



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

**CAEP ANNUAL REPORT  
APRIL 2023**

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION ANNUAL  
REPORTING MEASURES 2023**

**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 top-quality higher education institution in search of academic excellence, emphasizing the formation of people with democratic and ethical values framed in an ecumenical Christian context. It has the mission to offer post-secondary and higher education in the arts and sciences, through teaching, research, and community service, within an ecumenical Christian context. In addition, it offers educational programs at the Pre-school, Elementary, and Secondary levels.

The University also contributes to society by educating people from different socioeconomic sectors within and outside Puerto Rico. It incorporates in its offerings and services, innovating study modalities supported by informatics and telecommunications. The University aims to prepare its graduates to be responsible and cultured citizens with democratic and Christian values, conscious of their social and environmental obligation and can perform competently and exercise leadership in an occupational or professional context.

It aims to maximize the educational potential of students in an environment without discrimination, in compliance with the law, the accreditation regulations, and standards. All this, in harmony with the search for academic excellence, critical thinking, scientific knowledge, and sensitivity towards the arts, ethical responsibility, and social coexistence skills.

The Teacher Education Program (TEP) of the Inter-American University of Puerto Rico (IAUPR), Aguadilla Campus, constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers

Regulations of the Puerto Rico Department of Education. For this, it takes as its basis the Vision, the Mission, and the Goals of IAUPR, the University's conception of an educated person, the Professional Standards of Teachers adopted by the Puerto Rico Department of Education, and the "Standards of Accreditation" of the Council for the Accreditation of Educator Preparation (CAEP) (IAUPR General Catalog 2020-2021 [admin-ajax.php](#) ([inter.edu](#))).

All IAUPR Teacher Education Initial Programs (Traditional Route) satisfy the appropriate requirements for teacher certification as established by the Department of Education of the Commonwealth of Puerto Rico (DEPR) ([Puerto Rico Department of Education Teacher Certification Regulation Document #8126 Spanish Version](#)). Students who aspire to be certified by the alternating route or by recertification, to teach in Puerto Rico, must fulfill the current requirements of the Department of Education of the Commonwealth of Puerto Rico. Likewise, students who wish to obtain a teaching certification of another territory, state of the United States of North America or another place of origin, must meet the requirements established in the corresponding jurisdiction.

The Teacher Education Program is located administratively within the Education and Humanistic Studies Department. During the academic year of 2019-2020, the PEM program had 15 faculty members, in 2020-2021 there were 13 faculty members, and as of the 2021-2022 academic year it continued to be consistent with 13 faculty members. The program is delivered principally in classrooms on campus, supplemented by distance education options in some courses offered through the Blackboard e-education platform, learning management system.

The PEM offers the following B.A. degrees in Education: (1) Secondary Education in Spanish, (2) Secondary Education in the Teaching of English as a Second Language, (3) Teaching of Physical Education at the Secondary Level, (4), Teaching of Physical Education at the Elementary Level, (5) Teaching of English as a Second Language at the Elementary Level, (6) Elementary Education in Special Education, (7) Teaching at the Elementary Primary Level K-3, (8) Teaching Biology at the Secondary Level, (9) Childhood Pre-school Level, (10) Teaching at the Elementary Primary Level 4-6.

The Inter-American University of Puerto Rico's Aguadilla Campus (IUAPR-A) Teacher Education Program is accredited by the Teacher Education Accreditation Council (TEAC) since 2015. As a requisite for this accreditation, an Annual Data Report from our PEM needs to be exhibited on our institution's website. This Annual Report needs to evidence two Impact Measures and two Outcomes Measures of our Teacher Education Program. The Impact Measures include: Completer effectiveness and Impact on P-12 learning and development (Component R4.1) and Satisfaction of employers and stakeholder involvement (Components R.4.2/ R5.3). The Outcome Measures include: Candidate competency at program completion (Component R3.3) and Ability of completers to be hired in education positions for which they have prepared. Below are the four CAEP measures that provide additional supporting evidence:

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

It is important to state that the Inter-American University, Aguadilla Campus' Teacher Education Program has submitted its' Self-Study Report, has received the CAEP Committees Initial Evaluation and Visit (Fall 2022), and is eagerly awaiting the Accreditation Council's final response over the CAEP accreditation status.

**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 every 3 years**) 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 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 (**done every three years**), 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.

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.

*Aguadilla Campus' PEM Completer's Schools*

<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>	<b>Improvement Plan for 2020-21</b>
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
<b>TOTAL</b>			<b>100% (n=7) of the schools are not on Improvement Plans</b>



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.

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 (4) additional cases were selected, through purposeful sampling, that did not complete the survey. The sample of this study is made up of 7 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 2018 Early Childhood Elementary Level K-3 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

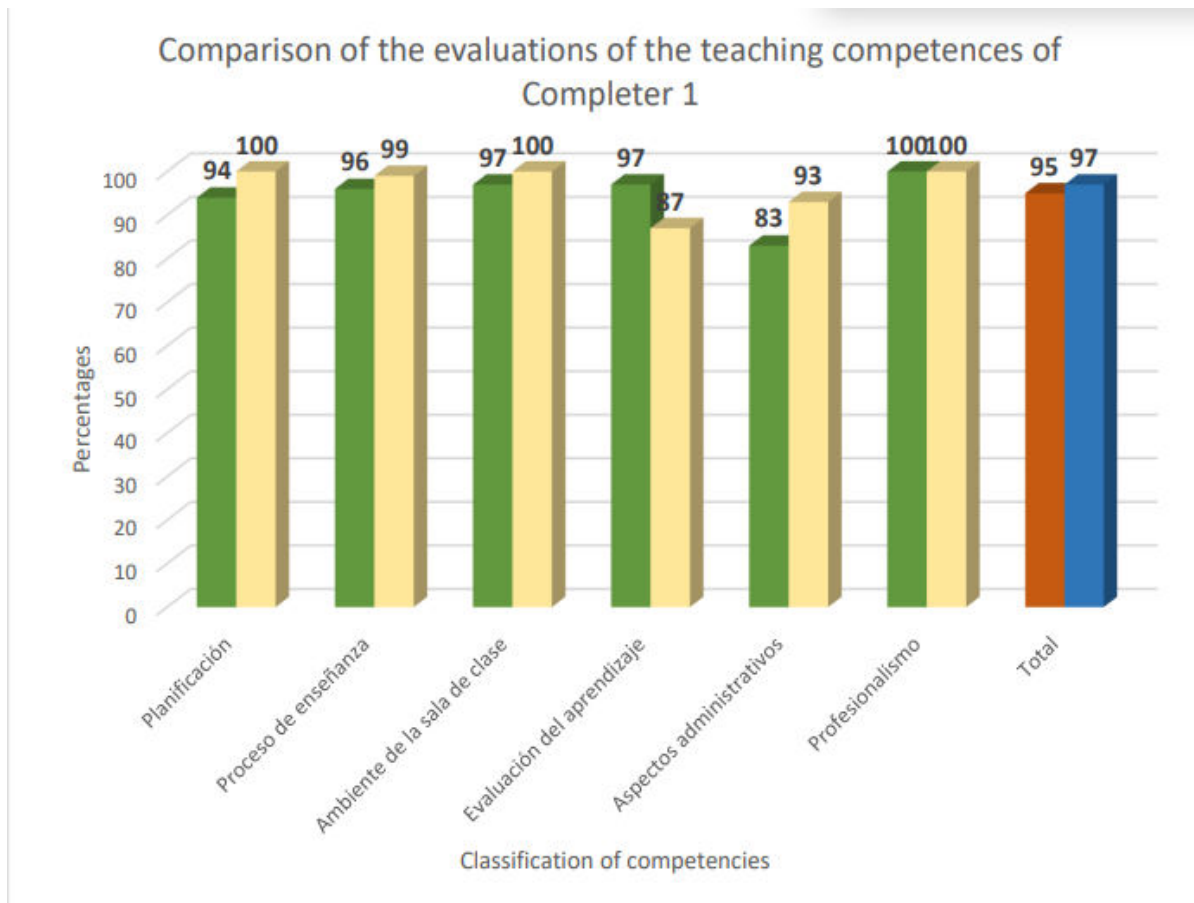
respective academic records and evidence IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4) provided were examined.

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 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.

<b>Academic Achievement/ Verbal Reasoning</b>						
	<b>2015</b> *Before	<b>2016</b> *Before	<b>2017</b> *After	<b>2018</b> *After	<b>2019</b> *After	<b>2020</b> *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						

<b>Academic Achievement/ Spanish</b>					
	<b>2016</b> *Before	<b>2017</b> *After	<b>2018</b> *After	<b>2019</b> *After	<b>2020</b> *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 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 (obtaining a 165 over 162). 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.

In 2022 she offers her remote speech pathology services to students, where she applies her education background skills, from Kindergarten until twelve grade from

Arizona and Pennsylvania. Also, in a recent interview she notified that she received a scholarship from the Northwest Talent Foundation during her Master's Degree and a recognition by the Alpha Delta Kapa Sorority as an Education Student.

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.

She continues to integrate education in her day to day, for example in the evenings and on weekends she is an English review instructor 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.

<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 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 criteria were rated as Fair or Poor (0%)</p>		

The following table shows the analysis of the results of the standardized academic achievement tests administered annually to the students attended by Graduate 2.

<b>The Effect of Completers 2's teaching on student academic achievement (Standardized Testing LA – English Reading Section)</b>			
<b>Percentage of students who obtained above average in the results of the academic achievement test without the Completer 2's teaching impact.</b>		<b>Percentage of students who obtained above average in the results of the academic achievement test by Completer 2 teaching (at least once).</b>	
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 2021 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. In a recent 2022 interview (2022) she stated that until August 2022 she worked as a full-time teacher in a private school in Western Puerto Rico and is currently working in the Department of Education of Puerto Rico; hence obtaining one of her professional goals. She is impacting three groups, Special Education classrooms, that range from 9<sup>th</sup> grade to adults. This year she works exclusively with Special Education classroom students, she has a total of 16 students in 3 groups: autism, independent living 1 (multiple disabilities), and independent living 2 (emotional disturbances).

The Department of Education also offered the completer a change of status, in her employment, from temporary to probationary. In her most recent teacher performance evaluation she was given a 100% (find the results below).

Puntuación		23.00/23.00 = 100.00%	23.00/23.00 = 100.00%		
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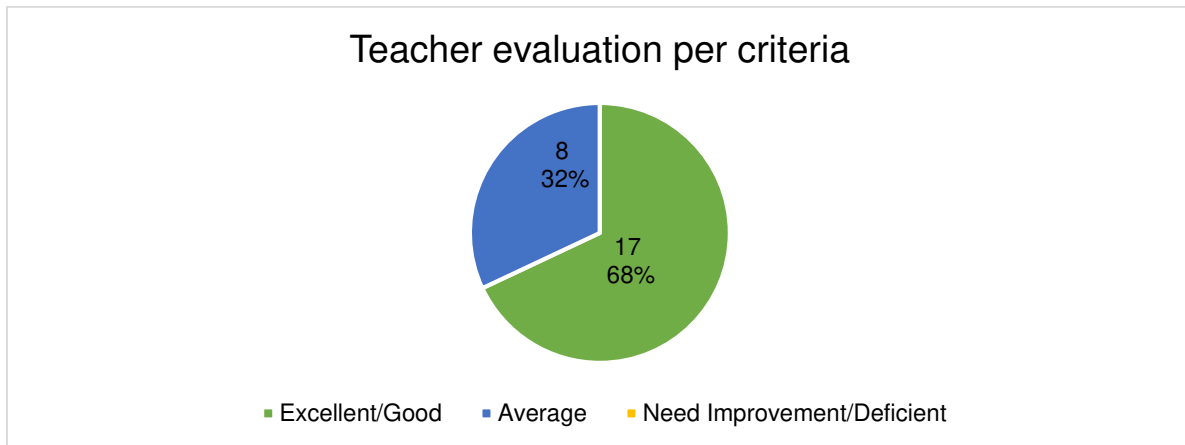
The third completer, a 2018 Early Childhood Elementary Level K-3 Graduate, obtained a 3.85 GPA. She was contacted to participate in a recent interview for this case study, but was available to offer said information on what she has been doing after she completed the program. The Program does have factual information that she is currently working in a private institution. She is receiving excellent evaluations on her performance, students' parents, and their students. In such a way that the Kindergarten Graduation was dedicated to her, in honor of her exemplary work.

The fourth 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 was 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.

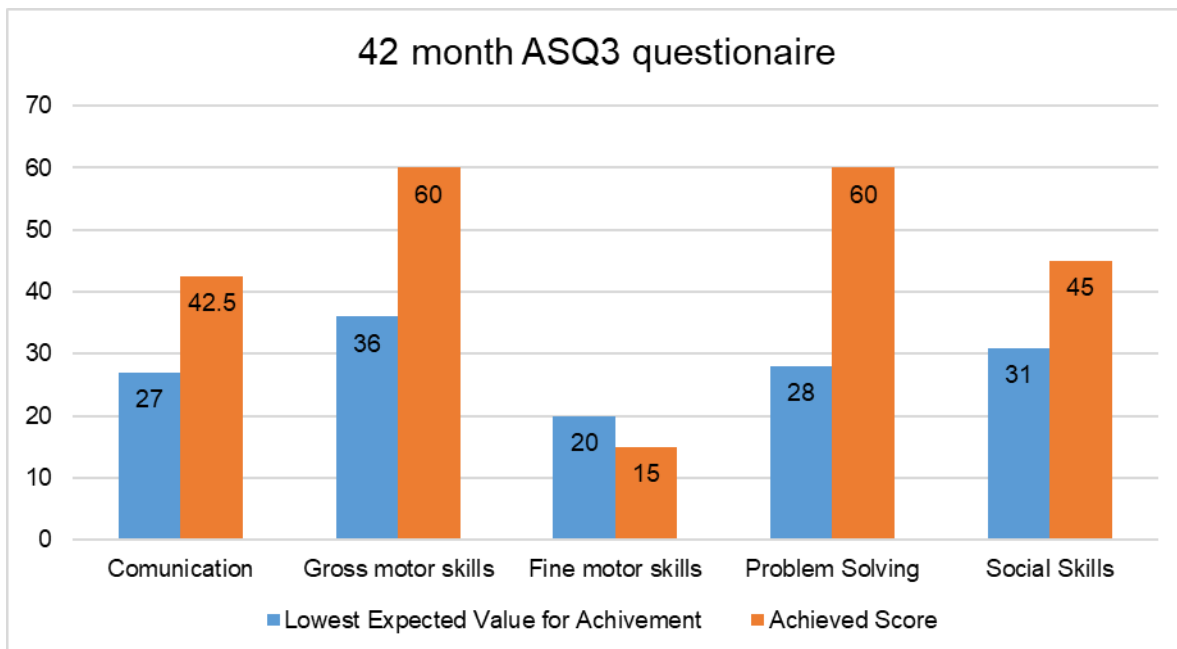
Currently, she works as a preschool teacher in a public preschool educational center located in western Puerto Rico, since October 2019. From the evidence and information provided by the administration of the center for which she teaches, it appears

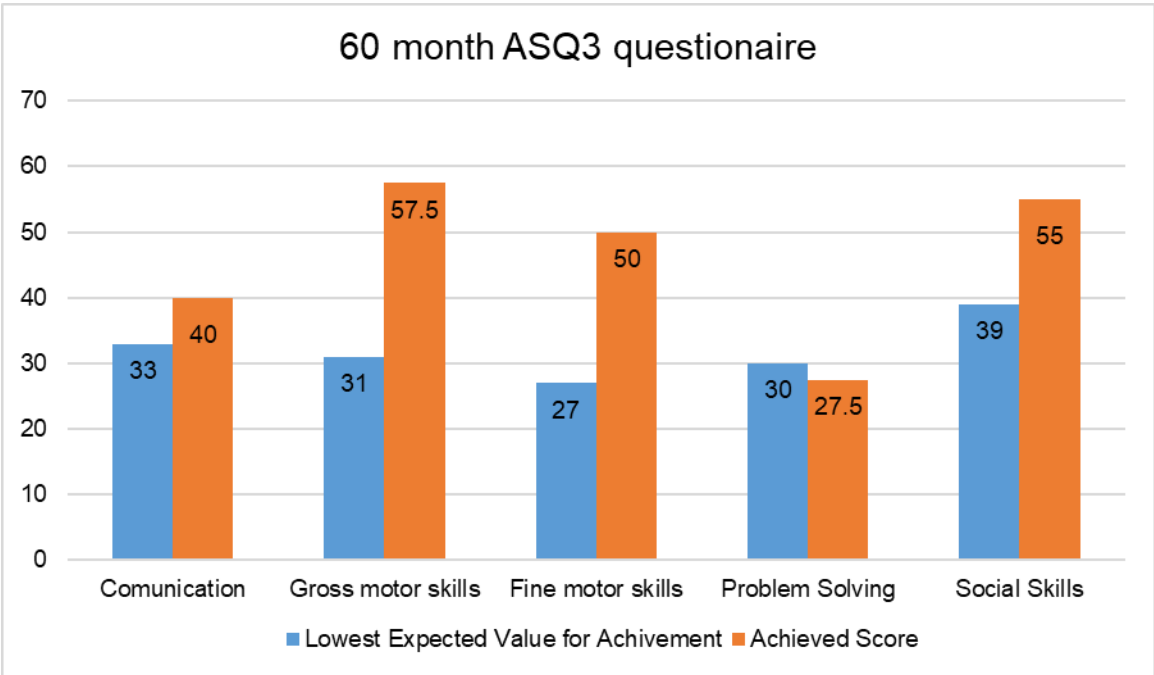
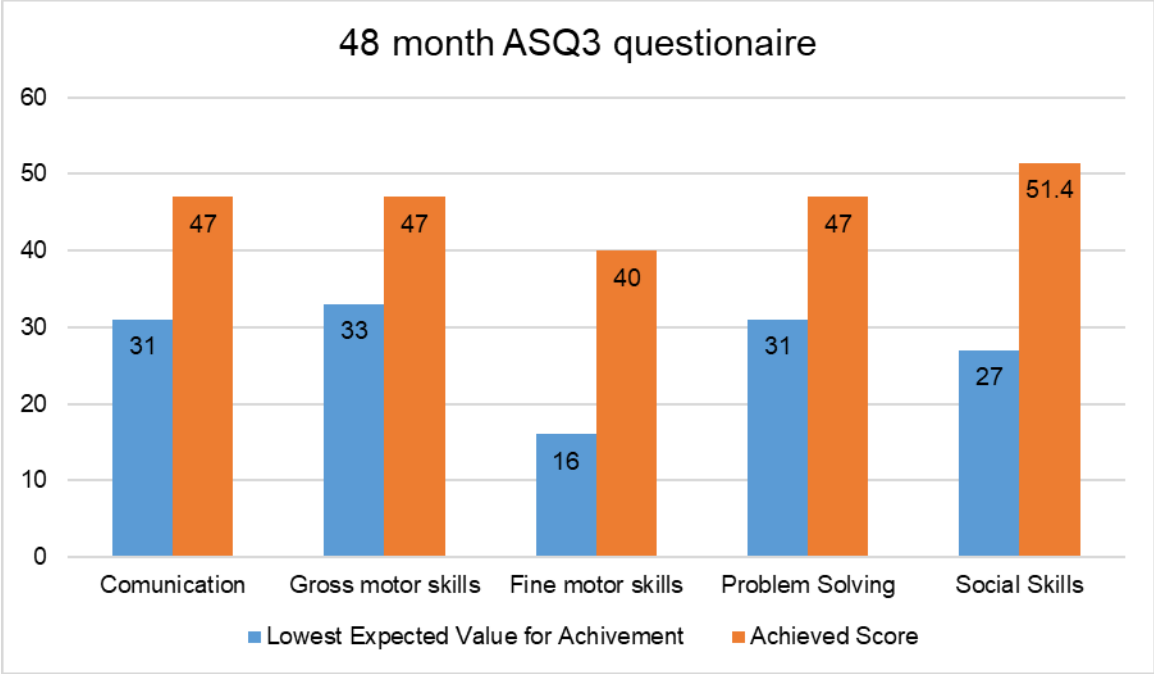


that the graduate "has shown a great sense of responsibility and dedication in her tasks". The following summary shows the results of the evaluation of the teacher's achievements; the evaluation instrument considered 25 criteria using the following scale: (Lowest) Deficient, Need Improvement, Average, 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.





The fifth 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.

<b>Results of the Completer 4's third grade group</b>			
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

The sixth 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 the 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 (2022) the completer stated that she is currently in the final processes 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 seventh 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 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 2021.

<b>August-December 2021</b>			
<b>Course Code</b>	<b>Major</b>	<b>Students</b>	<b>Average GPA</b>
EDUC 4013 A	Preschool Level Education	2	4.00
EDUC 4013 D	English as a Second Language at the Secondary Level	1	4.00
EDUC 4013 E	English as a Second Language at the Elementary Level	2	4.00
EDUC 4013 O	Secondary Education in Biology	1	4.00
<b>TOTAL</b>		<b>6</b>	<b>4.00</b>

**Indicator of teaching effectiveness-** The following figures display the candidate's performance in the Clinical Experience II for the semester January- May 2022.

<b>January- May 2022</b>			
<b>Course Code</b>	<b>Major</b>	<b>Students</b>	<b>Average GPA</b>
<i>EDUC 4013 B</i>	Elementary Primary Level (K-3)	2	4.00

<b>January- May 2022</b>			
<b>Course Code</b>	<b>Major</b>	<b>Students</b>	<b>Average GPA</b>
<i>EDUC 4013 D</i>	English as a Second Language at the Secondary Level	4	4.00
<i>EDUC 4013 O</i>	Secondary Education in Biology	2	4.00
<i>EDUC 4013 R</i>	Secondary Education in Spanish	2	4.00
<b>TOTAL</b>		<b>10</b>	<b>4.00</b>

<b>Clinical Experience II- Average GPA</b>		
<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
4.00	3.86	4.00