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

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

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

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

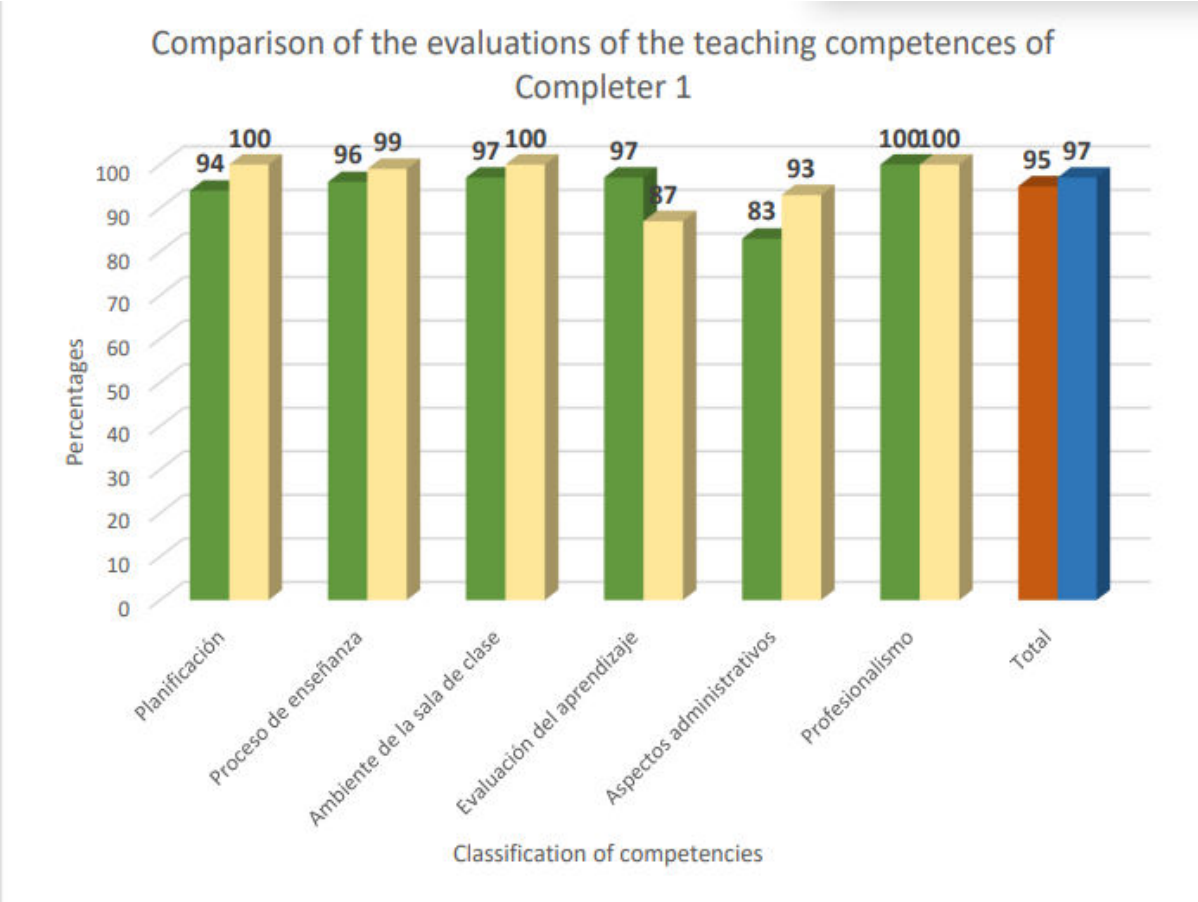
respective academic records and evidence IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4) provided were examined.

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.

Academic Achievement/ Verbal Reasoning						
	2015 *Before	**2016** *Before	**2017** *After	**2018** *After	**2019** *After	**2020** *After
School where the graduate taught	506.5	513.0	529.5	549.2	538.0	566.1
Island Wide	458.2	458.2	455.2	456.8	463.6	456.4
Private Schools	508.6	516.1	500.8	513.7	506.7	499.2
*Before: Before Completer 1 started teaching at the school *After: After Completer 1 started teaching at the school						

Academic Achievement/ Spanish					
	2016 *Before	**2017** *After	**2018** *After	**2019** *After	**2020** *After
School where the graduate taught	499.4	515.7	542.5	532.7	562.7
Island Wide	450.5	450.4	451.1	459.5	452.3
Private Schools	495.8	490.5	506.2	503.0	496.0
*Before: Before Completer 1 started teaching at the school *After: After Completer 1 started teaching at the school					



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

<table>
<tr><th colspan="4">Qualitative Classroom visit assessments (Completer 2)</th></tr>
<tr><th>2018</th><th>2019</th><th>2020</th><th>2021</th></tr>
<tr><td rowspan="2">An exploratory evaluation was carried out, that consisted of a visit to the classroom.
The class and lesson plans were evaluated.

There were no bad performance remarks.

The enrollment of that group consisted of 18 students.</td><td>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".

The enrollment of that group consisted of 18 students.</td><td rowspan="2">The evaluation report highlights that the teacher "demonstrates mastery of the subject she teaches."

In addition, he reports that she achieved "very good group participation".

The enrollment of that group consisted of 26 students of which 26 attended on the day of the visit.</td><td rowspan="2">The evaluator emphasizes that she has “a good command of the material she is teaching”.

The enrollment of the group attended during the visit was 34 students.</td></tr>
<tr><td></td><td>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%)</td></tr>
</table>

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

The Effect of Completers 2's teaching on student academic achievement (Standardized Testing LA – English Reading Section)			
Percentage of students who obtained above average in the results of the academic achievement test without the Completer 2's teaching impact.		**Percentage of students who obtained above average in the results of the academic achievement test by Completer 2 teaching (at least once).**	
2018		2020	
4th	63.2%	6th	65.6%
5th	56.5%	7th	77.8%
6th	53.7%	8th	83.3%

She also stated in a 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 9th 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).

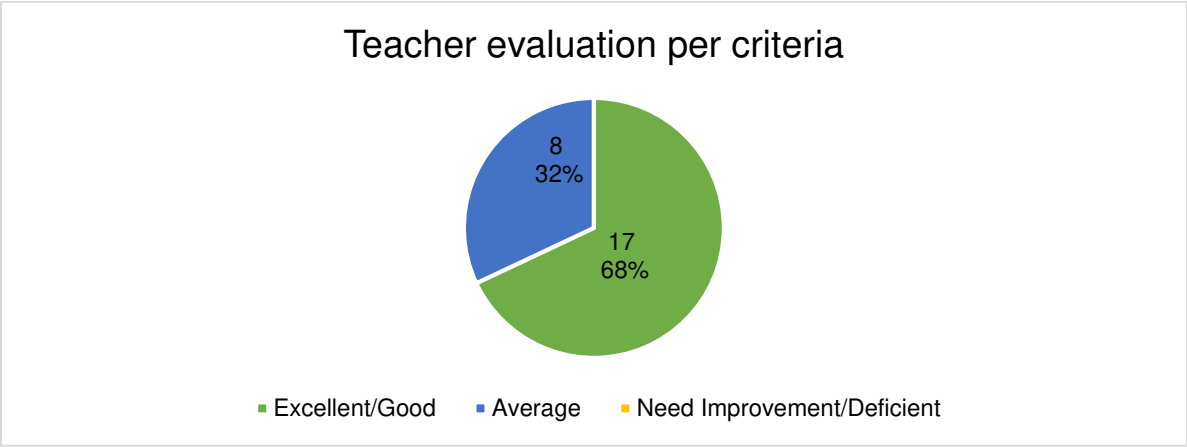
Puntuación			23.00/23.00 = 100.00%		23.00/23.00 = 100.00%		

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.

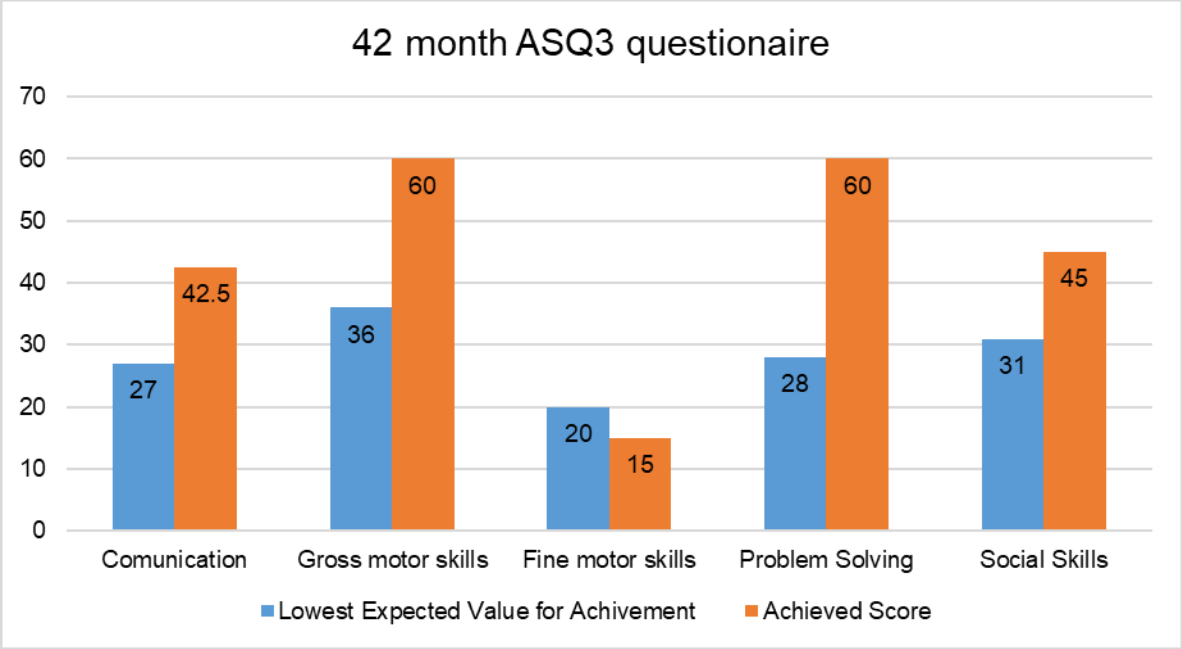
The fourth completer, a 2019 Preschool Level Graduate, obtained a 3.04 GPA. During her studies, she stood out as a leader, committed to education, and service. She was a board member of the Student Association of Future Educators, where she coordinated community service activities. In particular, she 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.

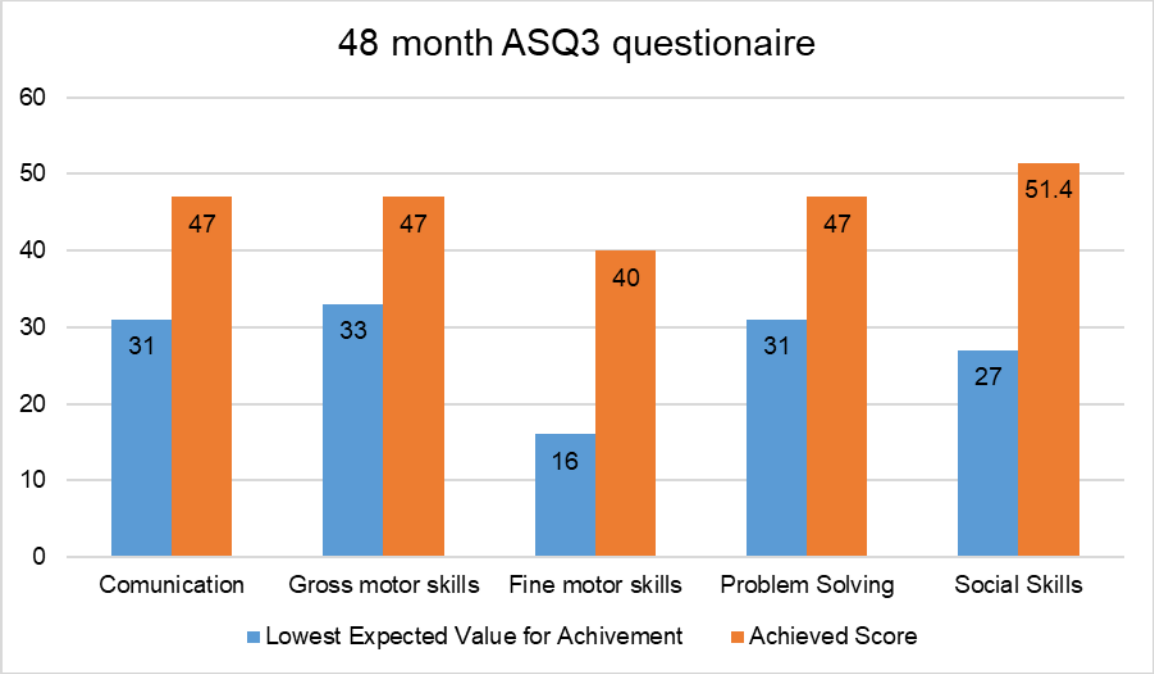
Currently, she works as a preschool teacher in a public preschool educational center located in western Puerto Rico, since October 2019. From the evidence and information provided by the administration of the center for which she teaches, it appears

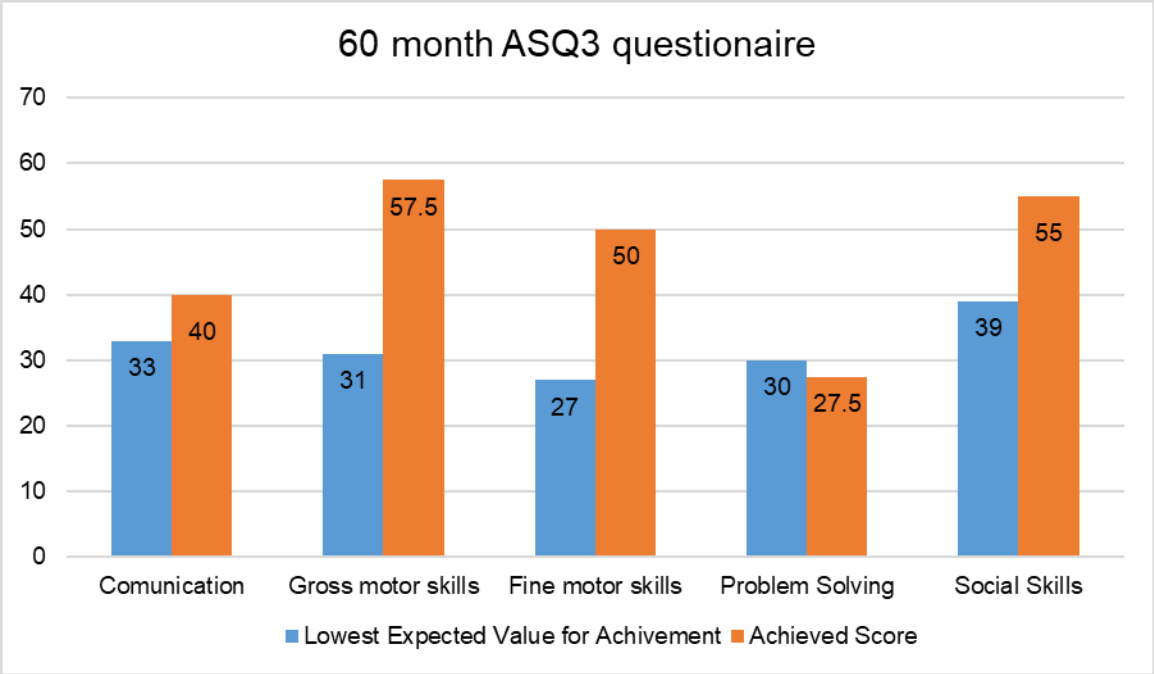
that the graduate "has shown a great sense of responsibility and dedication in her tasks". The following summary shows the results of the evaluation of the teacher's achievements; the evaluation instrument considered 25 criteria using the following scale: (Lowest) Deficient, Need Improvement, Average,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




48 month ASQ3 questionaire
60
50
40
30
20
10
0
47
47
40
47
51.4
31
33
16
31
27
Comunication
Gross motor skills
Fine motor skills
Problem Solving
Social Skills
Lowest Expected Value for Achivement
Achieved Score


60 month ASQ3 questionaire
70
60
50
40
30
20
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0
57.5
50
55
40
33
31
27
30
27.5
39
Comunication
Gross motor skills
Fine motor skills
Problem Solving
Social Skills
Lowest Expected Value for Achivement
Achieved Score

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.

Results of the Completer 4's third grade group			
Section	Above Average	Average	Below Average
Non verbal	29.6	48.1	22.2
Reading	44.4	48.1	7.4
Math	40.7	25.9	33.3

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 resent 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.

August-December 2021			
Course Code	**Major**	**Students**	**Average GPA**
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
TOTAL		**6**	**4.00**

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

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

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

Clinical Experience II- Average GPA		
2019-20	**2020-21**	**2021-22**
4.00	3.86	4.00

Impact Measures

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 (2020) Employer Satisfaction Survey (**administered every three years**) for the data collection of the Teacher Education Program. This survey was created with the purpose to listen to the opinion of the employers, on the pedagogical and professional competences possessed by the graduates of the Teacher Education Program (PEM) of the Aguadilla Campus of the Inter American University of Puerto Rico.

For this first cycle of data collection (2020-2021) the questionnaires were administered online using Microsoft Forms. The link was shared by Department of Education and Humanistic Studies staff on Friday, April 16, 2021. This questionnaire was available for completion until Friday, April 23, 2021. The A total of 17 employers of public and private schools in the geographic area to which the IAUPR Aguadilla Campus provides services participated in the study. Three 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 14 schools considered for this study, there are 164 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 12 teachers per school. The results for the 2020-2021 survey reveal (see table below) great satisfaction from the employers; with regard to 20 criteria presented in the survey 61.79% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 26.43% were their employees (our completers) “frequently” meet the established criteria on average. The employers offered a 4.64-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2020-2021

General Information of Employers

Variable	*Categories*	*Frequency*	*Percentages*
Sector: Public or Private Institution?	Public	12	85.71%
	Private	2	14.29%
How important is it to hire graduates of the Teacher	Very Important	10	71.43%
	Important	4	28.57%

Preparation Program for your organization?	Somewhat Important	0	0.00%
	Not Important	0	0.00%

Criteria related to the pedagogical and professional competencies that graduates possess

Premises	**Responses**			
The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:	**Always**	**Frequently**	**Occasionally**	**Never**
1. They have mastery of the content of the subject they teach.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
2. They understand how students learn and develop.	9 64.29%	5 35.71%	0 0.00%	0 0.00%
3. They individualize teaching so that each student develops according to their abilities.	8 57.14%	5 35.71%	1 7.14%	0 0.00%
4. Use appropriate strategies to differentiate instruction.	8 57.14%	4 28.57%	2 14.29%	0 0.00%
5. Design activities that promote an inclusive learning environment.	9 64.29%	4 28.57%	1 7.14%%	0 0.00%
6. Promote student responsibility in the use of technology.	10 71.43%	3 21.43%	1 7.14%	0 0.00%

7. Encourage increased critical thinking based on the stage of their students' development.	8 57.14%	5 35.71%	1 7.14%	0 0.00%
8. Utilize multiple assessment methods to determine student progress.	11 78.57%	2 14.29%	1 7.14%	0 0.00%
9. Use assessment results to optimize learning experiences.	7 50.00%	5 35.71%	2 14.29%	0 0.00%
10. Select learning experiences that are appropriate to content goals, expectations, and standards.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
11. They use available technological resources to support the teaching and learning process.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
12. They respect the laws and regulations that govern the profession.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
13. Exhibit professional and ethical conduct.	9 64.29%	4 28.57%	1 7.14%%	0 0.00%
14. They remain committed to their continued professional development.	8 57.14%	5 35.71%	1 7.14%	0 0.00%
15. They work in collaborative teams in face-to-face and virtual contexts.	8 57.14%	5 35.71%	1 7.14%	0 0.00%
16. They assume leadership roles and professional responsibility in different educational settings.	7 50.00%	6 42.86%	1 7.14%	0 0.00%

17. They integrate the family and the community with the school.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
18. They use effective strategies for group control, achieving an appropriate environment for learning.	9 64.29%	4 28.57%	1 7.14%%	0 0.00%
19. Provide learning opportunities and experiences that consider equity and diversity in the student population.	9 64.29%	4 28.57%	1 7.14%%	0 0.00%
20. Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
Total	**173** **61.79%**	**74** **26.43%**	**19** **6.79%**	**0** **0.00%**

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

- 14 responses

Average Rating: 4.64

The "stakeholders", also called interest groups, are PEM faculty members, students (teacher candidates), prospect candidates of the PEM (Pre-PEM), society, and the Department of Education of Puerto Rico.

In order to guarantee the participation and involvement of the stakeholders, the PEM created an Advisory Committee with representatives composed of community members. This Committee is an advisory and consultation body of the main interest

groups (see table below). Its primary function is to weigh on the results of the evaluation process, the effectiveness of teaching, and propose actions to improve the quality of the Program. As an advisory body, it offers recommendations to Program's officials. In their advisory role, and by their autonomy, the members of the Committee can make suggestions and proposals to improve the quality of the Program. Evidence (R5.3-E2) shows 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 is an advisory and consultation body, made up of main interest groups or “Stakeholders”. The main function of the Committee is to weigh the results of the process of assessment and the effectiveness of teaching, as well as proposing actions to improve the quality of the Program. As an advisory body, it will offer its recommendations to Program officials, who in turn present their inputs to senior management. In his advisory role, the Committee members can make suggestions and proposals for improve the quality of the Program. The PEM Advisory Committee is made up 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 member of the community (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
Sr. Sara Dávila Alicea	Teacher Education Program Alumni

In May,16, 2022, the stakeholders organized the following workshops (given by representatives of the Department of Education of Puerto Rico) to improve EPP

outcomes: Leadership for the educational generation (Dra. Damarys Varela Vélez), sharing a Vision for Student Success (Dra. Jeanette Ramos), and Domain of Data Use (Prof. Daisy Hernández).

Another data collection study, Employer Focal Group Interview (**every three years**), was carried out to ensure that employers are satisfied 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 recollection of a focus group, the educational region principals' experiences in relation to the completers from the Teacher Education Program of the Inter American University of Aguadilla. Also, it explored the principals' perspectives in regards to the PEM graduate teachers' performance and the education they received in the institution. The unit of analysis was the group, what they expressed, and constructed. In other words, the outlines and perspectives they constructed in their interactions during the session. Concepts, experiences, emotions, beliefs, performances, and events related to the teachers' supervision of the graduate teachers of the PEM program were explored. The findings will also help guide the decision making process to better develop the Program.

During the session, the main focus was 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) Know if the professional preparation of the PEM graduate teacher meets the requirements and expectations of the employers; and (3) Identify the opinion of the patrons 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. It was silent and comfortable, in order to have the participants be as relaxed and comfortable as possible. The meeting had a moderator and two observants; one of them managed the time (Time Keeper) and the other one 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 (not based on probability). It did not require statistic representation; meaning that, the samples will not be used to interfere or make generalizations regarding the results. The participants were public and private school principals, with the characteristics that were determined 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 detail 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

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

The session started with the reception and registry of the participants from 8:30 to 9:00 am. We proceeded with the welcome, followed by the dean's welcome and the invocation. Then, the participants were presented, along with the purpose and objectives of the study. Also, the general instructions of the session were detailed. On the same note, we solicited their authorization to record the meeting for the sole means of thoroughly analyze their answers, comments and suggestions. We assured the full confidentiality and anonymity of the participants. We solicited that each participant

indicated that they voluntarily accepted answering the questions and being recorded. Also, we asked them to present themselves, to indicate the school they administrated, their years of experience in teaching and in school administration.

The focus group session was held with the participation of five school directors belonging to the Mayagüez School District. A positive attitude was perceived from the participants, towards the moderator and towards the session itself. The conversation was developed mainly based their point of view regarding 5 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.

As a result of this Focus Group the PEM, in regards employers demonstrating they are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families, the following statements were made by the employers.

As a result of this Focus Group the PEM, in regards employers demonstrating they are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families, the following statements were made by the employers:

- "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."

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 evolutions 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 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).

Recinto	Tasa de Aprobación en las PCMAS de las Cohortes 2017-18 al 2021-22					Clasificación vigente 2016[1]	
	2017-18	2018-19	2020-21[2]	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[3]	75	60.5	42.4 + 0[4] = 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[4] = 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[4] = 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 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.

MAJOR / CONCENTRATION	**2019-20**	**2020-21**	**2021-22**
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

MAJOR / CONCENTRATION	2019-20	2020-21	2021-22
EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education	(n=2) 4.00	(n=2) 4.00	(n=0)
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
Mean	**(n=25) 3.84**	**(n=23) 3.96**	**(n=22) 3.95**

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.

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

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

EXCL03 – EDUC 4013					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Fall 2021	3.74	3.87	3.67	3.80	3.77
Spring 2022	3.98	3.95	3.96	3.95	3.96
Averages	**3.86**	**3.91**	**3.82**	**3.88**	**3.87**

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.

EXCL04-EDUC 3015			
	SPRING 2021	FALL 2021	SPRING 2022
R1.1	3.90	3.83	4.00
R 1.2	3.96	3.81	4.00
R 1.3	3.86	3.82	4.00
R 1.4	3.97	3.92	4.00

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 were 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 Rational 1.1 (The Learner and Learning) application. The overall average for the application of Rational 1.2 (Content) was 4.88, for Rational 1.3 (Instructional Practice) and Rational 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

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
Averages	**4.85**	**4.88**	**4.84**	**4.84**	**4.85**

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
Averages	**4.80**	**4.85**	**4.79**	**4.96**	**4.85**

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.

	EDUC 3015		EDUC 4013	
	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

Outcome Measures

MEASURE 4. Ability of Completers to be Hired in Education Positions for which they have prepared

The new completer (n=16) employment rate data (2021-2022) is presented below:

Employment Rate 2020-2021 Completers			
Program Area	**n**	**Number of Completers Hired in Area of Preparation**	**Percentage**
Preschool Level Education	2	0	0.00
English as a Second Language at the Secondary Level	5	1	20.00%
English as a Second Language at the Elementary Level	2	0	0.00%
Secondary Education in Biology	3	1	33.00%
Elementary Primary Level (K-3)	2	2	100.00%
Secondary Education in Spanish	2	2	100.00%
TOTAL	**16**		**63.25%**

*3 of the students counted are from the alternative route program (2 Biology, 1 K-3)

Title II of the Higher Education Act requires institutions of higher education that prepare teachers to report the pass rates of their graduates or program completers on teacher licensure exams taken by students. Additional information that relates to the quality of teacher preparation is also reported. The State Department of Education must then submit a state report summarizing the results of all teacher preparation institutions

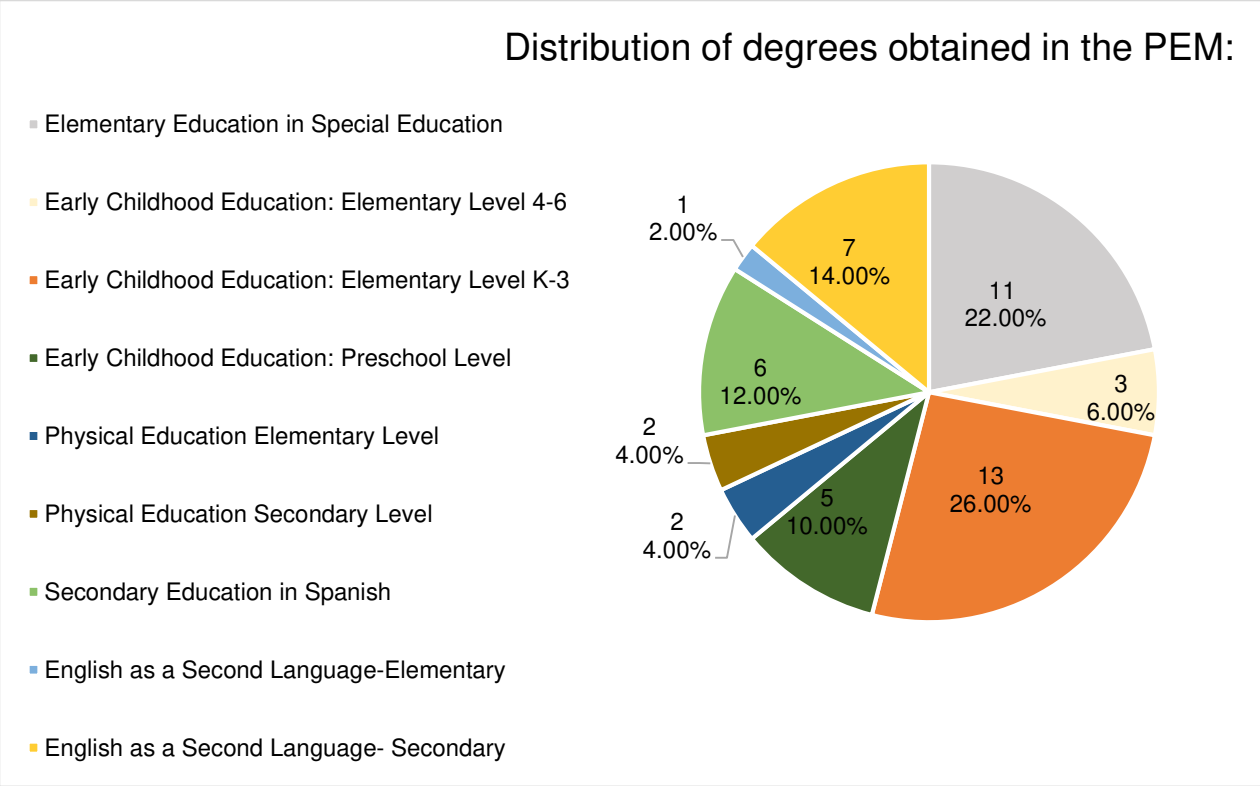
that is submitted to the U. S. Department of Education. The State Reports reported to the Department are shown in this link https://title2.ed.gov/Public/Home.aspx

A Graduate Survey (2020-2021) was conducted to obtain contact information and inquire about the academic and work trajectory of the graduates of the Teachers Education Program of the Aguadilla Campus of the Inter-American University of Puerto Rico. Of the 50 graduates who participated in the survey, 39 (78.00%) reside in Puerto Rico, while 11 (22.00%) reside in the United States. The survey revealed that of the 39 graduates who have jobs, 34 (87.18%) have jobs related to Education. The town of the graduates living in Puerto Rico was identified. Most of them live in the western area and are graduates of the Elementary Education concentration (k-3 and 4-6) education as detailed below:

Distribution by Towns of Residence	
Town	**Completers**
Aguadilla	10
Aguada	2
Añasco	6
Ciales	1
Isabela	6
Moca	8
Rincón	2
San Sebastián	3
Utuado	1
TOTAL	**39**

Distribution by concentration	
Concentration	**Completers**
231-Elementary Education in Special Education	11

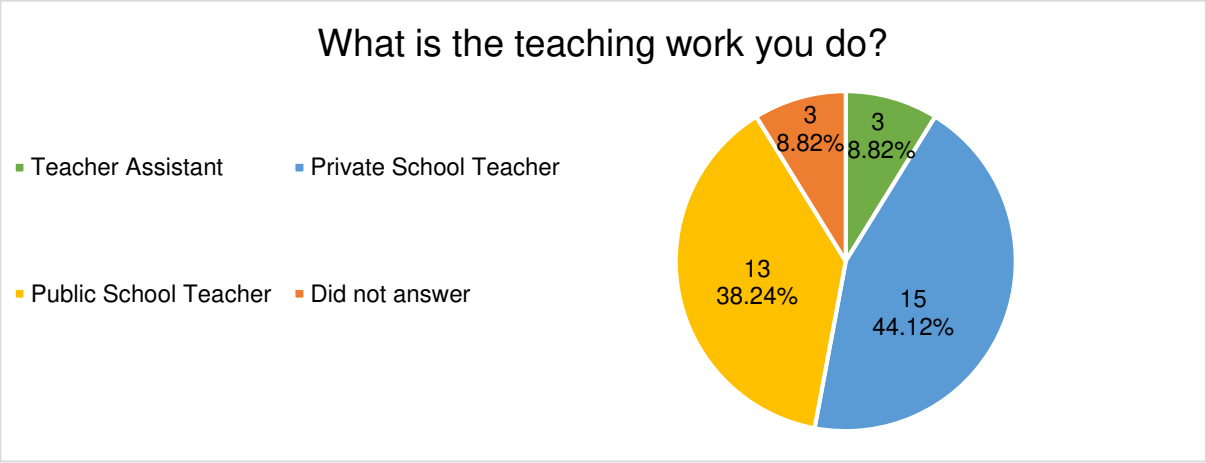
237-Early Childhood Education: Elementary Level 4-6	3
236-Early Childhood Education: Elementary Level K-3	13
243-Early Childhood Education: Preschool Level	5
178-Physical Education Elementary Level	2
176-Physical Education Secondary Level	2
145-Secondary Education in Spanish	6
206-English as a Second Language-Elementary	1
147English as a Second Language-Secondary	7



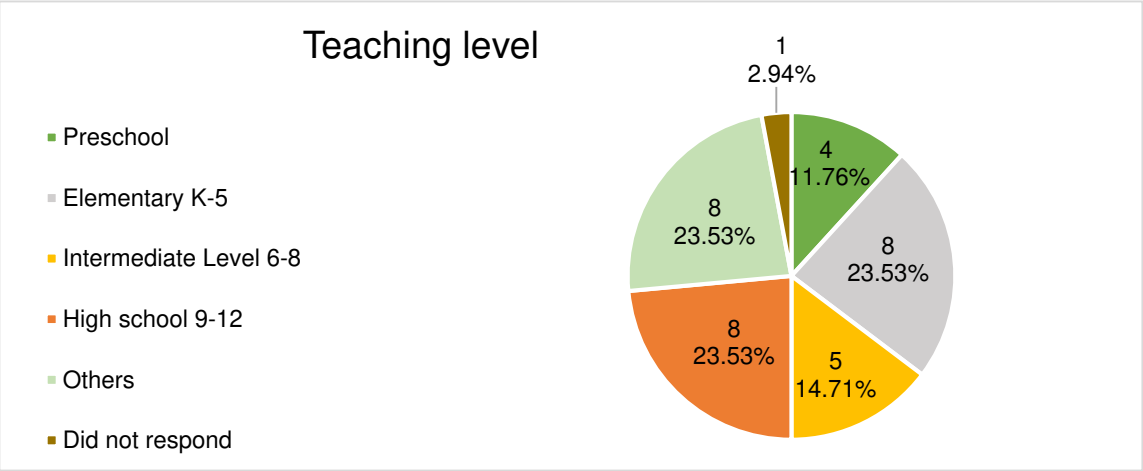
Regarding their area of employment, it is essential to note that of the 39 graduates who indicated that they are working, 34 (87.18%) have a career related to their area of study, while 5 (12.82%) work in an area not associated with their studies. In other words, they are not working in the field of Education. Of these, 31 (62.00%) have a full-time job, while 8 (16.00%) work part-time. Regarding the teaching work they carry out,

82.36% (28) are teachers, 44.12% (15) work in private schools, and 38.24% (13) in schools of the public educational system of Puerto Rico. In addition, 8.82% (3) reported that they work as a teacher's assistant, and another 8.82% (3) did not specify the teaching work they perform at their job. The distribution of levels of Education in which they practice is shown below.

Distribution of type of teaching work performed	Completers
Teacher assistant	3
Private School Teacher	15
Public School Teacher	13
Did not answer	3
TOTAL	**34**



Teaching Level	Completers
Preschool	4
Elementary K-5	8
Intermediate Level 6-8	5
High school 9-12	8
Others	8
Did not respond	1
Total	**34**



On the other hand, 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.