

Measure 2. Satisfaction of employers and stakeholder involvement

(Components R.4.2/ R5.3)

It was established beforehand that the Inter American University, Aguadilla Campus, created a new Employer Satisfaction Survey in 2020, which is administered **every three years**, for the purpose of collecting data on the Teacher Education Program. This survey aims to gather the opinions of employers regarding the pedagogical and professional competencies possessed by graduates of the Teacher Education Program (PEM) at the Aguadilla Campus of the Inter American University of Puerto Rico. For this second cycle of data collection (2022-2023), the questionnaires were administered online using Microsoft Forms. A total of 10 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the study. Two of the participating schools were not considered to analyze the results since they did not have PEM graduates from the Aguadilla Campus of the Inter-American University. In the 8 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2023-2024 survey reveal (see table below) great satisfaction from the employers; with regard to 20 criteria presented in the survey 75.6% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 24.4% were their employees (our completers) “frequently” meet the established criteria on average. The employers offered a 4.88-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2023-2024

General Information of Employers

<i>Variable</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentages</i>
<i>Sector: Public or Private Institution?</i>	Public	8	100%
	Private	0	0
<i>How important is it to hire graduates of the Teacher Preparation Program for your organization?</i>	Very Important	7	87.5%
	Important	1	12.5%
	Somewhat Important	0	0.00%
	Not Important	0	0.00%

Criteria related to the pedagogical and professional competencies that graduates possess

Premises	Responses			
	Always	Frequently	Occasionally	Never
<i>The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:</i>				
<i>1. They have mastery of the content of the subject they teach.</i>	6 75%	2 25%	0 0.00%	0 0.00%
<i>2. They understand how students learn and develop.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%

3. <i>They individualize teaching so that each student develops according to their abilities.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	5 62.5%	3 37.5%	0 0%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	6 75%	2 25%	0 0.00%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
8. <i>Utilize multiple assessment methods to determine student progress.</i>	8 100%	0 14.29%	0 0.00%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	6 75%	2 25%	0 0.00%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	6 75%	2 25%	0 0.00%	0 0.00%
11. <i>They use available technological resources to support the teaching and learning process.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
12. <i>They respect the laws and regulations that govern the profession.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
13. <i>Exhibit professional and ethical conduct.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%

14. <i>They remain committed to their continued professional development.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
15. <i>They work in collaborative teams in face-to-face and virtual contexts.</i>	4 50%	4 50%	0 0.00%	0 0.00%
16. <i>They assume leadership roles and professional responsibility in different educational settings.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
17. <i>They integrate the family and the community with the school.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
18. <i>They use effective strategies for group control, achieving an appropriate environment for learning.</i>	4 50%	4 50%	0 0.00%	0 0.00%
19. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
20. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
Total	121 75.6%	39 24.4%	0 0.00%	0 0.00%

- How do you evaluate the Inter de Aguadilla Teacher Education Program?
- 8 responses

Average Rating: 4.88



The stakeholders, also known as interest groups, include PEM faculty members, students (teacher candidates), prospective candidates of the PEM (Pre-PEM), society at large, and the Department of Education of Puerto Rico.

To ensure the participation and engagement of stakeholders, the PEM established an Advisory Committee comprising representatives from community members. This committee serves as an advisory and consultative body for the main interest groups (see table below). Its primary function is to assess the results of the evaluation process, the effectiveness of teaching, and propose actions to enhance the quality of the Program. As an advisory body, it provides recommendations to Program officials. Through their autonomy, the committee members can offer suggestions and proposals to improve the Program's quality. The following evidence demonstrates the constitution of the Committee.

Teacher Education Program Advisory Committee



INTER AMERICAN UNIVERSITY OF PUERTO RICO
AGUADILLA CAMPUS
DEPARTMENT OF EDUCATION AND HUMANISTIC STUDIES
TEACHER EDUCATION PROGRAM

Teacher Education Program Advisory Committee

This committee serves as an advisory and consultation body, comprising main interest groups or "Stakeholders". Its primary function is to evaluate the results of the assessment process and the effectiveness of teaching, as well as to propose actions to enhance the quality of the Program. In its advisory capacity, the Committee provides

recommendations to Program officials, who then present their inputs to senior management. The Committee members, in their advisory role, can offer suggestions and proposals to improve the Program's quality. The PEM Advisory Committee consists of a PEM student, a completer, a school director (cooperating director), a member of the Puerto Rico Department of Education at the central level, and a community member (educator).

Members of the Advisory Committee	
Prof. Ivonne Rivera Rivera	Director of the Jose de Diego Elementary School Aguadilla (Also, graduated from the PEM of Inter Aguadilla)
Dr. Carlos Iván Morales Méndez	Community Member (He was a school director, Superintendent and Regional Director and a university professor)
Prof. Mayra Rosa Sifre	Cooperating Teacher Homero Rivera Solá of Aguadilla School
Sr. Reynaldo Nieves Rafols	Teacher Education Program Student CUA tutor Currently in Clinical Experience I
Dra. Damarys Varela Vélez	Department of Education of Puerto Rico Representative

Members of the Advisory Committee	
Sr. Sara Dávila Alicea	Teacher Education Program Alumni

On May 16, 2022, the stakeholders organized the following workshops, conducted by representatives of the Department of Education of Puerto Rico, aimed at improving EPP outcomes: "Leadership for the Educational Generation" led by Dr. Damaris Varela Vélez, "Sharing a Vision for Student Success" led by Dr. Jeanette Ramos, and "Domain of Data Use" led by Prof. Daisy Hernández.

Recently, another significant aspect is our direct collaboration with the Department of Education (DE) in evaluating the Teacher Certification Regulations of the DE of Puerto Rico before implementation. This collaboration involved organizing a group discussion with stakeholders to discuss the document and the circular letter on clinical experiences. Subsequently, the recommendations were submitted to Dr. Varela of the DE of PR, supported by photographic evidence and attendance records.

Similarly, we want to highlight the Cognitive Neuroscience Symposium event, where various stakeholders, including cooperating teachers, directors, the PEM Advisory Committee, Head Start teachers, community members, PEM students, and faculty, participated. We have comprehensive documentation for this event, including attendance lists, invitations, programs, and other relevant documents.

Lastly, we want to emphasize the collaborative agreement signed with Head Start, which demonstrates our commitment to collaboration and strengthening community connections. We have shared a copy of this agreement via email, affirming our dedication to working together for the betterment of education.

Another data collection study, the Employer Focal Group Interview (conducted every three years), was undertaken to ensure employers' satisfaction with completers' preparation to work with diverse P-12 students and their families. The purpose of this qualitative study was to explore, through the technique of data collection of a focus group, the experiences of educational region principals in relation to completers from the Teacher Education Program of the Inter American University of Aguadilla. Additionally, it aimed to investigate the principals' perspectives regarding the performance of PEM graduate teachers and the education they received at the institution. The unit of analysis was the group, focusing on what they expressed and constructed during the sessions. In other words, the study examined the outlines and perspectives they developed in their interactions. Concepts, experiences, emotions, beliefs, performances, and events related to the supervision of PEM program graduate teachers were explored. The findings will contribute to guiding the decision-making process to enhance the development of the Program.

During the session, the main focus was on the collective narrative of the participants. The specific objectives were to: (1) Identify the perceptions of the patrons regarding the performance of the graduate teachers from the PEM program of the Inter American University of Aguadilla; (2) Determine if the professional preparation of the PEM graduate teachers meets the requirements and expectations of the employers; and (3) Identify the patrons' opinions about the Teacher Education Program of the Inter American University of Aguadilla. The session took place on Friday, November 12, 2021, in the Professor Hilda Bacó Meeting Hall. An isolated space was provided, which was silent and comfortable, to ensure that the participants were as relaxed and comfortable as possible.

The meeting had a moderator and two observers; one managed the time (Time Keeper) and the other recorded the audio and took pictures. The session started at 9:20 am and ended at 11:30 am.

The PEM selected a structural sample through structural sampling, which was not based on probability. This approach did not require statistical representation, meaning that the samples would not be used to infer or make generalizations regarding the results. The participants were public and private school principals, selected based on characteristics determined to be relevant to the study. These characteristics define the typical profile of the patrons of the Teacher Education Program of the Inter American University of Aguadilla. Next, the PEM detailed the four inclusion criteria of the "typical" profile:

1. Years of experience – Posses 5 years of experience in school administration or more.
2. School location – Belong to the educational region of Mayagüez, to guarantee that it's located in the geographical segment or territorial unit that our institution serves (Aguadilla, Aguada, Moca, Rincón, Isabela, San Sebastián and Añasco).
3. Graduated students – Be in charge of the supervision of at least one graduate teacher from our Program.
4. Lead an accredited school institution – Be in charge of the administration of an educational institution of elementary, middle or high school level accredited by the Council of Education of Puerto Rico or the Middle State Association.

The Teacher Education Program invited ten patrons to guarantee a minimum participation of between four and ten. Seven patrons confirmed their attendance, and out of those seven, five attended the meeting. Next, we detail the demographical data of the five participants.

Participants and type of sample

Participants

<i>Identification</i>	Gender	Sector	Educational Level	Years of experience as school principals	Years of experience as teachers	Total of years of experience in P-12 Academia
<i>Director 1</i>	Male	Public	Master's	12 years	11 years	23 years
<i>Director 2</i>	Female	Private	Master's	5 years	18 years	23 years
<i>Director 3</i>	Male	Public	Master's	8 years	11 years	19 years
<i>Director 4</i>	Female	Public	Doctorate	22 years	4 years	26 years
<i>Director 5</i>	Male	Public	Master's	8 years	10 years	18 years

The session commenced with the reception and registration of participants from 8:30 to 9:00 am. Following this, a welcome address was delivered, which was followed by the dean's welcome and an invocation. Subsequently, the participants were introduced, and the purpose and objectives of the study were outlined. General instructions for the session were provided, and participants were asked to authorize the recording of the meeting for the sole purpose of thoroughly analyzing their answers, comments, and suggestions. Assurance was given regarding the full confidentiality and

anonymity of the participants. Each participant was requested to indicate their voluntary acceptance of answering questions and being recorded. Additionally, participants were asked to introduce themselves, indicate the school they administered, and provide information on their years of experience in teaching and school administration.

The focus group session was conducted with the participation of five school directors from the Mayagüez School District. A positive attitude was observed among the participants towards both the moderator and the session itself. The conversation primarily revolved around their perspectives on five guiding questions:

1. Regarding the current situation in Puerto Rico (Fiscal, Social and Population wise), what is the role that universities play to improve the social situation of Puerto Rico?
2. Which professional characteristics do the Graduated Teachers of the UIPR PEM Program of Aguadilla possess?
3. Let's talk about the Performances of the Graduate Teachers from the UIPR of Aguadilla's PEM Program.
 - Lesson planning
 - Knowledge of the subject they teach (how do the graduates provide the students with learning opportunities and chances of putting their knowledge to use.)
 - Teaching strategies
 - Evaluation and assessment
 - Attention to diversity
 - Professional ethics

- Leadership and collaboration
4. What is the level of satisfaction in regards to the preparation and knowledge of our graduates, when working on their profession to contribute to the academic and comprehensive development of the students?
 5. Share your sentiment on the type of teachers that graduate from our program.

Responses were organized into 6 general trend categories. These are: Great difficulty for the recruitment of teachers in Puerto Rico; The Emotional Weight the Teacher Carries; Pay based on academic rank or preparation; Language Barrier (English Knowledge); PEM Graduate Teachers Performance; and Recommendations to the Institution.

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- “On a positive note, at least from our perspective, you’re leaving the students well prepared in regards to knowledge of teaching strategies. In the part that talks about that sensitivity and humanistic aspect, it is born from those student organizations and community service activities that you have in the University for future teachers. It is having a positive impact,

when they go to read books to the students, help the physical education teacher, help them with their homework, help on Field Day, the Turkey Race, even the few things that we did face-to-face (in the time we were virtual) they wanted to be there and participate and go meet the students. That part of the sensitivity has served us very well. In the part of the standardized tests, you had asked us for the evidence, and the evidence of one of our graduated teachers; and luckily we are doing well.”

- “I have four graduates from this institution; very well prepared academically, very dynamic. But that also has to do with the generation (the dynamic). I went to visit someone that had a more contemporary mindset, to observe a Math course (I was going to evaluate the class) in a high school, and, you know how it’s difficult to make the students participate, but in this class, they all participated (discussing how dynamic the class was). We are diverse, and we learn in diverse ways. Students are asking questions constantly.”
- “They’re excellent teachers, their planning process is complete and they’re on top of everything when it comes to their teaching.”
- “The teachers we’re receiving are very good.”
- “We receive well-prepared teachers. Also, teacher-candidates that want to give their very best for the sake of their students. I have to congratulate the universities that teach prepare their students to work with technology and computers.”
- “I want to reiterate that my school has ten teachers that graduated from the Inter American University, and, for the year 2019, the results of the META

Tests PR classified our school as a five stars' school. 80% of the Pass Rate, and a big part was thanks to my school's faculty. Your program can take the credit (The Teacher Education Program of the Inter American University of Aguadilla). They encouraged you with a bonus (economical) for the achievement."

- "They're excellent."
- "I love the teacher-candidate's I've received at our institution. They develop a productive collaboration with their colleagues and with their mentor-teachers. They come with new initiatives and they dare to do new things. I've seen them develop positive relationships with the families. I congratulate the University for doing adjustments in the technological area, it went right ahead with what we needed. They told their cooperating teachers "Look, I have this tool that can help you with your virtual classes." They recommended us programs and apps that were very helpful. Another thing I liked and found positive was that the University provides reviews for the Teacher Proficiency Test. The teachers that take said test from the Inter American University get excellent scores. Also, the disposition of the employees here so that the teacher-candidates are able to offer more to the students is very good... Never lose that dynamic of cooperation."
- "You are not failing as an institution in the formation of empathic professionals... I want to reiterate that I have a school with twenty-three teachers and ten of them are graduates of the Inter American University, almost a 45% of them. Eight of those teachers are graduates from the

Aguadilla Campus. I think my school, a public one, is the school with the most graduates from the Inter American University in the area. This number surprised me, my faculty is excellent; I give them suggestions and strategies so they're successful, so they're not only good teachers in the classroom, but also empathic."