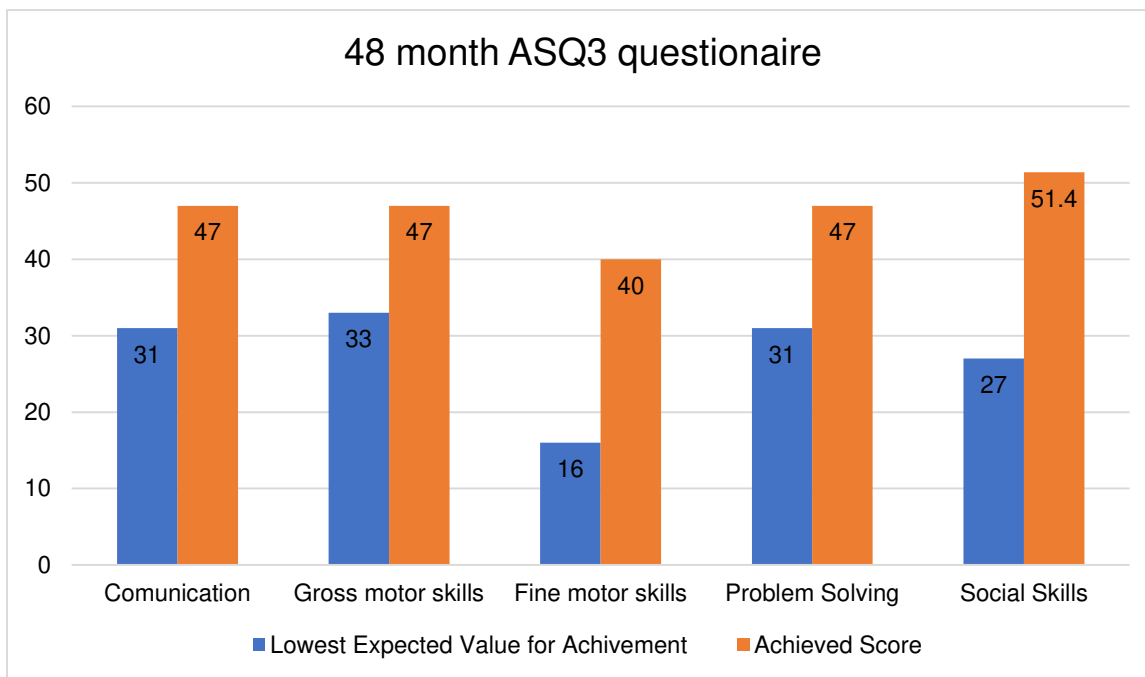
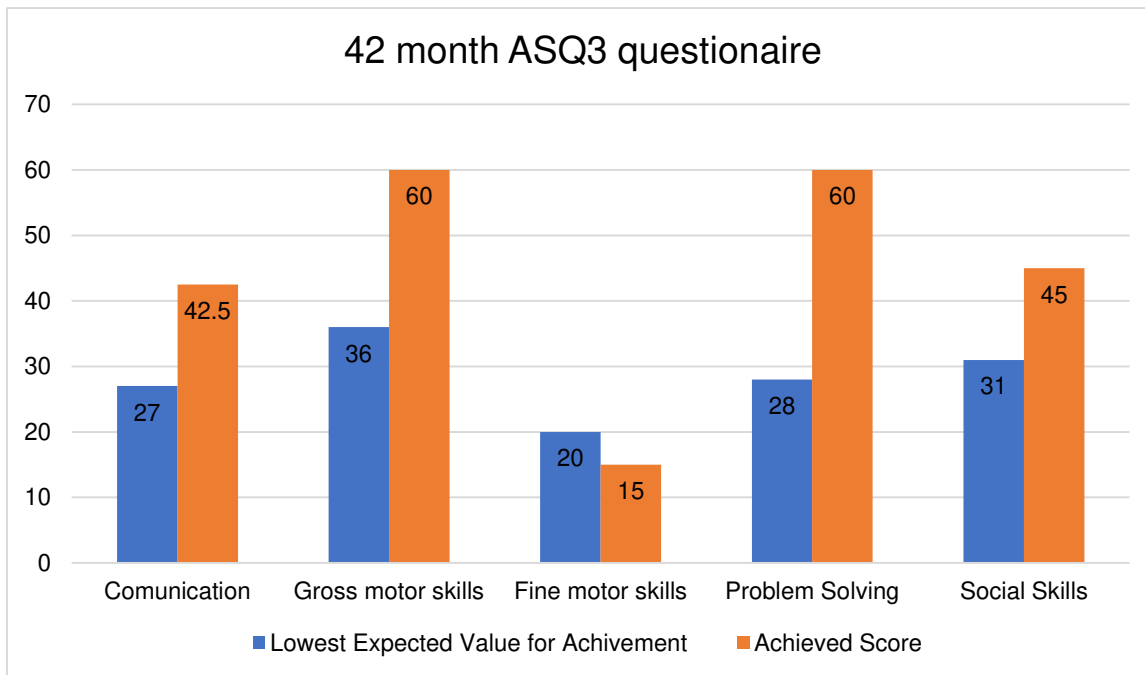
information provided by the administration of the center for which she teaches, it appears that the graduate “has shown a great sense of responsibility and dedication in her tasks.” Below is a summary of the evaluation results of the teacher’s achievements (Completer 3).

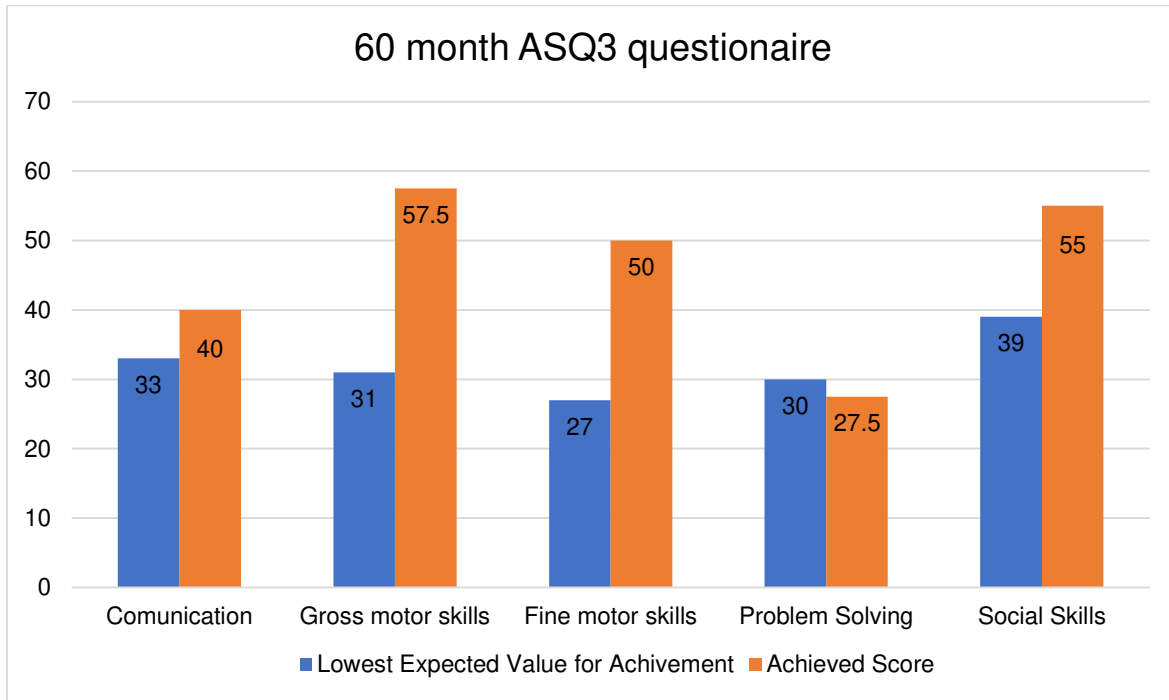
The evaluation instrument considered 25 criteria using the following scale:

Deficient	Need Improvement	Average	Good	Excellent
Lowest				Highest



The following graphs show the analysis of the Ages & Stages Questionnaires of 42, 48, and 60 (months of age) administered to the students attended by Completer 3.





Completer 4

Completer 4 completed her bachelor's degree in teaching English as a Second Language in 2019. As a teacher candidate in the Teacher Education Program, she excelled as an English tutor. She was an active member of the student organization Association of Future Teachers, in which she served as secretary and later as treasurer. She completed the degree with a GPA of 3.66. At her graduation, she was awarded the Antolina Vélez medal. This award is given to the most outstanding student in the Teacher Education Program. Currently, she works as an Elementary Level English teacher in a private school in northwestern Puerto Rico.

The following table shows an outline of her students' performance on academic achievement tests in the first year after graduation as a teacher.

Results of the Completer 4's third-grade group			
Section	Above Average	Average	Below Average
Non verbal	29.6	48.1	22.2
Reading	44.4	48.1	7.4
Math	40.7	25.9	33.3

Completer 5 (New Case Study)

Completer 5 finished her bachelor's degree in English as a Second Language at the Secondary Level in 2020 with a 3.98 GPA. She belonged to the Honors Program and worked as a student tutor for two subjects (English and Spanish). She stood out as a teacher's assistant to an associate professor in the Spanish faculty. In addition, she was president of the student organization Future Teachers. It should be noted that she was recognized by the international sisterhood of Alpha Delta Kappa educators as an outstanding student. At her graduation, she was awarded the prize for the most outstanding student in the Education Department, the Antonina Vélez medal.

She is currently studying for her Master of Arts degree in English Education at a public university of Puerto Rico, where she is expected to engage in student research, improve her academic writing, and attend diverse courses that will help her develop her content base knowledge. She also works as a teacher's assistant in the English Department at said University. We will offer follow-up during the year, to see completer 5's professional growth and progress.

Completer 6 (New Case Study)

Completer 6 graduated in the year 2020 from his bachelor's degree in English as a Second Language at the Secondary level, with a 3.50 GPA. The graduate stood out as a member of the Future Educators student organization. In addition, he worked at the university as an English tutor. He was known for his willingness to cooperate in all the activities of the Academic Department. Due to family situations related to the global health emergency caused by covid-19, he is not currently employed. We will offer follow-up during the year, to see completer 6's professional growth and progress.

- **Assessment Planning Project:**

Our Teacher Preparation Program developed the logistics and the rubric for the implementation of the Assessment Planning Project. This project aspires to demonstrate the effectiveness of our teacher candidate's teaching process. The assessment plan will be implemented as a pilot study after the rubric goes through the validation process in the August-December Fall Semester of 2021. In this project, the completer chooses a lesson, develops the objectives, provides a rationale for the selection of strategies, reviews relevant research, develops an action plan, creates adaptation and modifications (taking into account student's needs/accommodations) to their class, implements the lesson plan, collects and analyzes data, and reflects on the results. This data will be reported under the supervision of the clinical experience

supervisor and cooperative teacher's feedback on completers planning, instruction, and professionalism. It will also include students' pre- and post-assessment results.

For the Clinical Experience I course (EDUC 3015), the completers will have to administer a pre-test to know the skills, knowledge on the subject, and educational needs that the students may have.

With this data, the student-teacher is expected to create an educational plan (lesson plan) in which these needs are met. After the lesson is implemented, a post-test will be administered to analyze if the data showed improvement in the students' skills, knowledge on the subject, and the educational needs were met.

For the Clinical Experience II course (EDUC 4013), the completers will have to create a new Assessment Planning Project that attends to all the needs (findings) identified in the process of the Assessment Planning Project of the EDUC 3015 course. The teacher-student will administer a pre-test to know the skills, knowledge on the subject, and the educational needs that the students may have. With this data, the student-teacher is expected to create an educational plan (lesson plan) in which these needs are met. After the lesson is implemented, a post-test will be administered to analyze if the data showed improvement in the students' skills, knowledge on the subject, and the educational needs were met.