

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

**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)

**INTER AMERICAN UNIVERSITY OF PUERTO RICO  
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**Outcome Measures**

**MEASURE 3. Candidate Competency at Program Completion (R3.3)**

To ensure that teacher-candidates have the academic competencies to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought, the PEM use multiples measures and data sources.

First, the PEM uses multiple sources of evidence to triangulate that candidates are prepared for certification at completion and they are ready to move into the profession. The grade for the clinical experiences must be a minimum of B, which compiles a rigorous evaluation process consisting of evaluation visits, narrative progress reports, suggestion booklet, evaluation of the candidate's competencies, portfolio evaluation, and a self-evaluation carried out by the candidate in Clinical Experience II, the candidate is visited at least three times. In each of these visits, the candidate is evaluated by the cooperating teacher and by the supervisor of clinical experiences (minimum 3 evaluation visits in EDUC 4013, 3 evaluations by the cooperating teacher and 3 by the supervisor). In addition, during Clinical Experience II, the instrument of the evaluation of competencies is administered twice, in the midterm, and at the end of the experience. This instrument is administered by the teacher facilitator and by the experience supervisor (for a total of 4 evaluations). Therefore, when the candidate finishes his clinical experience with a

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minimum of B he has gone through a selective screening process that guarantees the quality of his execution.

On the other hand, the candidate must pass the comprehensive integration of Basic Knowledge and Communication Skills and Integration of Professional Skill courses. These courses consist of partial exams, virtual laboratories, and comprehensive final exam in each of them.

Finally, the state sets out the academic and professional requirements that an aspiring teacher must pass in order to obtain a regular teaching certificate. This will allow them to practice as teachers in the public and private schools of the Island, in accordance with Law 94 of June 21, 1955, as amended, known as the Law to Regulate the Certification of Teachers. Among the requirements necessary to obtain certification, it is established that the applicant must take and pass the Teacher Certification Test (PCMAS). Once the teacher candidate meets the requirements, the PEM refers and authorizes the administration of the Teacher Certification Tests (Circular Letter No. 13-2019-2020 and Regulations for the Certification of Teaching Personnel of Puerto Rico).

The data obtained over three cycles for each of the aforementioned measures are described below. The results obtained by Aguadilla completers in PCMAS evidence they have the academic competencies to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification (see table below).

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Recinto	Tasa de Aprobación en las PCMAS de las Cohortes 2017-18 al 2021-22				Clasificación vigente 2016 <sup>1</sup>		
	2017-18	2018-19	2020-21 <sup>2</sup>	2021-22	Promedio de PCMAS (2017-18 al 2021-22) ("Composite Summary Pass Rate")	"Composite Summary Pass Rate" 2016-17 al 2020-21 (70%) + Acreditación (30%)	Clasificación
Aguadilla	89	100	100	100	97.25	68.1 + 30 = 98.1	Ejemplar
Arecibo	77	78	96	93	86	60.2 + 30 = 90.2	Excelente
Barranquitas	67	100	N/A <sup>3</sup>	75	60.5	42.4 + 0 <sup>4</sup> = 42.4	Bajo desempeño
Fajardo	67	100	100	64	82.8	57.9 + 30 = 87.9	Bueno
Guayama	75	100	100	100	93.8	65.6 + 0 <sup>4</sup> = 65.6	Bajo desempeño
Metro	88	93	86	92	89.8	62.8 + 30 = 92.8	Excelente
Ponce	86	92	91	100	92.3	64.6 + 30 = 94.6	Excelente
San Germán	86	83	100	85	88.5	62.0 + 0 <sup>4</sup> = 62.0	Bajo desempeño
Puerto Rico	90	92	96	91	92.3		

1. El DEPR clasificó los PPM en el 2016 con las siguientes categorías: Ejemplar (100-95), Excelente (94.9-90), Bueno (89.9-80), Satisfactorio (79.9-75), En riesgo (74.9-70), Bajo desempeño (69.9-0). La categoría "Bueno" se creó para esta clasificación. La clasificación del 2016 se determinó con la siguiente fórmula: 70% "Composite Summary Pass Rate" + 30% acreditación profesional. La fórmula anterior era 80/20.
  2. Debido a la pandemia del Covid-19, no hubo administración de PCMAS en el año académico 2019-20, por lo que no se incluyen dichos resultados.
  3. El Recinto de Barranquitas no tuvo estudiantes con PCMAS en marzo 2021, según reportado. Los programas en educación han sido puestos en moratoria en el recinto.
  4. Los recintos de Guayama y San Germán, no renovaron acreditación de CAEP en mayo de 2020 y diciembre 2021, respectivamente, por lo que no obtiene los 30 puntos relacionados a este aspecto.
- Fuentes: College Board. Informes "Institutional Level Pass Rate Data Report on Teacher Certification Test", 2017-2018, 2018-2019, 2020-2021, 2021-2022  
Oficina de Asuntos Curriculares

\*Inter-American University was ranked Exemplary over all the Campuses.

The table below (Clinical Experience Courses) shows the general averages obtained for the two practicum courses (Clinical Experience in the Educational Scenario I and Clinical Experience in the Educational Scenario II) segregated by major for the cycles corresponding to Spring 2020, Fall 2021, and Spring 2022. It is important to note that EDUC 3015 course is not divided by major because, even though the completers participate in a scenario aligned to their major, all teacher-candidates from all majors are enrolled in this course simultaneously. On the other hand, EDUC 4013 is segregated by major as noted by the letter at the end of the course number (e.g. EDUC 4013A corresponds to Clinical Experiences in the Educational Scenario II for Preschool Level Education major).

The general averages shown in the table correspond to a 4.0 scale to establish a comparison scale relating to the benchmark value of 3.0. Based on this benchmark, most

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of the Clinical Experience in the Educational Scenario II courses met and exceeded the metric.

Finally, the table also includes in the last row the general averages per cycle corresponding to all the completers. Averages for the three cycles are 3.84, 3.96, and 3.95 for Spring 2020, Fall 2021, Spring 2022 respectively. All the cycles met and exceeded the benchmark. Completers were evaluated from two perspectives: facilitating teacher and course professor, therefore, this general average evidence that the completers all well prepared for the P-12 educational scenario based on the competencies described in this rationale.

<b>MAJOR / CONCENTRATION</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
EDUC 3015: Clinical Experiences in the Educational Scenario I	(n=12) 3.67	(n=16) 4.00	(n=6) 3.85
EDUC 4013A: Clinical Experiences in the Educational Scenario II- Preschool Level Education	(n=0)	(n=0)	(n=2) 4.00
EDUC 4013B: Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3)	(n=2) 4.00	(n=2) 4.00	(n=2) 4.00
EDUC 4013D: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Secondary Level	(n=3) 4.00	(n=1) 4.00	(n=5) 4.00
EDUC 4013E: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level	(n=1) 4.00	(n=1) 3.00	(n=2) 4.00
EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education	(n=2) 4.00	(n=2) 4.00	(n=0)

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<b>MAJOR / CONCENTRATION</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
EDUC 4013G: Clinical Experiences in the Educational Scenario II- Special Education	(n=3) 4.00	(n=1) 4.00	(n=0)
EDUC 4013K: Clinical Experiences in the Educational Scenario II- Secondary Physical Education	(n=1) 4.00	(n=0)	(n=0)
EDUC 4013O: Clinical Experiences in the Educational Scenario II- Secondary Education in Biology	(n=0)	(n=0)	(n=3) 4.00
EDUC 4013R: Clinical Experiences in the Educational Scenario II- Secondary Education in Spanish	(n=1) 4.00	(n=0)	(n=2) 4.00
<b>Mean</b>	<b>(n=25)</b> <b>3.84</b>	<b>(n=23)</b> <b>3.96</b>	<b>(n=22)</b> <b>3.95</b>

The following table (Passing Rate) shows the percentage of students that obtained a 70% or more in the EDUC 4551 and EDUC 4552 courses. The 70% is the benchmark to obtain a pass in each course which allows the completer to receive the recommendation for licensure endorsement (authorization to request the PCMAS). The passing rate corresponding to Spring 2020, and Fall 2021, Spring 2022 all exceeded the 80% of completers registered in the courses. This passing rate correlates to the passing rate of our completer in the PCMAS' Licenciature Test.

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COURSES	2019-2020		2020-2021		2021-2022	
	P	NP	P	NP	P	NP
<b>EDUC 4551</b>	n=8	n=2	n=11	n=0	n=6	n=1
	80.00	20.00	100.00	0.00%	85.71	14.28
	%	%	%		%	%
<b>EDUC 4552</b>	n=8	n=0	n=11	n=2	n=6	n=0
	100.00	0.00%	84.62	15.38	100%	0%
	%		%	%		

The EXCL03-EDUC 4013 table shows the partition of the Rationale 1 in its sub-standards, calculating the general average (using a 4.0 scale) assigned by the cooperating teacher and the course instructor using the rubric (name) for each substandard of R1. This general average obtained from both the instructor and the cooperating teacher is used as a parameter to determine how prepared are the completers relating to content knowledge, foundational pedagogical skills, and technology integration in their respective P-12 fields. These partitions were segregated by cycles (Fall 2021 and Spring 2022) and general averages were calculated for each substandard to determine how completers comply with each one. Additionally, a general average corresponding to the 4 substandard was calculated per cycle to determine general compliance with the entire Rationale 1 for each cycle.

Using a 3.0 value as a benchmark, which correlates to the expected program admission entrance and graduation GPA, all sub standards met and exceeded the metric in every cycle. Additionally, an overall general average was calculated to determine compliance related to how well prepared our competitors were. This overall score was calculated using the general averages of rationales R1.1 to R1.4 in every cycle. This overall average score means that if a GPA were to be given to the program using the

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scores of the past two cycles IAUPR-A has a 3.87 GPA which demonstrated excellence in teacher preparation.

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EXCL03 – EDUC 4013

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**General Averages**

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<b>Rationales</b>	<b>R1.1</b>	<b>R1.2</b>	<b>R1.3</b>	<b>R1.4</b>	<b>Average</b>
<b>Fall 2021</b>	3.74	3.87	3.67	3.80	3.77
<b>Spring 2022</b>	3.98	3.95	3.96	3.95	3.96
<b>Averages</b>	<b>3.86</b>	<b>3.91</b>	<b>3.82</b>	<b>3.88</b>	<b>3.87</b>

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The table below (EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitative Teacher) shows a general average per cycle for each substandard corresponding to the rationale 1. This rubric corresponds to the completers class evaluation conducted by facilitating teacher. The established benchmark was set a 3.0 to correlate this value numerically with the admissions GPA and graduation GPA. Based on the scores obtained throughout the last three cycles, IAUPR-A completers are well prepared in all the components of the Rationale 1 since the general averages surpass the 3.0 minimum expected result.



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**EXCL04-EDUC 3015**

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	SPRING 2021	FALL 2021	SPRING 2022
<b>R1.1</b>	3.90	3.83	4.00
<b>R 1.2</b>	3.96	3.81	4.00
<b>R 1.3</b>	3.86	3.82	4.00
<b>R 1.4</b>	3.97	3.92	4.00

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The instrument used to evaluate classes taught by the teacher-candidate (EXCL02) allows to verify and evidence that they have the academic competences to teach effectively with positive impacts on diverse P-12 student learning and development. It facilitates evaluating the application of content knowledge, the foundational pedagogical skills, and technology integration in the fields where certification is sought. Table EXCL02-EDUC 3015, shows the general results of the application of this instrument (specifically to the third and last demonstrative class evaluation), during three cycles, in the Clinical Experience I.

The results presented show the average of the scores assigned by the facilitative teacher and the supervisor of clinical experiences. The overall average of three cycles classified by Rationale is presented. The data shows an overall average of 4.85 for the Rationale 1.1 (The Learner and Learning) application. The overall average for the application of Rationale 1.2 (Content) was 4.88, for Rationale 1.3 (Instructional Practice) and Rationale 1.4 it was 4.84. In addition, the overall average of all Rationales per cycle was 4.83 in Spring 2021, 4.74 in Fall 2021, and 5 in Spring 2022. The expected value for the candidates' performances is a score between 4 and 5 to determine if they meet or

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exceeded the performance in the criteria; therefore, the data show that the completers meet and exceed the expectations in the evaluated performance.

On the other hand, Table EXCL02 - EDUC 4013 shows the results of the administration of the EXCL2 instrument in Clinical Experience II. The data presented shows that the completers, during the Fall 2020, Fall 2021, and Spring 2022 cycles obtained scores that exceed the expected value (benchmark) for each group of criteria, grouped by Rationales. and in general terms. The averages of the overall scores per every cycle ranged from 4.72 to 4.98, exceeding expectations.

EXCL02 - EDUC 3015					
General Averages					
Rationales	R1.1	R1.2	R1.3	R1.4	Average
Spring 2021	4.82	4.84	4.78	4.86	4.82
Fall 2021	4.73	4.81	4.73	4.67	4.74
Spring 2022	5.00	5.00	5.00	5.00	5.00
<b>Averages</b>	<b>4.85</b>	<b>4.88</b>	<b>4.84</b>	<b>4.84</b>	<b>4.85</b>

EXCL02 - EDUC 4013					
General Averages					
Rationales	R1.1	R1.2	R1.3	R1.4	Average
Fall 2020	4.61	4.64	4.63	5.00	4.72
Fall 2021	4.80	4.92	4.75	4.92	4.85
Spring 2022	5.00	4.99	4.98	4.95	4.98
<b>Averages</b>	<b>4.80</b>	<b>4.85</b>	<b>4.79</b>	<b>4.96</b>	<b>4.85</b>

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The Self-Assessment Questionnaire, EXCL01, is administered in field and clinical experiences. The answers offered by the teacher-candidates in their Clinical Experience I and II provide valuable information about how close they feel in relation to the goals of the Program. In other words, how prepared they feel to effectively carry out the teaching work. The instrument uses a Likert scale from 0 to 4, where zero represents that the candidate does not put the criterion into practice and four represents that he performs it between 90% and 100% of the time. The expected value in this instrument is 85% equivalent to a 3.4 on the Likert scale.

When analyzing the results (see table below), it can be observed that in Clinical Experience I (EDUC 3015-Fall 2021/ Spring 2022), teacher-candidates report executing the criteria, grouped in each of the four sections, between 3.57 and 3.90 in Fall 2021 and 3.32 and 4 in Spring 2022. In the case of Clinical Experience II (EDUC 4013- Fall 2021/ Spring 2022), teacher-candidates report executing the criteria in sections between 3.81 and 3.93 in Fall 2021 and between 3.71 and 3.98 in Spring 2022. This shows that, in the opinion of the candidates, they meet the criteria conducive to the achievement of the goals of the MSP, meeting and exceeding expectations.

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	<b>EDUC 3015</b>		<b>EDUC 4013</b>	
	Fall 2021	Spring 2022	Fall 2021	Spring 2022
Section I	3.69	3.67	3.81	3.71
Section II	3.90	4	3.93	3.98
Section III	3.85	3.32	3.81	3.91
Section IV	3.57	3.83	3.81	3.85

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