

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

Impact Measures

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

The Teacher Education Program (PEM) from the Inter American University, Aguadilla Campus carried out a recent Graduate Survey (for tracking purposes) that was done to obtain contact information and inquire about the academic and work trajectory of the graduates of the Aguadilla Campus PEM. Of the 50 completers (from the 2001 to 2020 graduation years) that participated in the survey, 39 (78%) are living in Puerto Rico (PR) and 11 (22%) are currently living in the United States (US). Similarly, from these 50 graduates, only 39 stipulated they were employed, and from those 39 only 34 (87%) notified to have a job related to Education (teacher assistant, private school teacher, and public school teacher). Two major characteristics aroused from the completers, that specified that they lived in Puerto Rico, the first one was that most of them lived in the North-Western part of Puerto Rico (37/39), and the second was that most of the completers graduated with an Early Childhood Education K to 3. The public schools that they attend (13 out of 34 completers) are mostly in the North Western part of PR as well, when researching the results of the standardized proficiency test (META, 2018-19) for their public school district Mayagüez by subject and region the following results were found: (1) In the subject of Spanish the Mayagüez region scored a ranking of 4 in a 7 district region comparison, with a score of 45.5% compared to the highest scored percentage 50.4%; and (2) In the subject of English the region scored a ranking of 1 in a

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7 district region comparison, with the highest passing rate of 43.6%. Also, (3) In the subject of Math the region scored a ranking of 4 in a 7 district region comparison, with a score of 30.9% compared to the highest scored percentage 35.9%; and (4) In the subject of Science the region scored a ranking of 4 in a 7 district region comparison, with a score of 48.8% compared to the highest scored percentage of 52.9%. Since these results only give an overview on how the district they attend is doing, other tools will be used to evaluate how they effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Furthermore, it should be noted that 40.00% (20) of the respondents indicated having started or completed studies at the graduate level. Of these, 9 (50.00%) indicated having completed their master's degree. Regarding the area of study at the graduate level, 90.00% (18) suggest that it is related to Education.

On the other hand, in order to demonstrate Program impact and the effectiveness of its graduates, the possibility of obtaining the evaluations of completers, who work in the Department of Education of Puerto Rico, was examined. The efforts were unsuccessful. Given this fact, based on the study of employers carried out in the academic year 2020-2021, the schools that reported, having among their faculty, the largest number of graduates of the Aguadilla Campus PEM, of the public educational system, were identified. The purpose was to identify the profile of the academic performance of the schools that reported the highest number of teachers graduated from the PEM, in order to demonstrate some correlation between both variables.

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It is important to note that, the United States Department of Education approved the local plan required by the federal ACT ESEA (Elementary and Secondary Education Act), as amended, and commonly known as ESSA (Every Student Succeeds Act). This plan establishes the Accountability model to identify schools in improvement. Based on this Accountability model, the classification of the school is determined in:

Comprehensive (CSI) if:

- it's in the bottom 5% compared to the rest of the schools
- graduation rate is less than 67% (secondary level)
- remains as Additional Target (ATSI) for 3 consecutive years

Target (TSI):

- it's in the bottom 10% in the total score of a subgroup

Additional Target (ATSI):

- it's in the bottom 5% in the total score of a subgroup

Other:

- used to distinguish schools that are not in improvement

It was found that none of the schools identified, with the highest number of the Aguadilla Campus' PEM completers, is in an improvement plan, all were classified in Other (see table below). It is concluded that one of the variables that may have influenced those schools, not being in the improvement plan, could be the impact of our completers.

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Aguadilla Campus' PEM Completer's Schools

Schools	Municipality	Teachers that are Graduates from the Aguadilla Campus	Improvement Plan for 2020-21
School 1	Aguadilla	35	No
School 2	Añasco	29	No
School 3	Isabela	20	No
School 4	Aguada	16	No
School 5	San Sebastian	12	No
School 6	San Sebastian	10	No
School 7	Aguada	10	No
TOTAL			100% (n=7) of the schools are not on Improvement Plans

The PEM, from the Aguadilla Campus, demonstrates completer impact on P-12 student learning and development by presenting the results of various completer case studies, that include some completer's observations, students' pre- and post-assessments, student work samples, and completer's interviews. In some of these case studies, completers' students' performance in proficiency tests are observed, to establish a correlation between student performance and completer impact on student learning. This sample representative of completers and measures are used to show that the EPP completers have a positive impact on P-12 student learning and development.

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Among the alumni who completed the Graduate Survey (for tracking purposes), 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 survey. The sample of this study is made up of 6 graduates of the Teacher Education Program, as detailed as follows: A 2014 Secondary Education: Teaching of Spanish Level Graduate; A 2017 Secondary Education: Teaching of English as 2nd Language Level Graduate; A 2019 Preschool Level Graduate; A 2019 Elementary Education: Teaching of English as 2nd Language Level Graduate; A 2019 Secondary Education: Teaching of English as 2nd Language Level Graduate; and a 2020 Elementary Education: Teaching 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 IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4) provided were examined.

The first completer, a 2014 Secondary Education: Teaching of Spanish Level Graduate, obtained a general 4.00 average (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

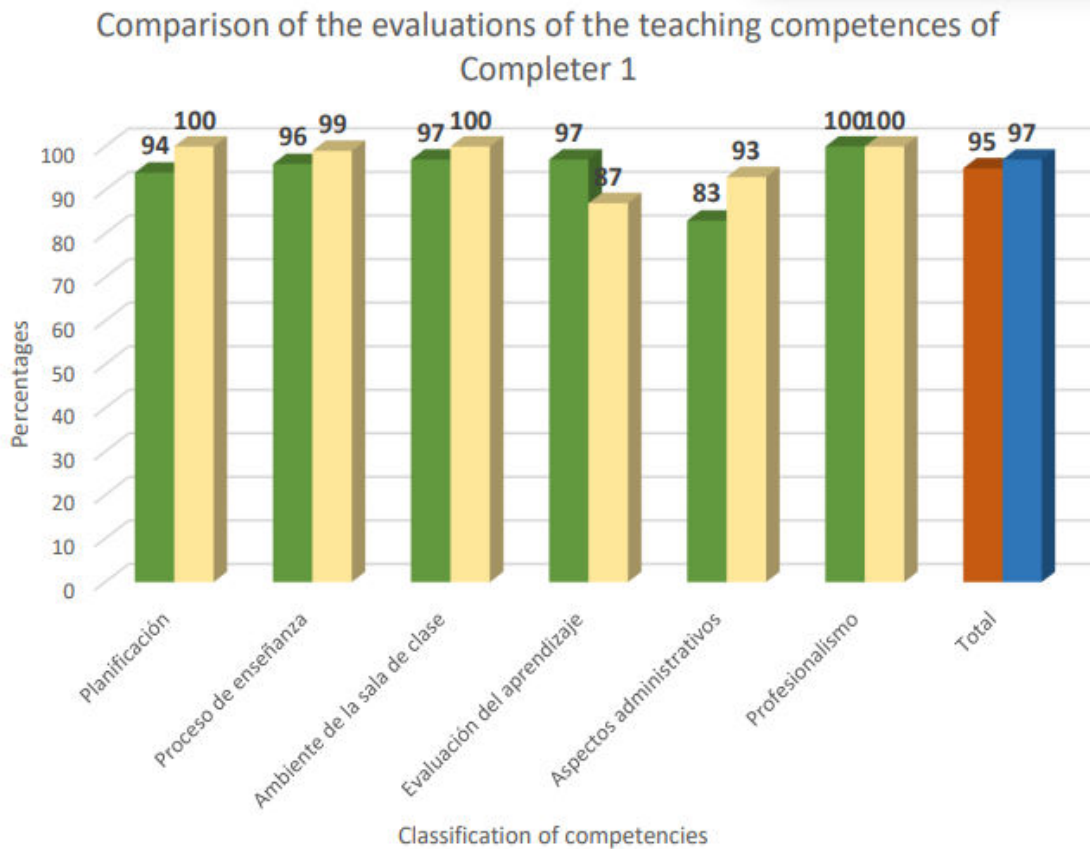
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graduation, she was awarded the John W. Harris Medal, the highest distinction awarded by the Inter-American University of Puerto Rico. Said distinction is awarded to the graduating student, among all campuses, with outstanding (superior) academic performance 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 2017-2021, she worked 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 and private institutions.

Academic Achievement/ Verbal Reasoning						
	2015 *Before	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
School where the graduate taught	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						

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Academic Achievement/ Spanish					
	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
School where the graduate taught	499.4	515.7	542.5	532.7	562.7
Island Wide	450.5	450.4	451.1	459.5	452.3
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					



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

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she taught. Currently, as of 2021, she has left her teaching position as a Spanish educator to pursue her career as a speech pathologist. She recently obtained her Speech-Language Pathologist License in Puerto Rico and Georgia. Furthermore, she continues to use her teaching strategies to enrich her patient sessions and interventions. In such a way that she also offers Lactation and Birthing Classes to expected mothers and parents.

The second completer, a 2017 Secondary Education: Teaching of English as 2nd Language Level Graduate, graduated with a 3.65 Grade Point Average (GPA); Magna Cum Laude. She was recognized for her academic achievements harmoniously combining her responsibilities as a student and community service. During her student years at the Aguadilla Campus Teacher Education Program, she stood out as a member of the Student Association of Future Educators. In addition, she was a volunteer member of a non-profit organization, in which they “used” their passion for cars to do social work. The completer dedicated herself to promoting a campaign to foster a drug-free environment, 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 resilience. At her graduation she received the leadership award for her distinguished 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.

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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 (2018-2021) as a teacher, are presented.

Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
<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 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>
	<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</p>		

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Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
	criteria were rated as Fair or Poor (0%)		

The following table shows the analysis of the results of the standardized academic achievement tests administered annually to the students attended by Graduate 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%

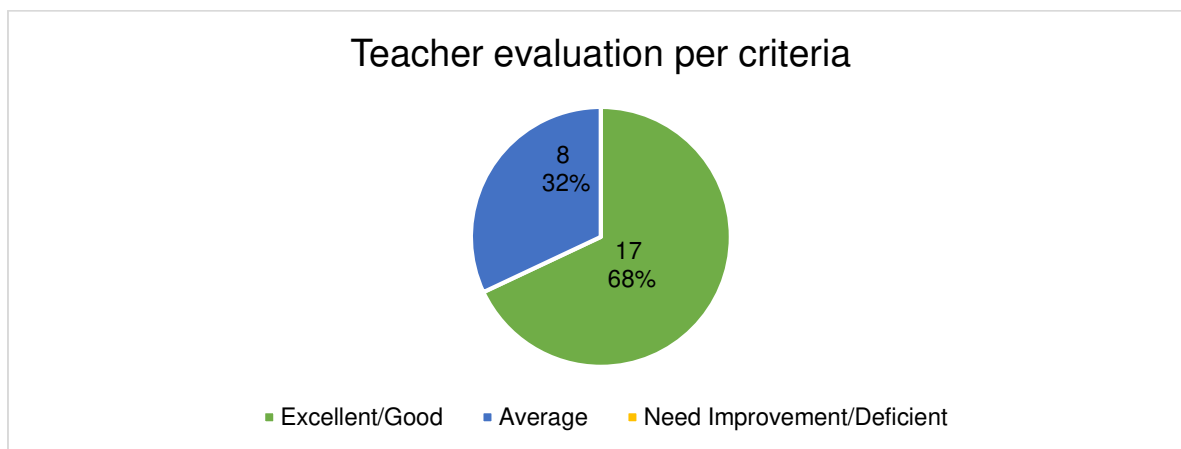
She also stated in a recent alumni interview (2021) that in 5 years she visualizes herself working for the Department of Education of Puerto Rico and finishing her graduate studies. If she doesn't make this goal come true she notified that she wishes to be a leader in the field of Education, utilizing her professional experience and her vast English knowledge.

The third completer, a 2019 Preschool Level Graduate, obtained a 3.04 GPA. During her studies, she stood out as a leader, committed to education, and service. She

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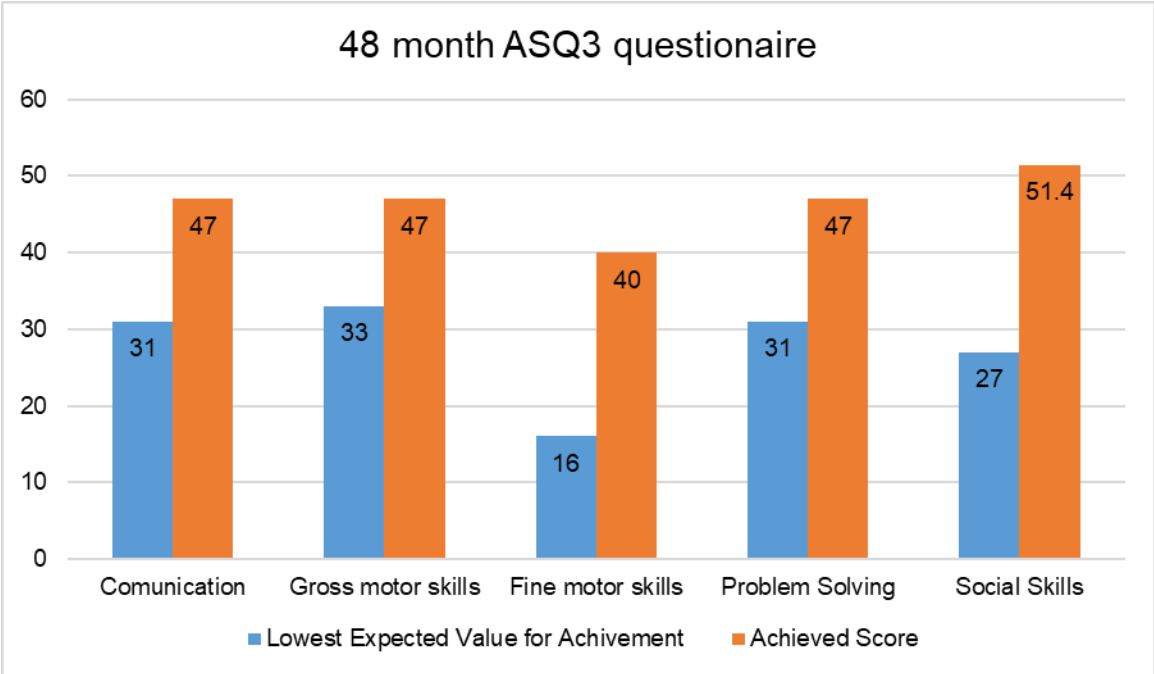
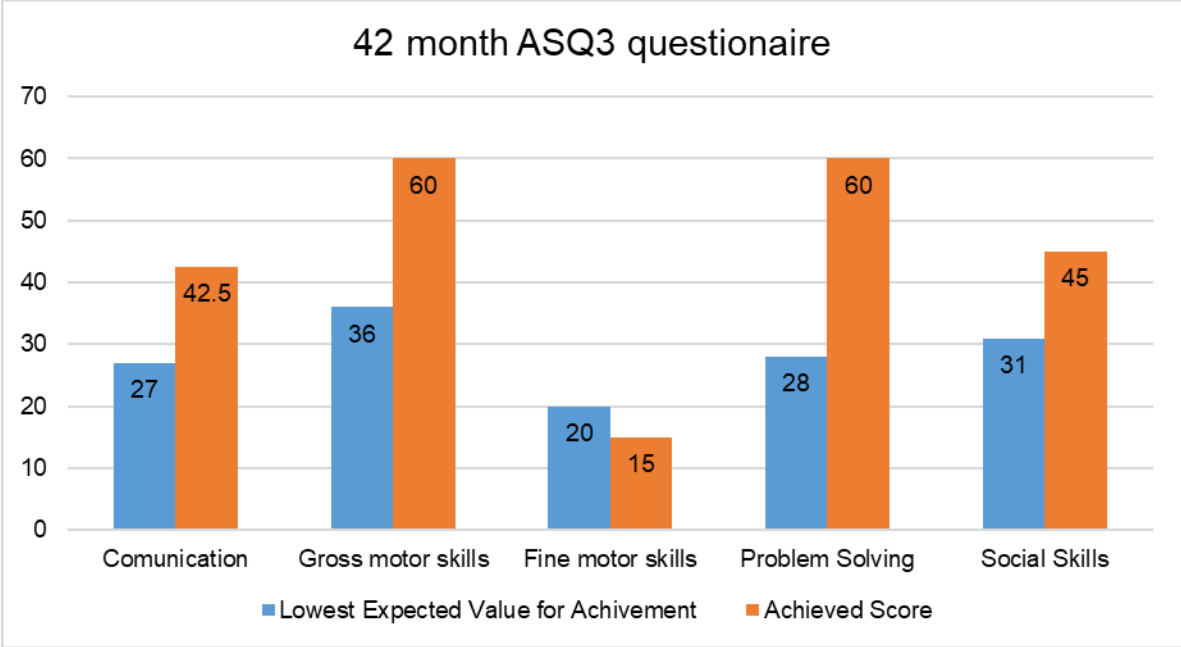
stood out as a board member of the Student Association of Future Educators, where she coordinated community service activities. In particular, she was very active in service during the months after Hurricane Maria. She handed out food, baby diapers, and household items. The graduate also, organized activities 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 preschool teacher in a public preschool educational center located in western Puerto Rico, since October 2019. From the evidence and 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". The following summary shows the results of the evaluation of the teacher's achievements; the evaluation instrument considered 25 criteria using the following scale: (Lowest) Deficient, Need Improvement, Average, Good, Excellent (Highest).

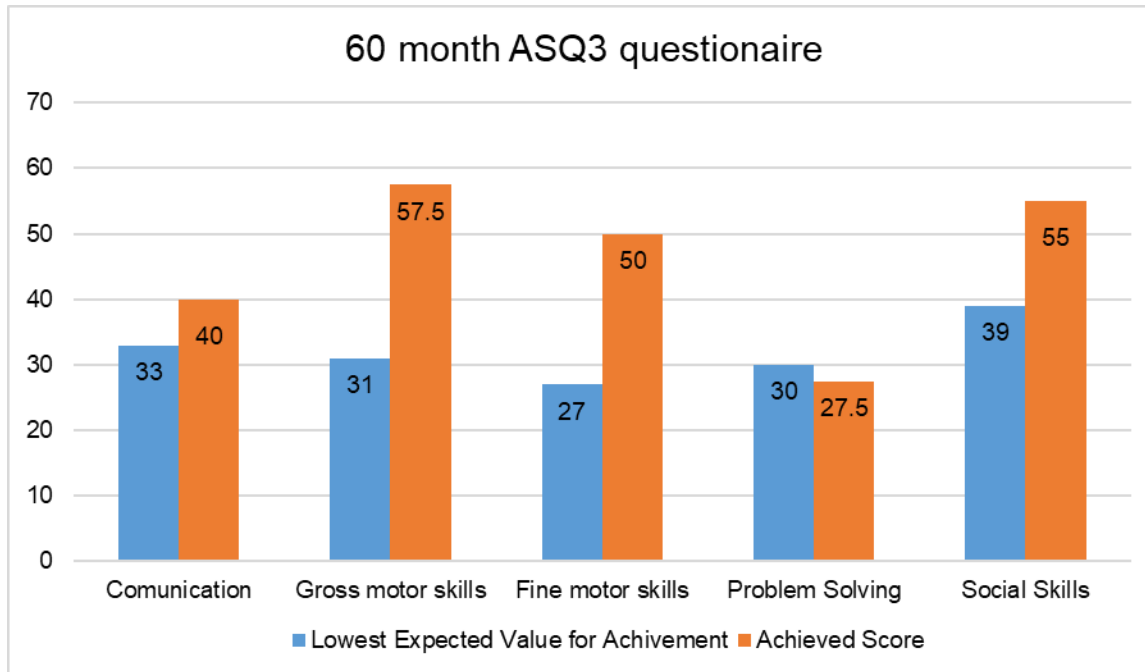


The following graphs show the analysis of the results for the Ages & Stages Questionnaires of 42, 48 and 60 (months of age) administered to the students attended by Completer 3.

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The fourth completer, a 2019 Elementary Education: Teaching of English as 2nd Language Level Graduate, obtained a 3.66 GPA. During the years 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. At her graduation she was awarded the Antolina Vélez medal. This award is given to the most outstanding student in the Teacher Education Program. She currently, works as an Elementary Level English teacher in a private school in northwestern Puerto Rico. The following table shows an outline of the results of your 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

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The fifth completer, a 2019 Secondary Education: Teaching of English as 2nd Language Level Graduate, obtained 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 of education, the Antonina Vélez medal. In 2020, she started studying her Master of Arts degree in Teaching English at Mayagüez Campus of the University of Puerto Rico. She also started working as a teacher's assistant in the English Department at said University.

In a recent alumni interview (2021) the completer stated that she is currently in the process of completing her graduate studies, while she is also providing education in English as a second language to first-year college students. At the moment, she is also still a teaching assistant at the university where she is finishing her graduate studies, teaching basic English courses to university students. Furthermore, she stated that 5 years from now she envisions herself in the process of completing doctoral studies to take the position as a professor of education or English at a university on the Island.

The sixth and final completer, a 2020 Elementary Education: Teaching of English as Second Language Level Graduate, obtained 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 Education Department, at the Aguadilla Campus. Due to family situations

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related to the global health emergency caused by Covid-19, he was unemployed in 2020-2021. Currently (2022), he started a tutoring company called Good Learning, where he is the conversational English tutor and offers individualized classes, grammar correction, proofreading, and homework supervision.

All of the data collected and analyzed in these case studies represent that our teachers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

Additionally, for the **indicator of teaching effectiveness-** The following figures display the candidate's performance in the Clinical Experience II for the semester August-December 2020.

August-December 2020			
Course Code	Major	Students	Average GPA
EDUC 4013 F	B.A. in Elementary Education: Teaching of Physical Education	2	4.00
TOTAL		2	4.00

Indicator of teaching effectiveness- The following figures display the candidate's performance in the Clinical Experience II for the semester January- May 2021.

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January- May 2021			
Course Code	Major	Students	Average GPA
<i>EDUC 4013 B</i>	B.A. in Teaching Elementary Primary Level K-3	2	4.00
<i>EDUC 4013 D</i>	B.A. in Secondary Education: Teach of English as 2 nd Language	1	4.00
<i>EDUC 4013 E</i>	B.A. in Elementary Education: Teach of English as 2 nd Language	1	3.00
<i>EDUC 4013 G</i>	B.A. in Elementary Education in Special Education	1	4.00
TOTAL		5	3.80

Clinical Experience II- Average GPA		
2018-19	2019-20	2020-21
3.73	4.00	3.86

