



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

CAEP ANNUAL REPORT

APRIL 2024

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION ANNUAL
REPORTING MEASURES 2024**

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 distinguished institution of higher education committed to academic excellence, with a focus on nurturing individuals with democratic and ethical values within an ecumenical Christian framework. Our mission is to provide post-secondary and higher education in the arts and sciences, integrating teaching, research, and community service. Additionally, we offer 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 strives to optimize the educational opportunities for all students within a discrimination-free environment, adhering to legal requirements, accreditation regulations, and standards. This commitment is harmonized with the pursuit of academic excellence, fostering critical thinking, advancing scientific knowledge, and cultivating sensitivity towards the arts. Moreover, it emphasizes ethical responsibility and the development of social coexistence skills.

The Teacher Education Program (TEP) at the Inter-American University of Puerto Rico (IAUPR), Aguadilla Campus, is designed to address the evolving needs and aspirations of a society in constant change, aligning closely with the Certification of

Teachers Regulations set forth by the Puerto Rico Department of Education. Grounded in IAUPR's Vision, Mission, and Goals, as well as its conceptualization of an educated individual, the TEP also adheres to the Professional Standards of Teachers mandated by the Puerto Rico Department of Education and the "Standards of Accreditation" established by the Council for the Accreditation of Educator Preparation (CAEP) (IAUPR General Catalog 2023-2024 <https://inter.smartcatalogiq.com/en/2023-2024/general-catalog-2023-2024/>).

All Teacher Education Initial Programs at IAUPR (Traditional Route) meet the necessary criteria for teacher certification outlined by the Department of Education of the Commonwealth of Puerto Rico (DEPR) (Puerto Rico Department of Education Teacher Certification Regulation Document #9375, Spanish Version). Students aiming for certification through alternative routes or seeking recertification in Puerto Rico must fulfill the current requirements set by the Department of Education of the Commonwealth of Puerto Rico. Similarly, students aspiring to obtain teaching certification in another territory, state in the United States of America, or any other jurisdiction must adhere to the specific requirements established by that governing body.

The Teacher Education Program is administratively housed within the Education and Humanistic Studies Department. As of the academic year 2023-2024, the PEM program comprised 16 professors. Of these, 4 were full-time faculty, while 12 were part-time faculty. The program primarily conducts classes on campus, with some courses supplemented by distance education options available through the Blackboard e-education platform, a 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. It's important to state that for the upcoming CAEP Annual Report 2024-2025, the PEM is undergoing institutional curricular review, which will result in significant changes to its name, levels, and curriculum. This curriculum review responds to changes in the certification requirements for teachers by the Department of Education.

The Teacher Education Program at the Inter-American University of Puerto Rico's Aguadilla Campus (IUAPR-A) it was accredited in 2015 by the Teacher Education Accreditation Council (TEAC) and subsequently reaccredited in 2022 by CAEP without any stipulations. As a requirement for this CAEP reaccreditation, an Annual Data Report from our PEM must be displayed on our institution's website. This report is intended to demonstrate two Impact Measures and two Outcome 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 consist of: Candidate competency at program completion (Component R3.3), and Ability of completers to be hired in education positions for which they have prepared. The following 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 note that the Teacher Education Program at the Inter-American University, Aguadilla Campus, has been a CAEP Accredited Provider since 2023.

Impact Measures

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

The Teacher Education Program (PEM) at the Inter American University, Aguadilla Campus, recently conducted a Graduate Survey for the years 2020-2023, as part of our regular tracking efforts conducted every three years. This survey aimed to collect contact information and gather insights into the academic and professional trajectories of graduates from the Aguadilla Campus PEM. Out of the 5 completers surveyed from the

2020-2023 graduation years, 4 (80%) are currently residing in Puerto Rico (PR), while 1 (20%) is living in the United States (US). Similarly, among these 5 graduates, 4 indicated that they are employed, and all 4 (100%) reported having full time jobs related to Education, including positions as private school teachers and public school teachers.

Among the completers residing in Puerto Rico, a notable trend emerged, with the majority (4 out of 5) residing in the North-Western part of the island. Additionally, a significant portion (3 out of 5) of these completers reported teaching courses at the high school level (grades 9-12). The public schools attended by these completers are predominantly located in the North Western part of Puerto Rico. When analyzing the results of the standardized proficiency test (META, 2022-2023) for 11th-grade students in their respective school districts of Mayaguez and Arecibo, broken down by subject and region, the following findings emerged:

- (1) In the subject of Spanish, the Mayagüez region obtained a proficiency ranking of 4 out of 7 districts, achieving a score of 34%, compared to the highest score of 47%. Meanwhile, in the Arecibo district, proficiency was ranked 3 out of 7 districts, with a score of 37% compared to the highest score of 47%.
- (2) In the subject of English, the Mayagüez region obtained a proficiency ranking of 2 out of 7 districts, achieving a score of 35%, compared to the highest score of 43%. Meanwhile, in the Arecibo district, proficiency was ranked 2 out of 7 districts, with a score of 35% compared to the highest score of 43%.
- (3) In the subject of Math, the Mayagüez region obtained a proficiency ranking of 4 out of 7 districts, achieving a score of 21%, compared to the highest score of

33%. Meanwhile, in the Arecibo district, proficiency was ranked 2 out of 7 districts, with a score of 25% compared to the highest score of 33%.

(4) In the subject of Science, the Mayagüez region obtained a proficiency ranking of 4 out of 7 districts, achieving a score of 36%, compared to the highest score of 51%. Meanwhile, in the Arecibo district, proficiency was ranked 3 out of 7 districts, with a score of 39% compared to the highest score of 51%.

As these results provide only a broad overview of the performance of the districts attended by the completers, additional tools will be utilized to assess their effective contributions to P-12 student learning growth. Furthermore, these tools will evaluate their application of professional knowledge, skills, and dispositions acquired through their preparation experiences in P-12 classrooms.

As a side note, it's worth mentioning that 20% (1) of the respondents indicated they have started graduate-level studies. Specifically, one respondent mentioned pursuing a field of study related to Education. Similarly, another completer residing in the United States, who works in a public school teaching K-5, stated that she and her team have received high recognition for their teaching performance.

On the other hand, in order to demonstrate the program's impact and the effectiveness of its completers, efforts were made to obtain evaluations from completers working in the Department of Education of Puerto Rico. These efforts proved successful for one student (case study #2).

Additionally, seeking to further substantiate completer effectiveness, an analysis was conducted based on employer evaluations carried out during the academic year 2023-2024 (conducted every three years). This analysis aimed to identify schools within

the public educational system that reported the highest number of completers from the Aguadilla Campus PEM among their faculty. The objective was to characterize the academic performance profile of these schools to potentially establish a correlation between both variables.

It's worth noting that the United States Department of Education has approved the local plan required by the federal ACT ESEA (Elementary and Secondary Education Act), commonly known as ESSA (Every Student Succeeds Act). This plan establishes the Accountability model for identifying schools in need of improvement. According to this model, schools are classified as follows:

Comprehensive (CSI) if:

- They rank in the bottom 5% compared to other schools
- Their graduation rate is less than 67% (secondary level)
- They remain as Additional Target (ATSI) for 3 consecutive years

Target (TSI) if:

- They rank in the bottom 10% in the total score of a subgroup

Additional Target (ATSI) if:

- They rank in the bottom 5% in the total score of a subgroup

Other:

- Used to differentiate schools that are not in need of improvement

It was discovered that none of the schools identified with the highest number of completers from the Aguadilla Campus' PEM are included in an improvement plan; all were classified under "Other" (refer to the table below). This leads to the conclusion that

one of the factors potentially influencing these schools' exclusion from improvement plans could be the impact of our completers.

Aguadilla Campus' PEM Completer's by Schools

Schools	Municipality	Teachers that are Graduates from the Aguadilla Campus	Improvement Plan for 2020-21
School 1	Moca	9	No
School 2	San Sebastian	15	No
School 3	Mayaguez	1	No
School 4	Mayaguez	0	No
School 5	San Sebastian	3	No
School 6	Añasco	0	No
School 7	Aguadilla	25	No
School 8	San Sebastian	3	No
School 9	Añasco	3	No
School 10	Aguadilla	6	No
TOTAL		65	100% (n=10) of the schools are not on Improvement Plans

The PEM at the Aguadilla Campus showcases completer impact on P-12 student learning and development through the presentation of results from various completer case studies. These studies encompass completer observations, pre- and post-assessments of students, samples of student work, and interviews with completers. In certain case studies, the performance of completer students in proficiency tests is

analyzed to establish a correlation between student outcomes and the impact of completers on student learning. This comprehensive sample of completer representations and assessment measures is utilized to demonstrate the positive impact of EPP completers on P-12 student learning and development.

Among the alumni who completed the Graduate Survey from 2020 to 2023 for tracking purposes, one individual was purposefully selected to participate in a case study, facilitating a thorough examination of her professional and career development. This completer willingly provided consent to respond to a detailed questionnaire, allowing for an assessment of her teaching impact in the classroom and tracking her progress since completing the Elementary Education: Teaching of English as 2nd Language Level Program (2022) at the Inter American University, Aguadilla Campus. Additionally, three longitudinal case studies were selected through purposeful sampling among individuals who did not complete the completer survey for the years 2020-2023. These cases have been under observation for several years and consistently showcase ongoing growth in their impact on student learning. They have graduated from the following programs: Secondary Education - Teaching of Spanish Level (2014), Secondary Education - Teaching of English as a Second Language Level (2017), and Secondary Education - Teaching of English as a Second Language Level (2019). Finally, one other completer has been added from students who graduated between 2020 and 2023 in order to offer the most relevant completer impact on students' P-12 learning. This student graduated from the Early Childhood Elementary Level K-3 Program (2023).

In total, the sample for this study comprises 5 graduates of the Teacher Education Program, detailed as follows: a 2014 Secondary Education: Teaching of Spanish Level

graduate; a 2017 Secondary Education: Teaching of English as a Second Language Level graduate; a 2019 Secondary Education: Teaching of English as a Second Language Level graduate; a 2022 Elementary Education: Teaching of English as a Second Language Level graduate; and a 2023 Early Childhood Elementary Level K-3 graduate. Case studies enable the evaluation of the impact of our graduates from the Teacher Education Program on the learning and development of their students at the PK-12 level. Similarly, they facilitate data collection to analyze the effectiveness of the teaching provided by the graduates in classrooms and schools.

The **first longitudinal completer**, a graduate in Secondary Education with a specialization in Teaching Spanish from the class of 2014, achieved an impressive 4.00 cumulative GPA (Suma Cum Laude). Throughout her academic journey, she enriched her experience by studying at the Ortega y Gasset Boarding School in Toledo, Spain. Noteworthy for her dedication, she served as a Spanish tutor, extending support to her peers, and acted as a mentor, assisting new students in their enrollment process. She distinguished herself as a member of the Honor Program and actively participated in institutional debate groups. Upon graduation, she was honored with the prestigious John W. Harris Medal, the highest recognition bestowed by the Inter-American University of Puerto Rico, awarded to a graduating student with outstanding academic performance and exemplary ethical and moral values. This recognition reflects her deep commitment to community service and civic engagement. Continuing her academic pursuit, she earned a master's degree in speech pathology and gained admission to a Doctoral Program in Education, specializing in Curriculum and Teaching, at an accredited university. Complementing her professional profile, she completed a Basic Sign

Language course as part of her ongoing professional development. From August 2017 to 2021, she served as a Spanish educator at the secondary level (grades 10-12) in an accredited private school in the northwest region of the island. Analyzing data from the College Board Standardized Academic Achievement Tests (PAA) provided by the school's administration, noticeable improvement in verbal reasoning skills was observed since the completer began her tenure as a Spanish teacher. Presented below are the results of the past six years, showcasing a comparison between the performance of the school she taught at and that of institutions across the island and private sector.

Academic Achievement/ Verbal Reasoning

	2015	2016	2017	2018	2019	2020
	<i>*Before</i>	<i>*Before</i>	<i>*After</i>	<i>*After</i>	<i>*After</i>	<i>*After</i>
<i>School where the graduate taught</i>	506.5	513.0	529.5	549.2	538.0	566.1
<i>Island Wide</i>	458.2	458.2	455.2	456.8	463.6	456.4
<i>Private Schools</i>	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*

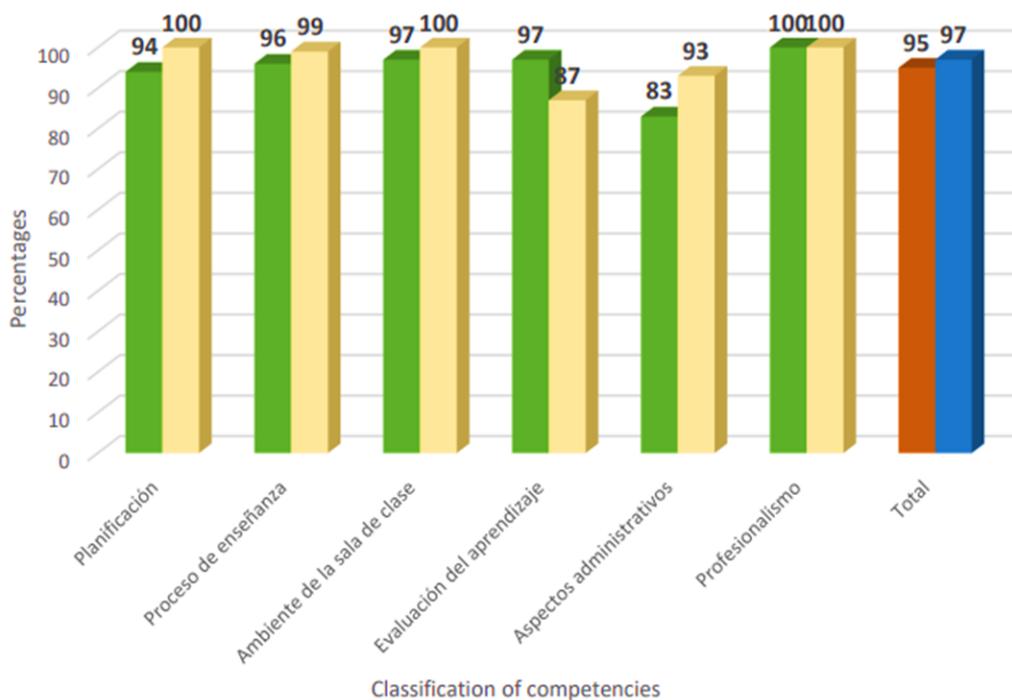
Academic Achievement/ Spanish

	2016	2017	2018	2019	2020
<i>School where the graduate taught</i>	*Before 499.4	*After 515.7	*After 542.5	*After 532.7	*After 562.7
<i>Island Wide</i>	450.5	450.4	451.1	459.5	452.3
<i>Private Schools</i>	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*

Comparison of the evaluations of the teaching competences of Completer 1



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

she taught. As of 2021, she has transitioned from her role as a Spanish educator to pursue a career as a speech pathologist. Recently, she obtained her Speech-Language Pathologist License in Puerto Rico and Georgia, achieving impressive scores. Furthermore, she continues to leverage her teaching strategies to enhance her patient sessions and interventions. Notably, she extends her expertise by offering Lactation and Birthing Classes to expectant mothers and parents, further demonstrating her commitment to education and community service.

In 2022, she extended her expertise by offering remote speech pathology services to students, applying her educational background skills from Kindergarten through twelfth grade in Arizona and Pennsylvania. Additionally, in a recent interview, she mentioned receiving a scholarship from the Northwest Talent Foundation during her Master's Degree studies. She also received recognition from the Alpha Delta Kapa Sorority as an Education Student, further highlighting her dedication and achievements in the field of education.

In 2023, she moved back to Puerto Rico and opened her own private practice in the northwestern part of the island. She managed to publish her master's thesis specialized in lactation and development. Likewise, she continues to use strategies acquired during her Bachelor of Arts in Education and master's degrees such as visual, verbal, auditory cues, and communication strategies tailored to the needs of each of her patients. Also, every three years she completes 30 hours of Continuing Education. Currently, most of these have been taken in telemedicine and Alzheimer's. At the end of the interview, the graduate noted that "studying education is never in vain, regardless of

the specialty I achieved, being an educator gives me strength and skill to achieve more with my patients."

The **second longitudinal completer**, a 2017 Secondary Education: Teaching of English as a Second Language Level Graduate, graduated with a 3.65 Grade Point Average (GPA), achieving Magna Cum Laude honors. She was recognized for her academic achievements, effectively balancing her student responsibilities with community service. During her student years at the Aguadilla Campus Teacher Education Program, she distinguished herself as a member of the Student Association of Future Educators. Additionally, she volunteered for a non-profit organization, utilizing her passion for cars to engage in social work. The completer devoted herself to spearheading a campaign promoting a drug-free environment, aiding in the rehabilitation of youth from detrimental habits, and assisting them in realigning with their aspirations. Leveraging her educational background and communication skills, she actively coordinated and participated in charitable endeavors throughout Puerto Rico.

The graduate organized and attended fundraising events aimed at supporting terminally ill children and individuals affected by assault or abuse. She provided guidance to young people, instilling in them a sense of resilience and empowering them to overcome their adversities. Her notable dedication to community service earned her the Leadership Award upon graduation, recognizing her outstanding contributions in promoting the value of life, fostering a spirit of service, and fostering teamwork. Additionally, she was bestowed with the Board of Trustees Medal in acknowledgment of her exemplary leadership and commitment to community service.

She maintains her connection to education in her daily life, dedicating her evenings and weekends to teaching English review courses for university admission tests. Moreover, she conducts conversational English classes at an educational center in the vicinity. Drawing from insights provided by the school where she is employed, a concise overview of her accomplishments (2018-2021) as an educator is outlined below.

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>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</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>

Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
	as Good. No criteria were rated as Fair or Poor (0%)		

The table below presents an analysis of the results from standardized academic achievement tests administered annually to students taught 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 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%

In a 2021 interview, she expressed her vision of working for the Department of Education of Puerto Rico and completing her graduate studies within five years. If she doesn't achieve this goal, she aspires to become a leader in the field of Education, leveraging her professional experience and extensive knowledge of English. In a 2022

interview, she revealed that until August 2022, she worked as a full-time teacher in a private school in Western Puerto Rico and is currently employed by the Department of Education of Puerto Rico, thus achieving one of her professional goals. She is impacting three groups in Special Education classrooms, ranging from 9th grade to adults. This year, she exclusively works with students in Special Education classrooms, managing a total of 16 students across three groups: autism, independent living 1 (multiple disabilities), and independent living 2 (emotional disturbances).

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

Puntuación		23.00/23.00 = 100.00%	23.00/23.00 = 100.00%		
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In a recent 2023 interview, she is currently in her second year as a teacher at a public school in Aguadilla. Additionally, she works as an English communication teacher for a Center for Student Researcher Teachers, a night school located on the premises of a public school in Aguadilla since October 2023. At the first school, she teaches English to four groups of modified special education students. Her current enrollment consists of 18 special education students, comprising two groups of autism and two groups of independent living. All are students from Route 2 and Route 3, aged between 14-19 years old. In the night school, she teaches English communication to 10th, 11th, and 12th graders, with ages ranging from 16 years old to adults. At the moment, she has not pursued any additional academic level beyond her BA. She has opted to explore available job offers with her level of education, and so far, she has managed to

obtain 6 job opportunities with her BA (two private schools, DE, English instructor for college board reviews, conversational English instructor, and teacher at a night school).

At the end of her second year in the DEPR, she expresses interest in becoming certified as a cooperating teacher. On February 21, 2023, she obtained a change in status from eligible transient to probationary. She is currently nearing the completion of her first year on probation. A significant personal achievement as a teacher has been her adaptation to working with a student population that she had not previously impacted. She expresses gratitude to the four special education teachers for guiding her through this experience, as it differs significantly from a regular classroom setting. Understanding that the goals and achievements of these students are very specific, she has learned to develop a considerable amount of empathy, respect, and patience. She emphasizes the importance of celebrating every achievement, no matter how small, within this unique learning environment.

The majority of her special education student population consists of students with significant speech difficulties. Many of these students struggle to communicate verbally, and some may not communicate using words at all, let alone in a second language. To address this challenge, she emphasizes repetition in both English and Spanish to create word associations and aid in language development. Additionally, she dedicates effort to maintaining the students' attention and motivation during English reading activities. She finds that focusing on intonation and voice projection while reading aloud greatly enhances their engagement and comprehension. Through these strategies, she aims to support their language skills and foster a positive learning experience for all her students.

Throughout the school year, the DEPR consistently offers workshops for all its staff, providing valuable opportunities for professional development. Actively engaged in her role as an educator, she has participated in a variety of these workshops. Led by experts in their respective fields, these sessions cover essential topics such as CPR and First Aid certification with Jackeline del Valle, an Induction Workshop tailored for English teachers with 0-3 years of experience, facilitated by Prof. Lizza Padovani. Additionally, she has attended sessions on improving academic achievement through effective assessment in English, led by Prof. Ninna González, as well as Conflict Management with psychologist Yanira Ruiz. Furthermore, she has explored Neuro-Learning Strategies in a workshop conducted by Dr. Aida Pérez and delved into the critical issue of Institutional Abuse in a session led by Dr. Ramonita Pérez. By actively participating in these workshops, she continuously enhances her skills, stays informed about best practices, and refines her teaching approach to better serve her students and foster a positive learning environment.

In her most recent 2023 teacher performance evaluation, she received a score of 100% (find the results below).

Puntuación	11.50/11.50 = 100.00%	11.50/11.50 = 100.00%		
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The **third longitudinal 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 an 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.

In a recent interview conducted in 2023, the interviewee stated that she has completed her graduate studies with high honors. Currently employed as an Elementary English Teacher in a public school located in Dorado, Puerto Rico, she has demonstrated a commitment to fostering student engagement and educational success through the creation of numerous activities. Additionally, she actively participates in various workshops aimed at further developing her skills and knowledge in the field of education.

The **new fourth completer**, who participated in the Graduate Survey from 2020 to 2023, graduated from the 2022 Elementary Education: Teaching of English as a Second Language Level Program with a GPA of 3.74. Currently employed in a public school in the United States, she has implemented various initiatives to enhance her

students' academic performance. These initiatives include: See, Think, Wonder, Turn & Talk, 4 Corners, Think-Write-Pair-Share, Gallery Walk, Use of manipulatives, Choice Board, Name Generator Wheel, Dice activities, Community Circle, Interactive Read Aloud, and "Oratoria". She considers one of her biggest goals to be witnessing her students' growth in the English language and applying the strategies she has learned during her years at the Inter to aid in their development. In her first year at the school, she and her team received recognition for their teaching performance and execution. She has also participated in various workshops, such as the SIOP (Sheltered Instruction Observation Protocol) y and a workshop on Dual Language Instruction. At the end of the interview, the graduate noted that "Seeing my students succeed and be proficient in the English language, as well as academically prepared for middle school."

The **fifth and last completer**, added from students who graduated between 2020 and 2023, is a 2023 Early Childhood Elementary Level K-3 graduate with a GPA of 3.05. She currently works as a teacher at a Head Start on the island and holds a certification in Early Childhood/Preschool CDA. At the moment, her most significant achievement is her educational growth, control, and routine of a child with autism. The educational activities that she always relies on involve games involving parents to strengthen the socio-emotional area. Likewise, she attends various workshops that have helped her grow and develop her educational skills.

All the data collected and analyzed in these case studies demonstrate that our teachers effectively contribute to P-12 student-learning growth and apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to

achieve in P-12 classrooms. Furthermore, 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 2022.

August-December 2022			
Course Code	Course name	Students	Average GPA
EDUC 4013 O	CLINICAL EXP II: SEC BIOL	1	4.00
EDUC 3015	CLINICAL EXPERIENCIES ED ENV I	3	4.00
TOTAL		4	4.00

Indicator of teaching effectiveness- The following figures display the candidate's performance in the Clinical Experience II for the semester January- May 2023.

January- May 2023			
Course Code	Course name	Students	Average GPA
EDUC 4013 D	CLINICAL EXP II:ESL SECONDARY	1	4.00
EDUC 4013 F	CLINICAL EXP II:ELEM PHYS ED	1	3.00
EDUC 4013 K	CLINICAL EXP II: SEC PHYS ED	2	4.00
EDUC 3015		0	0
TOTAL		4	3.75

Clinical Experience II- Average GPA		
2020-2021	2021-22	2022-23
3.86	4.00	3.87