



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

CAEP ANNUAL REPORT

APRIL 2026

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION ANNUAL
REPORTING MEASURES 2026**

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 committed to academic excellence. Guided by democratic and ethical values within an ecumenical Christian framework, we strive to cultivate well-rounded individuals. Our mission is to deliver high-quality postsecondary and higher education in the arts and sciences, with a strong emphasis on integrating teaching, research, and community service. We also extend our educational programs to preschool, elementary, and secondary levels.

The University contributes significantly to society by educating individuals from diverse socioeconomic backgrounds in Puerto Rico and beyond. It incorporates innovative study modalities, supported by information technology and telecommunications, into its academic programs and services. The institution is committed to preparing graduates who are responsible, well-cultured citizens grounded in democratic and Christian values. Its goal is to instill a strong sense of social and environmental responsibility while equipping graduates to perform competently and demonstrate leadership in both occupational and professional settings.

The University is committed to expanding educational opportunities for all students in an environment free of discrimination, while upholding legal requirements, accreditation standards, and regulations. This dedication supports the pursuit of academic excellence, the fostering of critical thinking, the advancement of scientific knowledge, and the appreciation of the arts. It also underscores the importance of ethical responsibility and the development of skills for constructive social coexistence.

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 changing society. It aligns with the Teacher Certification Regulations established by the Puerto Rico Department of Education and is grounded in IAUPR's Vision, Mission, Goals, and its conception of the educated individual. The TEP also adheres to the Professional Standards for Teachers set by the Puerto Rico Department of Education, updated most recently in 2023. In addition, the program follows the Standards of Accreditation established by the Council for the Accreditation of Educator Preparation (CAEP) (IAUPR General Catalog, 2025–2026) [Inter American University of Puerto Rico - Catalog Home Page - SmartCatalog www.academiccatalog.com](http://www.academiccatalog.com) .

All Teacher Education Initial Programs at IAUPR (Traditional Route) meet the requirements for teacher certification as established by the Department of Education of the Commonwealth of Puerto Rico (DEPR) under Teacher Certification Regulation No. 9375, dated April 28, 2022. Students pursuing certification through alternative routes or seeking recertification in Puerto Rico must comply with the current requirements established by the DEPR. Likewise, students aiming to obtain teaching certification in another U.S. state, territory, or jurisdiction must satisfy the specific requirements set by the corresponding governing body.

The Teacher Education Program is administratively housed within the Department of Education and Humanistic Studies. During the 2021–2022 academic year, the program employed 13 faculty members, a number that remained consistent through 2022–2023 and 2023–2024. For 2024–2025, the faculty increased to 18 members and remained at 18 for 2025–2026. While the program primarily offers courses on campus, selected

classes are also delivered through distance education using Blackboard, the University's learning management system.

The Program for Educator Preparation (PEP) offers the following Bachelor of Arts degrees in Education: (1) Secondary Education in Spanish, (2) Teaching of English as a Second Language K–12, (3) Teaching of Physical Education K–12, (4) Elementary Education with a focus on Special Education, (5) Early Childhood Education K–5, (6) Secondary Education in Biology, and (7) Preschool Education.

Since 2015, the Teacher Education Program (TEP) at the Inter American University of Puerto Rico, Aguadilla Campus (IAUPR-A), has been accredited by the Teacher Education Accreditation Council (TEAC). In 2023, the TEP was reaccredited by the Council for the Accreditation of Educator Preparation (CAEP). As part of the CAEP accreditation process, the program publishes an Annual Data Report from its Professional Education Model (PEM) on the University's website. This report highlights two Impact Measures—Completer Effectiveness and Impact on P–12 Learning and Development (Component R4.1), and Satisfaction of Employers and Stakeholder Involvement (Components R4.2 / R5.3)—as well as two Outcome Measures—Candidate Competency at Program Completion (Component R3.3) and the Ability of Completers to Secure Employment in Education Positions for Which They Are Prepared. The following four CAEP measures 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 |

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 of Puerto Rico, Aguadilla Campus, has conducted a Graduate Survey annually from **2020 to 2025**, as part of its regular tracking efforts. The purpose of this survey is to collect updated contact information and gather insights into the academic and professional trajectories of PEM graduates from the Aguadilla Campus. Out of the **7** completers surveyed from the 2020-2025 graduation years, 5 graduates (71%) are currently residing in Puerto Rico (PR), while 2 (29%) are living in the United States (US). Similarly, among these 7 graduates, 6 indicated that they are employed, and 5 (83%) of those 6 reported having

full-time jobs related to education, including positions as private and public-school teachers.

Among the completers residing in Puerto Rico, a notable trend emerged, with the majority (5 out of 7) residing in the North-Western part of the island. Additionally, a significant portion (3 out of 7) 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 Northwestern part of Puerto Rico.

For the 2024–2025 academic year, the Puerto Rico Department of Education continued the implementation of the CRECE standardized assessments (Cernimiento, Revisión y Evaluación Continua del Estudiante), which replaced the previous META-PR testing system. As this transition remains relatively recent, comprehensive longitudinal proficiency data across multiple years are still in the process of being fully established and publicly reported. Nevertheless, the available CRECE 2024–2025 results provide important insights into student performance both islandwide and within the regions where program completers are employed, including Mayagüez and Arecibo.

(1) In the subject of Spanish, islandwide proficiency reached approximately 51%, reflecting relatively strong performance in this content area. This suggests that students demonstrate more consistent mastery of language-related competencies compared to other subject areas.

(2) In the subject of English, islandwide proficiency was approximately 39%, indicating a moderate level of performance and underscoring the need to continue strengthening second language acquisition and literacy development.

(3) In Mathematics, islandwide proficiency was approximately 43%, reflecting improvement compared to previous years; however, it remains an area requiring continued instructional support and targeted interventions.

(4) In the subject of Science, islandwide proficiency reached approximately 51%, demonstrating comparatively strong performance and suggesting increased effectiveness in science instruction and content understanding.

At the regional level, overall proficiency rates further contextualize these findings. The Arecibo region demonstrated an overall proficiency rate of approximately 48%, while the Mayagüez region reported approximately 46%. Notably, the Mayagüez region performs slightly above or in alignment with the islandwide average (approximately 45%), indicating stable academic performance across content areas. Although CRECE data are not yet fully disaggregated by subject at the regional level, these results suggest that Mayagüez demonstrates comparable trends to the islandwide performance pattern, with relative strengths in Spanish and Science and moderate performance in English and Mathematics. Given that a substantial proportion of program completers are employed within the Mayagüez region, these outcomes provide relevant contextual evidence for examining the potential impact of completers on P–12 student learning and development in this area.

While these results provide a general overview of student performance in the districts where program completers are employed, additional measures will be implemented to more precisely assess completers' contributions to P–12 student learning growth. These measures will also evaluate how effectively completers apply the

professional knowledge, skills, and dispositions acquired during their preparation in real-world P–12 classroom settings.

As a side note, it is worth noting that 33% (2 out of 7) of the completers reported having started graduate-level studies. Specifically, one indicated that their area of study is related to Education. Additionally, another completer, currently residing in the United States and teaching K–5 in a public school, shared that she and her team have received notable recognition for their teaching performance.

Additionally, to further validate completer effectiveness, an analysis was conducted using employer evaluations from the 2023–2024, 2024–2025, and 2025–2026 academic years, with the latter included to inform the next data collection cycle. This analysis aimed to identify public schools employing the highest number of completers from the Aguadilla Campus PEM. The purpose was to characterize the academic performance profile of these schools and explore potential correlations between institutional performance and the presence of program completers on their faculty.

It is important to note that the United States Department of Education has approved Puerto Rico’s local plan under the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA). This plan establishes the territory’s accountability model for identifying schools in need of improvement, using multiple indicators to evaluate overall school performance.

Under this model, schools are classified into the following categories: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and schools not identified for support. CSI schools include those in the bottom 5% of Title I schools, those with

graduation rates below 67%, or those identified as ATSI for three consecutive years. TSI and ATSI classifications are assigned based on the consistent underperformance of specific student subgroups over time. Schools that do not meet these criteria are considered not identified for improvement. These classifications are part of a broader effort to promote equitable educational opportunities and outcomes for all students through targeted interventions and resource allocation.

Based on the most recent accountability data available at the time of analysis, none of the schools employing the highest number of program completers were identified under Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) classifications. Instead, all were categorized as schools not identified for support. While classifications may vary across reporting cycles, these findings suggest a potential positive association between the presence of program completers and overall school performance.

Aguadilla Campus' PEM Completer's Schools

| Data collected by Employers Survey 2024-2025 | | | |
|---|---------------------|--|-------------------------|
| Schools | Municipality | Teachers that are Graduates from the Aguadilla Campus | Improvement Plan |
| School 1 | Mayagüez | 2 | No |
| School 2 | Añasco | 12 | No |
| School 3 | San Sebastián | 3 | No |
| School 4 | Aguada | 6 | No |

Data collected by Employers Survey 2024-2025

| Schools | Municipality | Teachers that are Graduates from the Aguadilla Campus | Improvement Plan |
|----------------|---------------------|--|---|
| School 5 | San Sebastián | 2 | No |
| School 6 | Rincón | 6 | No |
| School 7 | Añasco | 4 | No |
| TOTAL | | 35 | 100% (n=7) of the schools are not on Improvement Plans |

Data collected by Employers Survey 2023-2024

| Schools | Municipality | Teachers that are Graduates from the Aguadilla Campus | Improvement Plan |
|----------------|---------------------|--|---|
| School 1 | Isabela | 12 | No |
| School 2 | Rincón | 2 | No |
| School 3 | Aguadilla | 4 | No |
| TOTAL | | 18 | 100% (n=3) of the schools are not on Improvement Plans |

Data collected by Employers Survey 2022-2023

| Schools | Municipality | Teachers that are Graduates from the Aguadilla Campus | Improvement Plan |
|----------------|---------------------|--|-------------------------|
| School 1 | Moca | 9 | No |
| School 2 | San Sebastian | 15 | No |
| School 3 | Mayaguez | 1 | No |

| Data collected by Employers Survey 2022-2023 | | | |
|---|---------------------|---|--|
| Schools | Municipality | Teachers that are Graduates from the Agudilla Campus | Improvement Plan |
| 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 Teacher Education Program (PEM) at the Agudilla Campus provides evidence of completer effectiveness and impact on P–12 student learning and development (CAEP Standard R4.1) through the systematic analysis of multiple case studies. These case studies incorporate a range of evidence sources, including structured classroom observations of completers, pre- and post-assessments of P–12 students, samples of student work, and interviews with program completers. In selected cases, student performance on standardized proficiency assessments is also examined to explore potential relationships between student outcomes and the instructional practices of completers.

To further support this analysis, the program implemented a case study approach using purposeful sampling. Among alumni who completed the Graduate Survey between 2020 and 2024, one completer was selected to participate in an in-depth case study examining her professional growth and career development. With informed consent, she completed a comprehensive questionnaire designed to evaluate her classroom impact and document her progression since graduating from the Elementary Education: Teaching of English as a Second Language Program (2022) at the Inter American University, Aguadilla Campus.

In addition, four longitudinal case studies were selected from completers who did not respond to the Graduate Survey between 2020 and 2023. These individuals were purposefully chosen and observed over multiple years, demonstrating consistent and measurable growth in their impact on student learning. These completers graduated from the Secondary Education Teaching of Spanish Program (2014) and the Secondary Education Teaching of English as a Second Language Program (2017 and 2019). To incorporate a more recent perspective, a fifth case study was included, featuring a graduate from the Early Childhood Elementary Level K–3 Program (2023), thereby ensuring current representation of completer impact.

In total, the sample includes five graduates of the Teacher Education Program, representing a range of certification levels and graduation years: one 2014 graduate from the Secondary Education Teaching of Spanish Program; two graduates (2017 and 2019) from the Secondary Education Teaching of English as a Second Language Program; one 2022 graduate from the Elementary Education Teaching of English as a Second

Language Program; and one 2023 graduate from the Early Childhood Elementary Level K–3 Program.

This multi-measure, longitudinal, and evidence-based approach ensures that completer impact is evaluated using both qualitative and quantitative data. The findings provide converging evidence that program completers contribute to measurable gains in student learning and demonstrate effective instructional practices that support P–12 student development.

The **first longitudinal completer** is a **2014** graduate of the Secondary Education Program with a specialization in Teaching Spanish. She earned a 4.00 cumulative GPA and graduated Summa Cum Laude. During her academic preparation, she participated in a study abroad program at the Ortega y Gasset Boarding School in Toledo, Spain, which enriched both her educational and cultural perspectives. She demonstrated strong leadership and a commitment to service by working as a Spanish tutor, mentoring new students through the enrollment process, and actively participating in the Honors Program and institutional debate teams. In recognition of her academic excellence and ethical conduct, she was awarded the prestigious John W. Harris Medal, the highest honor granted by the Inter American University of Puerto Rico to a graduating student with exemplary academic performance and moral integrity. Her dedication to civic engagement and community service was also central to this recognition.

Following her undergraduate studies, she pursued and completed a master's degree in Speech Pathology and was subsequently admitted to a doctoral program in Education with a concentration in Curriculum and Teaching at an accredited university.

As part of her ongoing professional development, she also completed coursework in Basic Sign Language.

From **August 2017 to 2021**, she worked as a Spanish educator at the secondary level (grades 10–12) in a private, accredited school located in the northwest region of Puerto Rico. According to College Board Standardized Academic Achievement Test (PAA) data provided by the school administration, students under her instruction demonstrated noticeable improvement in verbal reasoning skills over her tenure. The results from the past six years highlight a positive trend when comparing the school's performance to that of other institutions across both the public and private sectors on the island.

| <i>Academic Achievement/ Verbal Reasoning</i> | | | | | | |
|---|----------------|----------------|---------------|---------------|---------------|---------------|
| | 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 |

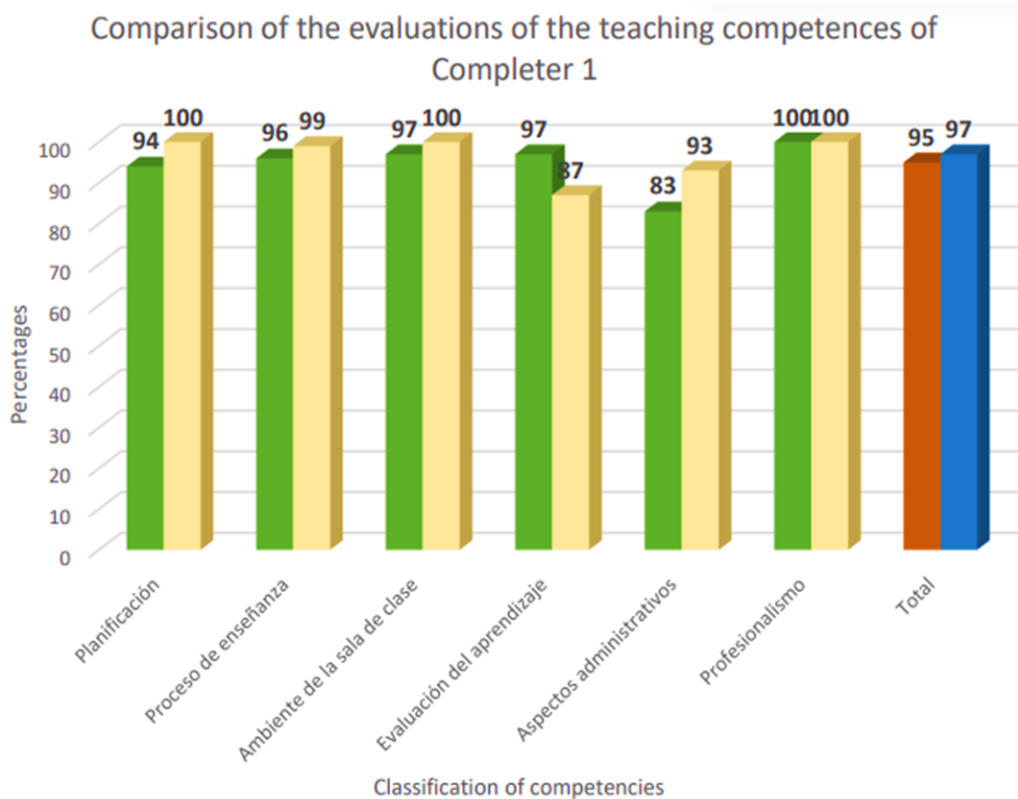
**Before: Before Completer 1 started teaching at the school*
**After: After Completer 1 started teaching at the school*

| <i>Academic Achievement/ Spanish</i> | | | | | |
|---|----------------|---------------|---------------|---------------|---------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| | <i>*Before</i> | <i>*After</i> | <i>*After</i> | <i>*After</i> | <i>*After</i> |
| <i>School where the graduate taught</i> | 499.4 | 515.7 | 542.5 | 532.7 | 562.7 |
| <i>Island Wide</i> | 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, evidence indicates that the completer consistently upheld academic excellence in her subject area through the effective application of instructional strategies and strong pedagogical practices. In **2021**, she transitioned from her role as a Spanish educator to pursue a career in speech pathology. She has since obtained Speech-Language Pathologist licensure in both Puerto Rico and Georgia, achieving high scores on the required certification examinations.

In her current professional practice, she continues to apply instructional strategies developed during her teaching career to enhance patient sessions and therapeutic

interventions. Additionally, she remains committed to education and community engagement by offering lactation and birthing classes to expectant mothers and families, further demonstrating her dedication to lifelong learning and service.

In **2022**, she expanded her professional expertise by providing remote speech pathology services to students ranging from kindergarten through twelfth grade in Arizona and Pennsylvania, leveraging her strong educational background to support student development. During a recent interview, she reported receiving a scholarship from the Northwest Talent Foundation during her master's degree studies. Additionally, she was recognized by the Alpha Delta Kappa Sorority as an outstanding education student, further underscoring her dedication and significant achievements in the field of education.

In **2023**, she returned to Puerto Rico and established her own private practice in the northwestern region of the island. She successfully published her master's thesis, focusing on lactation and development. Drawing on the instructional strategies developed during her Bachelor of Arts in Education and graduate studies, she continues to implement a range of approaches—including visual, verbal, and auditory cues, as well as targeted communication strategies—tailored to the specific needs of each patient.

Additionally, she fulfills ongoing professional development requirements by completing 30 hours of continuing education every three years, with a current focus on telemedicine and Alzheimer's care. In a recent interview, she emphasized the lasting impact of her educational preparation, stating, "Studying education is never in vain. Regardless of the specialty I achieved, being an educator gives me the strength and skills to achieve more with my patients."

In **2024**, she joined a Therapy Group LLC as a Speech Pathologist (MS, CCC-SLP), where she continues to demonstrate professional growth and effectiveness in her field. In this role, she provides speech evaluations and therapeutic services to both children and adults, offering in-person and virtual options to meet the diverse needs of her patients. Her continued success reflects her resilience, strong work ethic, and commitment to improving the lives of those she serves.

In a past interview, she expressed her interest in returning to the Inter American University of Puerto Rico, Aguadilla Campus to share her professional journey with future graduates, highlighting the ways in which her educational preparation has contributed to her current career. She also emphasized her willingness to share her experiences as a student, providing valuable insights into how her academic background shaped her professional development.

In **2025**, she continued to demonstrate sustained professional impact and leadership in the field of speech-language pathology. In her current role, she serves as a Speech-Language Pathologist and supervisor of graduate-level students, providing mentorship and guidance to future professionals in the discipline. Her instructional approach reflects a strong humanistic philosophy, emphasizing the importance of fostering a supportive learning environment in which students feel confident to ask questions and engage authentically in the learning process. She highlighted that her students “feel [her] vocation and genuine desire for them to learn and love what they do,” underscoring her commitment to student-centered instruction and meaningful academic engagement.

The completer continues to engage in ongoing professional development, completing 30 continuing education credits every three years and maintaining a Clinical Competence Certification that includes 1,260 hours of supervised clinical practice. Her professional contributions extend beyond direct instruction and clinical services, as she actively participates in conferences and workshops addressing topics such as lactation and neurogenic disorders. Additionally, she has contributed to research and professional publications, including her thesis on lactation and development and articles related to Alzheimer's care.

Demonstrating strong leadership and community engagement, she currently serves as President of a Therapy Group LLC, where she leads initiatives that support underserved populations, including bilingual children, lactating mothers, and older adults. Through these efforts, she has implemented programs that address educational and health-related needs, reflecting her commitment to equity and service. Her work also includes mentoring graduate students who often have limited access to experienced supervisors, further contributing to the development of future educators and clinicians.

Overall, her continued professional growth, leadership, and application of instructional and communication strategies across educational and clinical settings provide ongoing evidence of completer effectiveness, aligning with CAEP Standard R4.1. Her work illustrates the sustained and transferable impact of the Teacher Education Program (PEM) on both student learning and broader community outcomes.

The **second longitudinal completer** is a **2017** graduate of the Secondary Education Program with a specialization in Teaching English as a Second Language. She earned a 3.65 cumulative GPA and graduated Magna Cum Laude. She was recognized

for her strong academic performance and her ability to balance academic responsibilities with meaningful community service.

During her time in the Teacher Education Program at the Aguadilla Campus, she distinguished herself as an active and committed member of the Student Association of Future Educators. In addition to her academic work, she volunteered with a non-profit organization, where she leveraged her interest in automobiles to engage in community outreach initiatives. She played a key role in leading a campaign that promoted a drug-free environment, supported youth rehabilitation efforts, and encouraged participants to reconnect with their personal and academic goals.

Drawing on her educational preparation and communication skills, she actively coordinated and participated in charitable projects across Puerto Rico, further demonstrating her commitment to community engagement and positive social impact.

The completer organized and participated in fundraising events aimed at supporting terminally ill children and individuals affected by assault or abuse. She played an instrumental role in mentoring young people, helping them build resilience and empowering them to overcome personal challenges. Her sustained commitment to community engagement and service was recognized upon graduation with the Leadership Award, which acknowledges significant contributions to promoting the value of life, fostering a spirit of service, and encouraging teamwork. In addition, she was awarded the Board of Trustees Medal in recognition of her exemplary leadership and steadfast dedication to community service.

She continues to remain actively engaged in the field of education by dedicating her evenings and weekends to teaching English review courses for university admission

examinations. Additionally, she facilitates conversational English classes at a local educational center. Based on feedback provided by the institution where she is currently employed, a summary of her accomplishments as an educator from **2018** to **2021** is presented 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 as Good. No criteria 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 Fair or Poor (0%) | | |

The table below provides 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 articulated her goal of working for the Department of Education of Puerto Rico and completing her graduate studies within five years. She further indicated that, if this goal were not achieved within that timeframe, she aspired to assume a leadership role in the field of education, leveraging her professional

experience and proficiency in English to make a meaningful impact. In a **2022** follow-up interview, she reported that, until August 2022, she was employed as a full-time teacher in a private school in western Puerto Rico. She subsequently secured a position with the Department of Education of Puerto Rico, thereby achieving one of her primary professional goals. Currently, she serves in Special Education classrooms, working with three distinct groups of students ranging from ninth grade to adult learners. Her instructional responsibilities focus exclusively on Special Education, where she supports a total of 16 students across three groups: autism, Independent Living I (multiple disabilities), and Independent Living II (emotional disturbances).

The Department of Education of Puerto Rico granted the completer a change in employment status from temporary to probationary, reflecting institutional recognition of her professional performance. In her **2022** teacher performance evaluation, she achieved a perfect score of 100% (see results below).

| | | | | | |
|------------|--|--------------------------|--------------------------|--|--|
| Puntuación | | 23.00/23.00 = 100.00% | 23.00/23.00 = 100.00% | | |
|------------|--|--------------------------|--------------------------|--|--|

In a **2023** interview, she reported that she is in her second year as a teacher at a public school in Aguadilla. Since October 2023, she has also served as an English communication instructor at a Center for Student Researchers and Teachers, a night school located on the premises of a public school in Aguadilla. At her primary school, she teaches English to four groups of modified special education students, with a current enrollment of 18 students. These groups include two cohorts of students with autism and two in independent living programs. The students, ranging in age from 14 to 19 years, are primarily drawn from communities along Routes 2 and 3. At the night

school, she teaches English communication to 10th, 11th, and 12th graders, whose ages range from 16 years old to adults. Although she has not pursued any further academic studies beyond her Bachelor's degree, she has opted to explore various job opportunities available with her current level of education. So far, she has successfully secured six job opportunities, which include positions in two private schools, the Department of Education (DE), as an English instructor for College Board reviews, as a conversational English instructor, and as a teacher at the night school.

At the conclusion of her second year with the Department of Education of Puerto Rico (DEPR), the completer expressed interest in obtaining certification as a cooperating teacher. On **February 21, 2023**, she achieved a significant professional milestone by transitioning from eligible transient status to probationary status and is currently progressing through her first year on probation.

The majority of her special education student population consists of learners with significant speech and communication challenges. Many of these students have trouble expressing themselves verbally, and some are nonverbal, which presents additional complexity when acquiring a second language. To address these challenges, she implements targeted instructional strategies, including the use of repetition in both English and Spanish to facilitate word associations and language development. She also emphasizes maintaining student attention and motivation during reading activities, noting that the use of intonation and voice projection during read-alouds significantly enhances student engagement and comprehension. Through these approaches, she fosters an inclusive and supportive learning environment that promotes language acquisition and student participation.

A major professional achievement for the completer has been her successful adaptation to working with a student population that differs from her previous teaching experience. She expresses appreciation for the guidance and support provided by special education colleagues during this transition. Recognizing that student goals and progress are individualized, she has cultivated a strong sense of empathy, respect, and patience, placing particular emphasis on celebrating incremental student achievements within this specialized educational setting.

Throughout the academic year, the Department of Education of Puerto Rico (DEPR) provides ongoing professional development opportunities for its educators, and the completer actively participates in these initiatives. She has engaged in a variety of workshops led by field experts, including CPR and First Aid certification, induction training for English teachers with 0–3 years of experience, and strategies for improving academic achievement through effective assessment. Additional training topics include conflict management, neuro-learning strategies, and institutional awareness. Participation in these professional development experiences enables her to continuously refine her instructional practices and remain aligned with current educational best practices.

In her **2023** teacher performance evaluation, she achieved a score of 100%, demonstrating a high level of effectiveness in the classroom. This outstanding evaluation reflects her commitment to providing high-quality instruction and her ability to address the diverse needs of her students, further supporting evidence of completer

effectiveness in alignment with CAEP Standard R4.1.

| | | | | |
|------------|--------------------------|--------------------------|--|--|
| Puntuación | 11.50/11.50 = 100.00% | 11.50/11.50 = 100.00% | | |
|------------|--------------------------|--------------------------|--|--|

In **2024**, the completer continues to demonstrate a strong commitment to her students, instructional responsibilities, and ongoing professional development. Her dedication to fostering a positive and inclusive learning environment is reflected in her active participation in workshops and educational initiatives. She consistently seeks opportunities to refine her instructional practices and remain aligned with current best practices in the field.

Her sustained efforts to address the diverse needs of her students are evidenced by consistently strong performance evaluations, reflecting her commitment to academic excellence and continuous professional growth. With resilience and a deep commitment to teaching, she continues to make a meaningful impact on both her students and the broader educational community.

Currently, in **2025**, she manages three full-time Special Education classrooms and provides individualized instruction in a one-on-one setting at the secondary level, where she serves as an English teacher. This sustained level of responsibility and instructional impact reflects the continued development of her professional competencies and her ability to effectively address diverse student needs across educational contexts.

This longitudinal case study provides comprehensive, multi-year evidence of completer effectiveness and sustained impact on student learning and development, aligning with CAEP Standard R4.1. Throughout her professional trajectory, the completer demonstrates consistent growth, adaptability, and the effective application of instructional

strategies across diverse educational settings, including general and special education contexts. Her performance evaluations, instructional practices, and commitment to ongoing professional development collectively offer converging evidence of her positive influence on student outcomes and her contributions to the broader educational community.

As the completer reaches the **final year of participation** in this longitudinal case study, her inclusion in this data collection cycle concludes in **2025**. Beginning in the next academic year, a new completer will be selected to participate in a similar case study, ensuring the continued collection of current and relevant evidence of program impact. This transition reflects the program's commitment to maintaining a dynamic and representative process for evaluating completer effectiveness over time.

The **third longitudinal completer** is a **2019** graduate of the Secondary Education Program with a specialization in Teaching English as a Second Language. She achieved an outstanding 3.98 cumulative GPA and demonstrated academic excellence and leadership throughout her undergraduate studies as a member of the Honors Program. She served as a student tutor in both English and Spanish and distinguished herself as a teacher's assistant to an associate professor in the Spanish faculty.

Her leadership extended beyond the classroom, as she also served as president of the student organization Future Teachers. Her dedication and academic achievements were recognized by the international educators' sorority Alpha Delta Kappa, which honored her as an outstanding student. Upon graduation, she was awarded the Antonina Vélez Medal, recognizing her as the most outstanding education student.

In **2020**, she continued her academic trajectory by enrolling in a Master of Arts in Teaching English at the University of Puerto Rico, Mayagüez Campus, while simultaneously serving as a teacher's assistant in the English Department at the same institution.

In a **2022** alumni interview, the completer reported that she was in the final stages of completing her graduate studies while simultaneously teaching English as a Second Language to first-year college students. At that time, she continued to serve as a teaching assistant at the university where she was pursuing her graduate program, instructing foundational English courses for undergraduate students. Looking ahead, she articulated her aspiration to pursue doctoral studies within the next five years, with the goal of becoming a professor of education or English at a university in Puerto Rico.

In a **2023** interview, the completer reported that she successfully completed her graduate studies with high honors. She is currently employed as an elementary English teacher at a public school in Dorado, Puerto Rico, where she is recognized for her commitment to enhancing student engagement and promoting academic success through the implementation of innovative and interactive instructional strategies. In addition to her teaching responsibilities, she remains actively engaged in professional development, participating in a variety of workshops aimed at strengthening her instructional practices and staying aligned with current educational best practices.

As of **2024**, the completer continues to serve as a full-time elementary English teacher within the public education system, demonstrating a sustained commitment to student success. She remains dedicated to supporting her students' academic achievement by consistently implementing engaging and effective instructional strategies

that promote language development and overall performance. Her classroom practices reflect a strong commitment to fostering a supportive and inclusive learning environment. In addition to her professional responsibilities, she reached a significant personal milestone during this year, becoming a mother. As the year concludes, she is completing her maternity leave and anticipates returning to the classroom with renewed perspective and continued dedication to her students.

As of **2025**, the completer continues to serve as a full-time elementary English teacher within the public education system in Dorado, Puerto Rico, where she teaches kindergarten through second grade. She maintains a strong commitment to student engagement and language development by implementing interactive activities such as English Week and spelling-based events, which promote active participation and reinforce foundational language skills.

The completer has successfully obtained permanent status within the Department of Education of Puerto Rico, representing significant professional achievement and institutional recognition of her effectiveness as an educator. Her teacher performance evaluations have consistently been rated as exceptional, further demonstrating her ability to support student learning and meet instructional expectations.

In addition to her teaching responsibilities, the completer reported that she completed a postgraduate degree in Arts in English Education in 2023 and continues to engage in ongoing professional development opportunities provided by the Department of Education. She has also contributed to the field through the publication of her graduate thesis, "The Influence of Disney Music in the Learning of English as a Second Language

in Puerto Rican Children,” reflecting her interest in innovative and culturally relevant instructional approaches.

Her involvement in school-based leadership activities, particularly in the organization of educational events, further demonstrates her commitment to fostering a collaborative and engaging learning environment. Overall, her continued professional growth, instructional practices, and positive performance evaluations provide ongoing evidence of completer effectiveness, aligning with CAEP Standard R4.1 and highlighting her impact on early language development and student engagement.

The **fourth completer**, who participated in the Graduate Survey from **2020** to **2023**, is a **2022** graduate of the Elementary Education Program with a specialization in Teaching English as a Second Language, earning a cumulative GPA of 3.74. She is currently employed at a public school in the United States, where she implements a variety of instructional strategies to enhance student engagement and academic performance. These strategies include See, Think, Wonder; Turn and Talk; Four Corners; Think–Write–Pair–Share; Gallery Walk; the use of manipulatives; Choice Boards; Name Generator Wheel; dice-based activities; Community Circle; Interactive Read-Aloud; and Oratoria.

The completer identifies one of her primary professional goals as supporting her students’ growth in English language proficiency through the application of instructional strategies developed during her preparation at the Inter American University of Puerto Rico. In her first year at the school, she and her teaching team received recognition for their instructional effectiveness and successful implementation of classroom practices. In addition, she actively engages in professional development opportunities, including

training in the Sheltered Instruction Observation Protocol (SIOP) and Dual Language Instruction. These experiences have strengthened her ability to support diverse learners and promote language development. At the conclusion of the interview, she emphasized the importance of student success, stating that her goal is “to see my students succeed, achieve English language proficiency, and be academically prepared for middle school.”

In **2024**, the fourth completer continues to serve as an elementary English teacher in Maryland, demonstrating a sustained commitment to supporting her students’ development in English as a second language. She fosters an inclusive classroom environment in which all student’s progress is recognized and valued, regardless of the level of achievement. Her students, many of whom begin with limited or no English proficiency, demonstrate measurable growth as a result of her differentiated instructional strategies. She incorporates a range of approaches, including visual supports, interactive activities, and music-based learning, to promote engagement and facilitate comprehension. Instruction is adapted to meet individual student needs, and she provides targeted support to ensure that students’ progress at their own pace. Additionally, she continues to implement classroom management and language development strategies, such as the use of “green” and “red” pom-poms to monitor and encourage English language use. This approach serves as a motivational tool, promoting increased student participation in English over time. Overall, her instructional practices and commitment to student-centered learning contribute to positive academic outcomes, providing continued evidence of completer effectiveness in alignment with CAEP Standard R4.1.

The completer’s efforts to support student language acquisition have been recognized by colleagues and school leadership. Although she did not receive a formal

award, she and her team were acknowledged during a weekly closing circle for their effective administration of the ESOL assessments in the state of Maryland. This recognition reflects the team's consistent commitment to promoting student achievement and ensuring successful academic outcomes. In addition, she continues to engage in ongoing professional development opportunities required by her school district. She recognizes the importance of remaining current with educational best practices and actively participates in training to strengthen her pedagogical skills and instructional effectiveness.

The completer takes pride in observing her students' personal and academic growth. She identifies one of her most significant achievements as fostering increased student engagement and enthusiasm for learning English. Notably, she highlights the moment when students begin to use English in their daily interactions and share their learning with their families as a meaningful indicator of progress. Throughout the year, she continues to prioritize the development of a supportive classroom environment in which students feel comfortable taking risks and learning from mistakes, thereby promoting both confidence and motivation. Her instructional approach extends beyond language acquisition, as she intentionally creates a learning environment in which students feel valued, recognized, and supported throughout their educational journey.

Through collaboration with her instructional team, the completer actively contributes to the improvement of teaching strategies for English language learners. During professional meetings, she participates in the development of pedagogical approaches aimed at enhancing content review and reinforcing student retention. These strategies emphasize structured review practices that promote long-term retention and

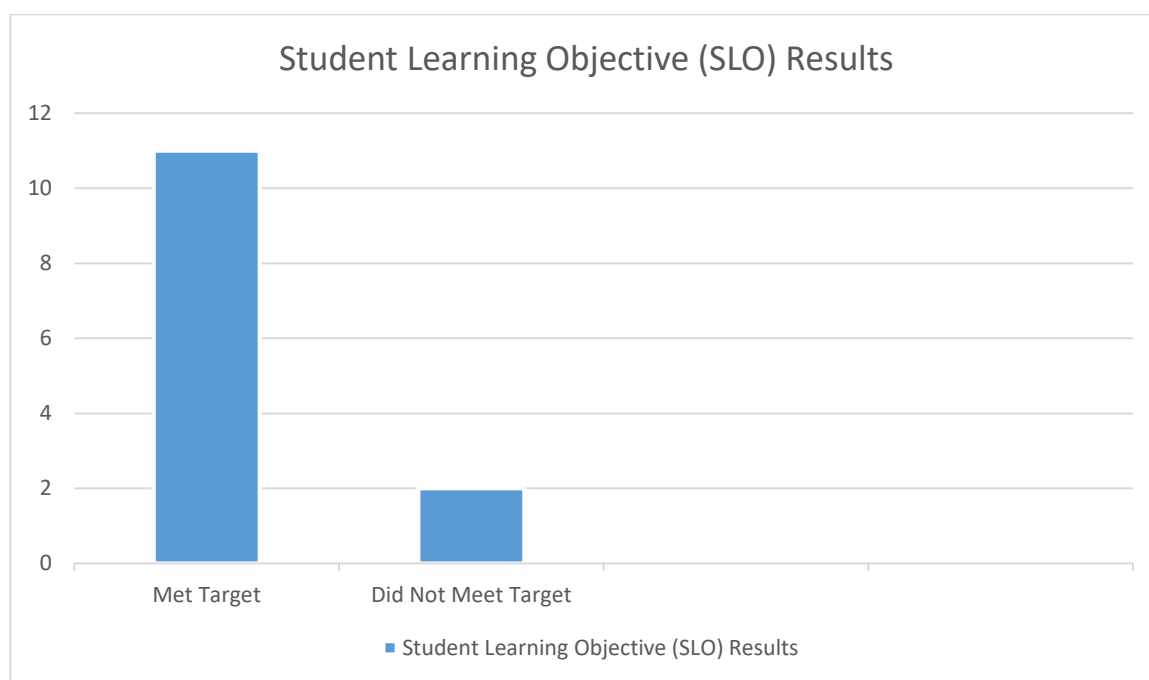
encourage independent learning. Additionally, she contributes meaningful insights to team discussions on best practices for engaging English learners. Through ongoing collaboration with colleagues, she supports the continuous improvement of instructional practices and works to enhance the overall learning experience for her students.

The completer continues to demonstrate a sustained commitment to fostering a positive, inclusive, and engaging classroom environment. She emphasizes the development of each student's individual abilities and learning pace, ensuring that they receive the resources and support necessary for academic success. The integration of innovative instructional tools and technology remains central to her approach, enabling her to create dynamic and relevant learning experiences that promote student engagement. Furthermore, she maintains consistent communication with parents and guardians to strengthen the support system for her students both inside and outside the classroom. This ongoing collaboration contributes to a cohesive learning environment and supports students' academic achievement and personal development.

As of **2025**, the completer continues to serve as an English Language Development (ELD) teacher within the County Public Schools in Maryland, providing instruction at the elementary level. She demonstrates a sustained commitment to supporting English language learners through the implementation of differentiated and multisensory instructional strategies, including the use of visual supports, realia, kinesthetic activities, songs, and small-group instruction to strengthen language development and reading skills.

Her instructional effectiveness is further evidenced through student learning outcomes. According to her Student **Learning Objective (SLO) data**, 11 out of 13

students (85%) in the identified group met the targeted growth goal in vocabulary acquisition, exceeding the expected performance range. This growth reflects the successful application of targeted instructional strategies aligned with language development standards and demonstrates measurable student progress across reading and language domains.



The completer continues to engage in ongoing professional development and collaborative planning with instructional and resource teams to refine her teaching practices and better address student needs. She has also achieved permanent status within her school district, reflecting institutional recognition of her effectiveness and contributions as an educator.

Overall, her instructional practices, student performance data, and commitment to continuous improvement provide ongoing evidence of completer effectiveness, aligning with CAEP Standard R4.1 and demonstrating a measurable impact on student learning and language development.

The **fifth and final completer**, representing graduates from **2020 to 2023**, is a **2023** graduate of the Early Childhood Elementary Level K–3 Program, earning a cumulative GPA of 3.05. She is currently employed in a Head Start program in Puerto Rico and holds a Child Development Associate (CDA) credential in Early Childhood/Preschool. The completer identifies one of her most significant professional achievements as supporting the developmental progress, behavioral regulation, and establishment of routines for a child with autism, demonstrating her ability to address diverse learning needs within early childhood settings. Her instructional approach incorporates interactive, play-based activities that actively involve parents, thereby strengthening students' socio-emotional development and promoting home–school collaboration. In addition, she remains actively engaged in professional development, participating in a variety of workshops that contribute to the continuous improvement of her instructional practices. Her ongoing commitment to professional growth enhances her effectiveness as an educator and supports positive learning outcomes for young learners.

In **2024**, the completer continues to demonstrate strong commitment to her professional growth and her students' academic success. She remains dedicated to addressing the diverse needs of her learners, particularly in her work with children with autism. Her ability to adapt instruction and establish individualized learning routines has contributed to observable student progress. Recognizing the importance of both

academic and socio-emotional development, she consistently implements engaging, interactive activities that involve parents, thereby strengthening the connection between home and school. Her commitment to continuous improvement is evident in her active participation in professional development opportunities, where she refines her instructional practices and acquires new strategies to better support her students. Despite the complexities of teaching in an early childhood setting, she maintains a consistent focus on supporting each student's development, ensuring that they receive the necessary academic and emotional support to succeed. Her dedication and perseverance contribute to a positive learning environment that promotes student growth and engagement.

As the completer reaches the final year of participation in this longitudinal case study in **2025**, her inclusion in this data collection cycle concludes. Throughout her participation, she has demonstrated consistent professional growth, adaptability, and a strong commitment to supporting the academic and socio-emotional development of young learners. Her work in early childhood education, particularly with students with diverse learning needs, provides meaningful evidence of completer effectiveness and impact, aligning with CAEP Standard R4.1.

Beginning in the next academic year, a new completer will be selected to participate in a similar case study, ensuring the continued collection of current and relevant evidence of program impact. This transition reflects the program's commitment to maintaining a dynamic and representative evaluation process of completer effectiveness over time.

The data collected and analyzed across these case studies provide clear evidence of the significant impact that program completers have on P–12 student learning and development. Collectively, the findings demonstrate that completers effectively apply the professional knowledge, skills, and dispositions cultivated during their preparation experiences to support student achievement in diverse educational settings. Their commitment to student success is reflected in their ongoing engagement in professional development, implementation of evidence-based instructional strategies, and ability to adapt instruction to meet the varied needs of their students. Furthermore, these completers demonstrate resilience, continuous growth, and instructional adaptability, particularly in addressing the unique challenges presented by diverse student populations. Overall, this body of evidence provides converging support of completer effectiveness, aligning with CAEP Standard R4.1, and highlights the sustained impact of the Teacher Education Program (PEM) on P–12 student learning outcomes.

The rationale for the selected data elements is grounded in the understanding that the Teacher Education Program (PEM) is designed to equip completers with the knowledge, skills, and professional dispositions necessary to positively impact P–12 student learning and development. The case studies provide evidence that completers are not only meeting the expectations established during their preparation but are also demonstrating effectiveness in their professional roles. This evidence reflects a strong alignment between program preparation and classroom outcomes, as demonstrated through measurable student progress, the implementation of effective and innovative instructional strategies, and sustained engagement in professional development.

Collectively, these indicators highlight the continued growth of completers as educators and their capacity to support diverse learners across educational contexts.

Additionally, with respect to the **indicator of teaching effectiveness**, the following figures present candidate performance during Clinical Experience II for the **August–December 2024** semester.

| August-December 2024 (Clinical Experience II) | | | |
|--|--|-----------------|--------------------|
| Course Code | Course name | Students | Average GPA |
| EDUC 4013 A | Clinical Exp. II: Early Childhood | 1 | 4.00 |
| EDUC 4013 B | Clinical Exp. II: K-3 Elementary Primary Level | 1 | 4.00 |
| EDUC 4013 D | Clinical Exp. II: ESL Secondary | 1 | 4.00 |
| EDUC 4013 E | Clinical Exp.: ESL Elementary | 2 | 4.00 |
| TOTAL | | 5 | 4.00 |

With respect to the indicator of teaching effectiveness, the following figures present candidate performance in Clinical Experiences I and II for the **January–May 2025** semester.

| Enero-Mayo 2025 (Clinical Experience II) | | | |
|---|--|-----------------|--------------------|
| Course Code | Course name | Students | Average GPA |
| EDUC 4013 A | Clinical Exp. II: Early Childhood | 1 | 4.00 |
| EDUC 4013 B | Clinical Exp. II: K-3 Elementary Primary Level | 1 | 4.00 |
| EDUC 4013 G | Clinical Exp. II: Elementary Special Education | 1 | 3.00 |
| EDUC 4013 K | Clinical Exp. II: Secondary Physical Education | 1 | 4.00 |
| EDUC 4013 O | Clinical Exp.: Secondary Biology | 1 | 4.00 |
| TOTAL | | 5 | 3.80 |

| Clinical Experience II- Average GPA | | |
|--|------------------|------------------|
| 2022-23 | 2023-2024 | 2024-2025 |
| 3.80 | 4.00 | 3.90 |

With respect to the indicator of teaching effectiveness (Measure 1), candidate performance in Clinical Experience II demonstrates consistently high levels of proficiency across semesters. During the August–December 2024 term, all five candidates achieved an average GPA of 4.00 across multiple certification areas, including Early Childhood, K–3 Elementary, and ESL (elementary and secondary), reflecting exemplary performance

in clinical practice. Similarly, in the January–May 2025 term, five candidates participated in Clinical Experience II, achieving an overall average GPA of 3.80, with four out of five candidates earning a 4.00 GPA and one candidate earning a 3.00 GPA in Elementary Special Education. Longitudinal data further supports sustained teaching effectiveness, with average GPAs of 3.88 (2022–2023), 4.00 (2023–2024), and 3.89 (2024–2025). These results indicate that candidates consistently demonstrate strong instructional competence and readiness for professional practice across diverse teaching contexts, providing clear evidence of the program’s effectiveness in preparing highly qualified educators.

Impact Measures

Measure 2. Satisfaction of employers and stakeholder involvement

(Components R.4.2/ R5.3)

It was previously established that the Inter-American University of Puerto Rico, Aguadilla Campus, developed an Employer Satisfaction Survey in 2020, which is administered every three years to collect data on the Teacher Education Program (PEM). The purpose of this survey is to gather employer perspectives regarding the pedagogical and professional competencies of program completers. For the data collection cycles corresponding to academic years 2024–2025, 2023–2024, and 2022–2023, the survey was administered online using Microsoft Forms. Although the survey is traditionally conducted on a triennial basis, the program is currently exploring the possibility of

administering it annually to increase participation rates and strengthen the overall data collection process.

A total of 7 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the **2024-2025** study. In the 7 schools considered for this study, there are 35 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 4.75 teachers per school. The results for the 2024–2025 survey (see table below) indicate a high level of employer satisfaction. Across the 20 criteria included in the survey, 67.86% of employer evaluations reported that program completers “always” meet the established criteria on average, while 30% indicated that completers “frequently” meet the established criteria. The remaining 2.14% reflects that completers “ocasionally” meet the established criteria, demonstrating that most evaluations fall within the highest performance categories. The employers offered a 4.71-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2024-2025

General Information of Employers

| <i>Variable</i> | <i>Categories</i> | <i>Frequency</i> | <i>Percentages</i> |
|---|-------------------|------------------|--------------------|
| <i>Sector: Public or Private Institution?</i> | Public | 7 | 100% |
| | Private | 0 | 0 |
| <i>How important is it to hire graduates of the Teacher</i> | Very Important | 7 | 100% |
| | Important | 0 | 0.00% |

| | | | |
|---|--------------------|---|-------|
| <i>Preparation Program for your organization?</i> | 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> | | | | |
| 1. <i>They have mastery of the content of the subject they teach.</i> | 5 71.43% | 2 28.57% | 0 0.00% | 0 0.00% |
| 2. <i>They understand how students learn and develop.</i> | 5 71.43% | 2 28.57% | 0 0.00% | 0 0.00% |
| 3. <i>They individualize teaching so that each student develops according to their abilities.</i> | 4 57.14% | 2 28.57% | 1 14.29% | 0 0.00% |
| 4. <i>Use appropriate strategies to differentiate instruction.</i> | 4 57.14% | 3 42.86% | 0 0% | 0 0.00% |
| 5. <i>Design activities that promote an inclusive learning environment.</i> | 4 57.14% | 2 28.57% | 1 14.29% | 0 0.00% |
| 6. <i>Promote student responsibility in the use of technology.</i> | 5 71.43% | 2 28.57% | 0 0.00% | 0 0.00% |
| 7. <i>Encourage increased critical thinking based on the stage of their students' development.</i> | 5 71.43% | 1 14.29% | 1 14.29% | 0 0.00% |

| | | | | |
|--|-------------|-------------|------------|------------|
| 8. <i>Utilize multiple assessment methods to determine student progress.</i> | 5 71.43% | 2 28.57% | 0 0.00% | 0 0.00% |
| 9. <i>Use assessment results to optimize learning experiences.</i> | 4 57.14% | 3 42.86% | 0 0.00% | 0 0.00% |
| 10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i> | 6 85.71% | 1 14.29% | 0 0.00% | 0 0.00% |
| 11. <i>They use available technological resources to support the teaching and learning process.</i> | 6 85.71% | 1 14.29% | 0 0.00% | 0 0.00% |
| 12. <i>They respect the laws and regulations that govern the profession.</i> | 5 71.43% | 2 28.57% | 0 0.00% | 0 0.00% |
| 13. <i>Exhibit professional and ethical conduct.</i> | 6 85.71% | 1 14.29% | 0 0.00% | 0 0.00% |
| 14. <i>They remain committed to their continued professional development.</i> | 6 85.71% | 1 14.29% | 0 0.00% | 0 0.00% |
| 15. <i>They work in collaborative teams in face-to-face and virtual contexts.</i> | 5 71.43% | 2 28.57% | 0 0.00% | 0 0.00% |
| 16. <i>They assume leadership roles and professional responsibility in different educational settings.</i> | 4 57.14% | 3 42.86% | 0 0.00% | 0 0.00% |
| 17. <i>They integrate the family and the community with the school.</i> | 3 42.86% | 4 57.14% | 0 0.00% | 0 0.00% |
| 18. <i>They use effective strategies for group control, achieving an</i> | 4 | 3 | 0 | 0 |

| | | | | |
|--|----------------------------|-------------------------|--------------------------|--------------------------|
| <i>appropriate environment for learning.</i> | 57.14% | 42.86% | 0.00% | 0.00% |
| 19. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i> | 4 57.14% | 3 42.86% | 0 0.00% | 0 0.00% |
| 20. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i> | 5 71.43% | 2 28.57% | 0 0.00% | 0 0.00% |
| Total | 95 67.86% | 42 30% | 3 2.14% | 0 0.00% |

-

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



- 7 responses

Average Rating: 4.71

A total of 3 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the **2023-2024** study. In the 3 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; regarding 20 criteria presented in the survey 48.33% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 51.67% were their employees (our completers) “frequently” meet

the established criteria on average. The employers offered a 4.33-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 | 3 | 100% |
| | Private | 0 | 0 |
| <i>How important is it to hire graduates of the Teacher Preparation Program for your organization?</i> | Very Important | 3 | 100% |
| | Important | 0 | 0.00% |
| | 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> | | | | |
| 21. <i>They have mastery of the content of the subject they teach.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |

| | | | | |
|--|-------------|-------------|------------|------------|
| 22. <i>They understand how students learn and develop.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 23. <i>They individualize teaching so that each student develops according to their abilities.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |
| 24. <i>Use appropriate strategies to differentiate instruction.</i> | 1 33.33% | 2 66.67% | 0 0% | 0 0.00% |
| 25. <i>Design activities that promote an inclusive learning environment.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 26. <i>Promote student responsibility in the use of technology.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 27. <i>Encourage increased critical thinking based on the stage of their students' development.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 28. <i>Utilize multiple assessment methods to determine student progress.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |
| 29. <i>Use assessment results to optimize learning experiences.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 30. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 31. <i>They use available technological resources to support the teaching and learning process.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 32. <i>They respect the laws and regulations that govern the profession.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |

| | | | | |
|--|----------------------------|----------------------------|--------------------------|--------------------------|
| 33. <i>Exhibit professional and ethical conduct.</i> | 2 66.667% | 1 33.33% | 0 0.00% | 0 0.00% |
| 34. <i>They remain committed to their continued professional development.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 35. <i>They work in collaborative teams in face-to-face and virtual contexts.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |
| 36. <i>They assume leadership roles and professional responsibility in different educational settings.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |
| 37. <i>They integrate the family and the community with the school.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |
| 38. <i>They use effective strategies for group control, achieving an appropriate environment for learning.</i> | 1 33.33% | 2 66.67% | 0 0.00% | 0 0.00% |
| 39. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |
| 40. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i> | 2 66.67% | 1 33.33% | 0 0.00% | 0 0.00% |
| Total | 29 48.33% | 31 51.67% | 0 0.00% | 0 0.00% |

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

- 3 responses

Average Rating: 4.33



For the **2022-2023** data collection 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 2022-2023 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 2022-2023

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</i> | Very Important | 7 | 87.5% |
| | Important | 1 | 12.5% |

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 | | | |
|---|------------------|-------------------|---------------------|--------------|
| | 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% |
| <i>3. 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% |
| <i>4. Use appropriate strategies to differentiate instruction.</i> | 5 62.5% | 3 37.5% | 0 0% | 0 0.00% |
| <i>5. Design activities that promote an inclusive learning environment.</i> | 6 75% | 2 25% | 0 0.00% | 0 0.00% |
| <i>6. 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 key stakeholders associated with the Teacher Education Program (PEM) include faculty members, current students (teacher candidates), prospective candidates (Pre-PEM), the broader community, and the Department of Education of Puerto Rico. To promote active participation and stakeholder engagement, the Teacher Education Program (PEM) established an Advisory Committee composed of representatives from the broader community. This committee functions as an advisory and consultative body

for key stakeholder groups (see table below). Its primary role is to review assessment outcomes, evaluate teaching effectiveness, and recommend actions aimed at improving program quality. In its advisory capacity, the committee provides evidence-based recommendations to program leadership. Committee members are granted the autonomy to propose initiatives and strategies that support continuous improvement and enhance the overall quality of the program. The following evidence outlines the composition of the Advisory Committee.

Teacher Education Program Advisory Committee

The Teacher Education Program (PEM) Advisory Committee serves as an advisory and consultative body composed of key stakeholders. Its primary responsibility is to review assessment outcomes and evaluate teaching effectiveness, as well as to recommend actions that support the continuous improvement of program quality. In its advisory capacity, the Committee provides evidence-based recommendations to program leadership, which are subsequently shared with senior administration for consideration and action. Committee members are encouraged to contribute actively by offering informed suggestions and proposals aimed at strengthening the program. The PEM Advisory Committee includes representation from a PEM student, a program completer, a cooperating school director, a representative from the Puerto Rico Department of Education at the central level, and a community member with an educational background.

| 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 |
| Adrián J. Rosa Miranda | Teacher Education Program Student Member of the Student Council Pedagogical Association of Inter Aguadilla |
| Dra. Damarys Varela Vélez | Department of Education of Puerto Rico Representative |
| Michelle Lorenzo | Teacher Education Program Alumni |

During the **2025** academic year, the Teacher Education Program (PEM) implemented several collaborative initiatives with the Department of Education of Puerto Rico. One of the program's key stakeholders, Dr. Damarys Varela, has played a central role in serving as a liaison between the University and local school directors. Through her leadership, the institution has supported directors within the district by providing access to campus facilities, instructional resources, and professional development opportunities designed to strengthen leadership capacity and instructional effectiveness.

These initiatives have included structured meetings, workshops, and collaborative sessions in which school directors engage with faculty and program representatives to exchange best practices, discuss current educational challenges, and identify strategies to improve student outcomes. The use of university spaces as a professional learning hub has further reinforced the institution's commitment to supporting the continuous growth of educational leaders in the region.

Additionally, the institution has established and sustained partnerships with schools across the district to support the broader educational community. These partnerships include opportunities for field experiences, mentoring relationships, and joint initiatives that benefit both teacher candidates and in-service educators. Such collaborations promote reciprocal learning, allowing the program to remain responsive to the evolving needs of P–12 schools while ensuring that candidates are prepared to meet real-world classroom demands.

Overall, these efforts demonstrate the program's commitment to meaningful stakeholder engagement and continuous improvement. By maintaining strong collaborative relationships with the Department of Education and local schools, the Teacher Education Program (PEM) strengthens its impact on teacher preparation and contributes to the advancement of educational quality across the region.

For the **2024** academic year, two new members joined the Advisory Committee. Adrián J. Rosa Miranda, a student in the Teacher Education Program, is scheduled to begin Clinical Experience I in the upcoming semester. He is also an active member of the Student Council and the Pedagogical Association of Inter Aguadilla, contributing a valuable student perspective to the committee. Similarly, Michelle Lorenzo, a graduate of

the Teacher Education Program, joined the committee as a new member, bringing her professional experience and insights as a program completer. Her participation strengthens the representation of alumni perspectives in the committee's work.

On May 16, **2022**, stakeholders from the Inter American University of Puerto Rico, Aguadilla Campus, organized a series of professional development workshops in collaboration with representatives from the Puerto Rico Department of Education. These workshops were designed to strengthen outcomes of the Educator Preparation Program (EPP) by promoting effective leadership, data-driven decision-making, and student-centered practices. The sessions included "Leadership for the Educational Generation," facilitated by Dr. Damarys Varela Vélez; "Sharing a Vision for Student Success," led by Dr. Jeanette Ramos; and "Domain of Data Use," presented by Prof. Daisy Hernández.

In **2022**, the Educator Preparation Program (EPP) engaged in a collaborative initiative with the Department of Education of Puerto Rico (DEPR) to review the Teacher Certification Regulations prior to their implementation. This process involved structured discussions with key stakeholders to analyze the regulatory document and the accompanying circular letter on clinical experiences. The feedback and recommendations generated through this collaborative review were systematically compiled and submitted to Dr. Varela of the DEPR. This submission was supported by documented evidence, including attendance records and photographic documentation, ensuring transparency and accountability in the stakeholder engagement process.

Additionally, the Educator Preparation Program (EPP) hosted the Cognitive Neuroscience Symposium, an event that brought together a diverse group of stakeholders, including cooperating teachers, school directors, members of the PEM

Advisory Committee, Head Start teachers, community members, PEM students, and faculty. This event provided a collaborative space for the exchange of knowledge and best practices related to teaching and learning. Comprehensive documentation of the symposium, including attendance records, invitations, programs, and supporting materials, has been maintained as evidence of stakeholder engagement.

The EPP also established a formal collaborative agreement with Head Start, further demonstrating its commitment to community engagement and continuous educational improvement. This partnership supports shared initiatives aimed at enhancing early childhood education and strengthening connections between the University and community-based educational programs. Documentation of this agreement has been maintained and shared to affirm the program's commitment to sustained collaboration.

To assess employer satisfaction with the performance and preparation of program completers, the Teacher Education Program (PEM) conducts a qualitative study titled the Employer Focus Group Interview. Administered every three years, this study gathers insights from public and private school principals who supervise program completers. It specifically examines the extent to which the program prepares graduates to effectively work with diverse P–12 students and their families, providing valuable feedback to inform program improvement.

It is important to note that, during the **2024–2025** academic year, the Department of Education and Humanistic Studies coordinated and completed all preparations for the *School Principals and Cooperating Teachers Forum of the Teacher Education Program*, planned for the upcoming 2025–2026 academic year. Preparatory efforts included the

distribution of invitation letters to cooperating schools, the development and dissemination of an electronic registration form, coordination of catering services, the organization of a reflective art therapy workshop led by Prof. Idalizz Velázquez, and the institutional promotion of the event, which resulted in the registration of multiple participants. The planned agenda included guided dialogue on the strengths and areas for improvement of the Teacher Education Program, candidates' pedagogical preparation, performance in clinical experiences, observed professional competencies, and current school needs. In addition, the forum was designed to collect direct feedback to inform continuous program improvement. The activity also incorporated a reflective art therapy component as an innovative strategy to encourage participation and the exchange of perspectives among external stakeholders.

However, due to an extraordinary directive issued at the central level by the Puerto Rico Department of Education, requiring school principals to participate in the administration of the CRECE assessments, the event had to be cancelled and postponed to a new date in the upcoming academic semester. This situation was beyond the control of the Teacher Education Program. As supporting evidence, the official invitation letter issued by the Regional Superintendent is included, documenting the planned event, its agenda, and its components. Despite the postponement, this initiative represents concrete and documented evidence of stakeholder engagement and of efforts to strengthen mechanisms for collecting employer feedback regarding candidate preparation. These actions complement existing collaboration processes with partner schools and support the program's commitment to continuous improvement.

To complement these efforts and ensure the continued collection of stakeholder input, the program also utilizes data from focus group sessions. The focus group session was held on Friday, November 12, 2021, in the Professor Hilda Bacó Meeting Hall, a setting arranged to ensure a quiet, comfortable, and focused environment. The session began at 9:20 a.m. and concluded at 11:30 a.m. It was facilitated by a moderator and supported by two observers—one responsible for timekeeping and the other for audio recording and documentation. The primary purpose of the session was to analyse participants' collective perspectives regarding the effectiveness of the program.

The study was guided by the following objectives:

1. Identify employer perceptions of the performance of PEM program completers.
2. Determine the extent to which the professional preparation of completers meets employer expectations.
3. Gather stakeholder perspectives on the overall quality of the Teacher Education Program at the Agüadilla Campus.

A structural sampling approach was utilized to select participants who represent typical stakeholders rather than a statistically representative sample. The selection criteria included:

1. A minimum of five years of experience in school administration.
2. Employment within the Mayagüez educational region (including Agüadilla, Agüada, Moca, Rincón, Isabela, San Sebastián, and Añasco).

3. Direct supervision of at least one program completer.
4. Leadership of an elementary, middle, or high school accredited by the Puerto Rico Department of Education or the Middle States Association.

For this focus group, ten participants were invited to ensure adequate representation. Seven confirmed attendance, and five ultimately participated in the session. The demographic characteristics of these participants are presented below.

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 began with the reception and registration of participants from 8:30 to 9:00 a.m. This was followed by opening remarks, including a welcome address, the dean's greeting, and an invocation. Participants were then introduced, and the purpose and objectives of the study were clearly outlined. General guidelines for the session were

presented, and participants were asked to provide informed consent for the audio recording of the session, which was conducted solely for the purpose of accurately analyzing their responses, comments, and recommendations. Participants were assured that all information would remain confidential and that their identities would be protected throughout the analysis and reporting process. Each participant confirmed their voluntary willingness to participate and be recorded. They were also asked to introduce themselves, identify the school they administer, and provide information regarding their years of experience in teaching and school administration.

The focus group session included the participation of five school directors from the Mayagüez School District. Participants demonstrated a positive and collaborative disposition toward both the moderator and the overall process. The discussion was guided by five central questions designed to elicit their perspectives on key aspects of the Teacher Education Program (PEM):

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.

Participant responses were categorized into six overarching thematic areas: challenges in teacher recruitment in Puerto Rico; the emotional demands associated with the teaching profession; compensation in relation to academic preparation; English language proficiency as a barrier; the performance of PEM program completers; and recommendations for institutional improvement.

As a result of the focus group, and with respect to employer satisfaction regarding the preparation of program completers to fulfill their professional responsibilities in working with diverse P–12 students and their families, the following statements were provided by participating 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.”

Overall, the findings from the Employer Focus Group Interview provide valuable qualitative evidence of employer satisfaction with the preparation and performance of program completers. Participants consistently highlighted the strengths of PEM graduates in demonstrating professional competencies, adaptability, and the ability to effectively support diverse P–12 learners and their families. At the same time, the insights gathered identified areas for continued growth, offering meaningful recommendations to further strengthen the program. These findings contribute to the program’s continuous improvement efforts by informing decision-making and reinforcing alignment between program preparation and the expectations of the field. Similarly, this evidence supports the program’s commitment to ensuring that completers are well-prepared to meet the evolving demands of the educational environment.

Outcome Measures

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

To ensure that teacher candidates possess the academic competencies necessary to teach effectively and positively impact the learning and development of diverse P–12 students, the Professional Education Model (PEM) employs multiple measures and data sources. These measures assess candidates' proficiency in content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas. Through systematic evaluation processes and the use of diverse assessment instruments, the PEM ensures that candidates are well-prepared to meet the evolving demands of contemporary education. This comprehensive approach supports the development of effective educators who are equipped to promote student learning, adapt to diverse classroom contexts, and contribute meaningfully to student success.

The Professional Education Model (PEM) employs multiple sources of evidence to triangulate candidate readiness for certification and successful entry into the teaching profession. A minimum grade of B is required in clinical experience courses, reflecting the rigor of the evaluation process candidates must complete. This comprehensive process includes formal observation visits, narrative progress reports, a suggestion log, competency-based evaluations, portfolio assessment, and a self-evaluation conducted during Clinical Experience II. During this phase, each candidate is observed and evaluated a minimum of three times by both the cooperating teacher and the clinical

experience supervisor (EDUC 4013), ensuring multiple perspectives on candidate performance. In addition, the Competency Evaluation Instrument is administered twice during Clinical Experience II, at midterm and at the end of the semester, by both evaluators, resulting in a total of four formal competency assessments. Collectively, these measures provide a systematic and multi-faceted evaluation of candidate performance. Earning a minimum grade of B in clinical practice therefore signifies that the candidate has successfully met a rigorous and comprehensive set of performance expectations, demonstrating readiness to effectively teach and positively impact P–12 student learning.

In addition, candidates are required to successfully complete comprehensive integration courses in Basic Knowledge and Communication Skills, as well as in the Integration of Professional Skills. These courses incorporate multiple assessment components, including partial examinations, virtual laboratory activities, and a comprehensive final examination for each course.

Finally, the state establishes the academic and professional requirements that candidates must meet to obtain a regular teaching certificate. This certification authorizes individuals to practice as teachers in both public and private schools in Puerto Rico, in accordance with Law 94 of June 21, 1955, as amended, known as the Law to Regulate the Certification of Teachers. Among the requirements for certification, candidates must take and pass the Teacher Certification Test (PCMAS). Upon successful completion of all program and state requirements, the Professional Education Model (PEM) formally recommends and authorizes candidates to take the certification examinations, in alignment with Circular Letter No. 13-2019–2020 and the Regulations for the Certification of Teaching Personnel of Puerto Rico.

Summary of Evidence Supporting Candidate Competency at Program Completion (R3.3)

| Evidence | What It Measures | How It Demonstrates R3.3 |
|--|---|--|
| PCMAS (Teacher Certification Test) | General, pedagogical, and specialization knowledge | Provides external, state-mandated evidence of candidate competency for certification; a 100% pass rate confirms that candidates meet required academic and professional standards for teaching. |
| EDUC 4013 (Clinical Experience II) | Final clinical teaching performance | Provides direct evidence of candidate readiness through supervised teaching practice; consistent averages above the 3.0 benchmark and requirement of a minimum grade of B confirm candidates' ability to effectively teach in real classroom settings. |
| EXCL02 (Demonstration Lesson Evaluation) | Demonstration lesson performance | Measures application of content knowledge, pedagogy, and technology; average scores ranging from 4.82 to 5.00 indicate performance exceeding expectations in real teaching scenarios. |
| EXCL03 / EXCL04 (Competency Evaluation by Rationales) | Competencies aligned with program standards (R1.1–R1.4) | Provides structured evaluation of candidate performance across content, pedagogy, and technology; consistent averages above the 3.0 benchmark demonstrate sustained competency development across cycles. |
| EX01 (Self-Assessment Questionnaire) | Candidate self-perception of professional readiness | Reflects candidates' perceived ability to implement teaching competencies; scores consistently at or above the 3.4 benchmark indicate strong alignment with program goals and readiness for professional practice. |

The data collected across three cycles for each of the aforementioned measures are presented below. Results from Aguadilla completers on the Teacher Certification Test (PCMAS) indicate that candidates possess the academic competencies necessary to teach effectively and positively impact the learning and development of diverse P–12

students. These findings demonstrate candidates' ability to apply content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas (see table below).

PCMAS 2018-2024 Results

Institution: Universidad Interamericana de PR, Recinto de Aguadilla

Academic Year: 2023 - 2024 Testing Period: 7/23-6/24

Number of Program Completers: 6

| Type of Assessment | Assessment Code Number | No. of Students Taking Assessment | No. of Students Passing Assessment | Institution Pass Rate | Statewide Pass Rate |
|--------------------------------------|------------------------------|-----------------------------------|------------------------------------|-----------------------|------------------------|
| PCMAS General | PR10 | 5 | 5 | 5 / 5 = 100% | 93% |
| PCMAS General (Elementary/Secondary) | PR21, PR25 | 5 | 5 | 5 / 5 = 100% | 93% |
| Specialization | PR30, PR40, PR50, PR60, PR70 | 0 | 0 | | 0% |
| Summary Pass-Rate** | | 5 | 5 | 5 / 5 = 100% | 310 / 333 = 93% |

* Aggregate Assessment Pass Rate: The proportion of program completers who passed all the tests they took in each of the skill or knowledge areas, among all program completers who took one or more tests in each area (PCMAS General, PCMAS General (Elementary/Secondary)).

** Summary Pass Rate: The proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas.

| | Tasa de Aprobación en las PCMAS de las Cohortes 2018-19 al 2022-23 | | | | Reglamento de Clasificación PPM – DEPR vigente desde agosto 2022 | | |
|--------------|--|----------------------|---------|---------|--|---|----------------|
| | 2018-19 | 2020-21 ² | 2021-22 | 2022-23 | Promedio de PCMAS (2018-19 al 2022-23) ("Composite Summary Pass Rate") | "Composite Summary Pass Rate" 2018-19 al 2022-23 (70%) + Acreditación (30%) | Clasificación |
| Aguadilla | 100 | 100 | 100 | 75 | 94 | 65.8 + 30 = 95.8 | Ejemplar |
| Arecibo | 78 | 96 | 93 | 96 | 91 | 63.7 + 30 = 93.7 | Excelente |
| Barranquitas | 100 | N/A ³ | 75 | 100 | 69 | 48.3 + 0 ⁴ = 48.3 | Bajo desempeño |
| Fajardo | 100 | 100 | 64 | 100 | 91 | 63.7 + 30 = 93.7 | Excelente |
| Guayama | 100 | 100 | 100 | 100 | 100 | 70.0 + 0 ⁴ = 70.0 | En riesgo |
| Metro | 93 | 86 | 92 | 100 | 93 | 65.1 + 30 = 95.1 | Ejemplar |
| Ponce | 92 | 91 | 100 | 80 | 91 | 63.7 + 0 ⁴ = 63.7 | Bajo desempeño |
| San Germán | 83 | 100 | 85 | 100 | 92 | 64.4 + 0 ⁴ = 64.4 | Bajo desempeño |
| Puerto Rico | 92 | 96 | 91 | 94 | ----- | ----- | ----- |

1. El DEPR clasifica los PPM en el 2022 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 se determina con la siguiente fórmula: 70 % "Composite Summary Pass Rate" + 30 % acreditación profesional.
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 Barranquitas, Guayama, Ponce y San Germán no renovaron la acreditación de CAEP, por lo que no obtienen los 30 puntos que otorga el DEPR a este criterio.

Fuentes: College Board. Informes "Institutional Level Pass Rate Data Report on Teacher Certification Test", 2018-2019, 2020-2021, 2021-2022, 2022-2023

Inter American University of Puerto Rico was ranked "Exemplary" across all campuses for the 2022–2023 and 2023–2024 academic years, with results for the 2024–

2025 evaluation expected in the late spring semester. Reflecting this sustained level of academic quality, all six program completers who took the PCMAS during the 2023–2024 academic year achieved a 100% pass rate.

Following these positive outcomes, it is important to contextualize how candidate performance is measured across the program. Before presenting the results of the assessment instruments used during candidates' concentration courses, it should be noted that these instruments utilize different scoring scales. Therefore, results are interpreted according to the benchmark established for each instrument. This approach ensures consistency in the evaluation of candidate performance and allows for meaningful comparisons across multiple measures.

Benchmark Interpretation by Assessment Instrument

| Instrument | Scale | Benchmark | Interpretation |
|---|-------------------|------------------|--|
| EDUC 3015 / EDUC 4013 (Clinical Experiences I & II) | 4.0 scale | 3.0 | Meets expectations for clinical practice readiness |
| EXCL02 (Demonstration Lesson Evaluation) | 5.0 scale | 4.0 | Meets or exceeds expectations in teaching performance |
| EXCL03 / EXCL04 (Competency Evaluation By Rationales) | 4.0 scale | 3.0 | Demonstrates competency across program standards |
| EX01 (Self-Assessment Questionnaire) | 4.0 scale | 3.4 | Meets the 85% benchmark for professional readiness |
| EDUC 4551 / EDUC 4552 (Integration Courses) | Percentage (100%) | 70% | Minimum passing score required for program progression and licensure eligibility |

The table titled Clinical Experience Courses presents the overall average scores earned by candidates in two core practicum courses: Clinical Experience in the Educational Scenario I (EDUC 3015) and Clinical Experience in the Educational Scenario II (EDUC 4013). These averages are disaggregated by major and reported across academic years 2020–2021 through 2024–2025.

EDUC 3015 is delivered as a unified course for all teacher candidates, regardless of major. Although candidates complete their clinical experiences in field placements aligned with their specific disciplines, the course itself is not differentiated by specialization. In contrast, EDUC 4013 is organized by major, as indicated by a letter suffix in the course number (e.g., EDUC 4013A for Preschool Education), allowing for more targeted analysis of candidate performance within each licensure area.

All course averages are reported on a 4.0 scale and evaluated against a benchmark score of 3.0, which represents the minimum threshold for demonstrating readiness in clinical practice. The data indicates that the majority of EDUC 4013 sections consistently meet or exceed this benchmark across all reporting cycles, reflecting strong and sustained candidate performance in the culminating clinical experience. These findings provide evidence of candidate competency at program completion and align with CAEP Standard R3.3.

The overall average scores by academic cycle further support this conclusion: candidates achieved an average of 3.95 in 2021–2022, 3.88 in 2022–2023, 3.64 in 2023–2024, and 3.94 in 2024–2025. Across all four years, candidates exceeded the established benchmark, reflecting consistent and sustained performance in clinical experiences.

Candidate evaluations are informed by two primary sources: (1) feedback from cooperating teachers who observe and mentor candidates during their field experiences, and (2) evaluations conducted by course professors responsible for overseeing course-based components. These complementary perspectives function as multiple measures, strengthening the validity and reliability of the assessment system and supporting alignment with CAEP Standard 5 (Quality Assurance System and Continuous Improvement).

| <i>Clinical Experience Courses</i> | | | | |
|--|----------------|----------------|----------------|----------------|
| MAJOR / CONCENTRATION | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| EDUC 3015: Clinical Experiences in the Educational Scenario I | (n=6) 3.85 | (n=3) 4.00 | (n=8) 3.38 | (n=8) 4.00 |
| EDUC 4013A: Clinical Experiences in the Educational Scenario II- Preschool Level Education | (n=2) 4.00 | (n=0) | (n=1) 4.00 | (n=2) 4.00 |
| EDUC 4013B: Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3) | (n=2) 4.00 | (n=0) | (n=1) 4.00 | (n=2) 4.00 |
| EDUC 4013C : Clinical Experiences in the Educational Scenario II- Elementary Primary Level (4-6) | (n=0) | (n=0) | (n=1) 4.00 | (n=0) |
| EDUC 4013D: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Secondary Level | (n=5) 4.00 | (n=1) 4.00 | (n=0) | (n=1) 4.00 |
| EDUC 4013E: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level | (n=2) 4.00 | (n=0) | (n=0) | (n=2) 4.00 |

| <i>Clinical Experience Courses</i> | | | | |
|--|------------------------|-----------------------|------------------------|------------------------|
| MAJOR / CONCENTRATION | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education | (n=0) 3.00 | (n=1) 3.00 | (n=0) | (n=0) |
| EDUC 4013G: Clinical Experiences in the Educational Scenario II- Special Education | (n=0) | (n=0) | (n=0) | (n=1) 3.00 |
| EDUC 4013K: Clinical Experiences in the Educational Scenario II- Secondary Physical Education | (n=0) | (n=2) 4.00 | (n=1) 4.00 | (n=1) 4.00 |
| EDUC 4013O: Clinical Experiences in the Educational Scenario II- Secondary Education in Biology | (n=3) 4.00 | (n=1) 4.00 | (n=1) 4.00 | (n=1) 4.00 |
| EDUC 4013R: Clinical Experiences in the Educational Scenario II- Secondary Education in Spanish | (n=2) 4.00 | (n=0) | (n=1) 4.00 | (n=0) |
| Mean | (n=22) 3.95 | (n=8) 3.88 | (n=14) 3.64 | (n=18) 3.94 |

The table below presents the passing rates, defined as the percentage of candidates who achieved a score of 70% or higher in the EDUC 4551 and EDUC 4552 courses. A minimum score of 70% is required to pass each course and serves as a prerequisite for program recommendation for licensure endorsement, which authorizes candidates to request the Teacher Certification Test (PCMAS). Passing rates are reported for the Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, and Spring 2025 terms, providing insight into candidate readiness and performance in relation to the PCMAS licensure requirements.

It is important to note that EDUC 4551 focuses on the integration of foundational knowledge and communication competencies required for aspiring teachers. In contrast, EDUC 4552 emphasizes the integration of pedagogical competencies, including the analysis and application of teaching strategies appropriate to specific grade levels.

Over the past six academic terms, student performance in EDUC 4551 has remained strong, reflecting the program's effectiveness in developing essential knowledge and communication competencies. In Fall 2022, 83.33% of candidates met the passing benchmark, followed by a 100% pass rate in Spring 2023. Although Fall 2023 showed a temporary decline to 66.67%, the program implemented targeted support strategies that contributed to a recovery in Spring 2024, with a 75% passing rate. This positive trend continued with outstanding results in Fall 2024 and Spring 2025, both achieving a 100% passing rate. These results demonstrate not only recovery but sustained improvement over time, highlighting the program's commitment to continuous improvement and academic excellence. Collectively, the data indicates that candidates are consistently well-prepared for licensure and successful entry into the teaching profession.

The passing rates for EDUC 4552 across the Fall 2022 through Spring 2025 terms reflect both challenges and notable improvements over time. In Fall 2022, the passing rate was 50%, establishing a baseline for subsequent performance. This was followed by a decline in Spring 2023, with a passing rate of 0%. However, the program demonstrated responsiveness by implementing targeted support strategies, resulting in a significant increase to 100% in Fall 2023. In Spring 2024, the passing rate was 50%, consistent with the initial baseline, indicating stability while instructional practices continued to be refined.

This upward trend continued in Fall 2024, with an improved passing rate of 83.33%, followed by a full recovery to 100% in Spring 2025. Overall, these results demonstrate the program's capacity to respond effectively to performance data, implement targeted improvements, and achieve sustained gains in candidate success. This pattern reflects a strong commitment to continuous improvement and supports the program's goal of preparing candidates for licensure and professional effectiveness.

EDUC 4551 and 4552 Grade Cycles

| COURSES | FALL 2022 | | SPRING 2023 | | FALL 2023 | |
|------------------|--------------------|---------------------|------------------|-----------------|--------------------|---------------------|
| | P n=5 83.33% | NP n=1 16.66% | P n=2 100% | NP n=0 0% | P n=2 66.67% | NP n=1 33.33% |
| EDUC 4551 | | | | | | |
| EDUC 4552 | n=3 50% | n=3 50% | n=0 | n=1 100% | n=2 100% | n=0 |

| COURSES | SPRING 2024 | | FALL 2024 | | SPRING 2025 | |
|------------------|-----------------|------------------|------------------|---------------|------------------|-----------|
| | P n=3 75% | NP n=1 25% | P n=5 100% | NP n=0 | P n=5 100% | NP n=0 |
| EDUC 4551 | | | | | | |
| EDUC 4552 | n=3 50% | n=3 50% | n=5 83.33% | n=1 16.67% | n=7 100% | n=0 |

The EXCL03 EDUC 4013 table presents completer performance in relation to Rationale 1 by disaggregating results into four specific sub-standards. Each substandard is assessed using a common rubric, with scores provided by both the cooperating teacher and the course instructor. These evaluations are averaged to generate a combined score on a 4.0 scale, offering a consistent and comprehensive measure of candidate proficiency in content knowledge, pedagogical foundations, and technology integration within P–12

contexts. The results are organized by academic cycle Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, and Spring 2025, allowing for comparative analysis across terms. For each cycle, average scores are calculated for each substandard to evaluate candidate performance, and an overall score is determined by averaging the four substandard results. This cumulative score serves as an indicator of completer readiness and program effectiveness, providing evidence to support continuous improvement efforts and alignment with CAEP standards.

Using a benchmark value of 3.0, aligned with the program's admission and graduation GPA expectations, all sub-standards consistently meet or exceed this threshold across every cycle. To further evaluate the preparedness of program completers, an overall average score is calculated by aggregating the results of Rationale 1 sub-standards (R1.1 through R1.4) for each academic cycle. This cumulative measure serves as a clear indicator of candidate readiness. Based on the reported results, the program achieved an overall average score of 3.85, reflecting a high level of performance in teacher preparation. These findings demonstrate the program's effectiveness in developing candidates' content knowledge, pedagogical skills, and technological competencies necessary for success in P–12 educational settings.

EXCL03 General Averages for EDUC 4013

| EXCL03 – EDUC 4013 (General Averages) | | | | | |
|--|-------------|-------------|-------------|-------------|----------------|
| Rationales | R1.1 | R1.2 | R1.3 | R1.4 | Average |
| Fall 2022 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Spring 2023 | 3.85 | 3.84 | 3.86 | 3.79 | 3.84 |

| EXCL03 – EDUC 4013 (General Averages) | | | | | |
|--|-------------|-------------|-------------|-------------|----------------|
| Rationales | R1.1 | R1.2 | R1.3 | R1.4 | Average |
| Fall 2023 | 4.00 | 3.75 | 3.79 | 3.75 | 3.82 |
| Spring 2024 | 3.95 | 3.88 | 3.82 | 3.82 | 3.87 |
| Fall 2024 | 3.90 | 3.87 | 3.88 | 3.85 | 3.88 |
| Spring 2025 | 3.82 | 3.73 | 3.63 | 3.65 | 3.71 |
| Averages | 3.92 | 3.85 | 3.83 | 3.81 | 3.85 |

The table titled EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitating Teacher presents the overall average scores per academic cycle for each substandard within Rationale 1. This evaluation rubric captures completer performance as assessed by the facilitating teacher during the clinical experience. A benchmark score of 3.0 is established in alignment with the program's admission and graduation GPA standards, providing a consistent metric for evaluating candidate readiness. Results across the reporting period indicate that completers from IAUPR-A demonstrate strong preparation in all components of Rationale 1. In each academic cycle, the overall averages exceed the 3.0 benchmark, confirming that completers consistently meet or surpass expected levels of performance in content knowledge, pedagogical competence, and the integration of technology within P–12 instructional settings.

EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitating Teacher

| EXCL04-EDUC 3015 | | | |
|-------------------------|--------------------|------------------|------------------|
| | SPRING 2022 | Fall 2022 | Fall 2023 |
| R1.1 | 4.00 | 3.87 | 3.75 |
| R 1.2 | 4.00 | 3.43 | 3.18 |
| R 1.3 | 4.00 | 3.92 | 3.75 |
| R 1.4 | 4.00 | 3.93 | 3.89 |

*This course was not offered in Spring 2023

| EXCL04-EDUC 3015 | | | |
|-------------------------|--------------------|------------------|--------------------|
| | Spring 2024 | Fall 2024 | Spring 2025 |
| R1.1 | 3.85 | 3.86 | 3.90 |
| R 1.2 | 3.43 | 3.31 | 3.43 |
| R 1.3 | 3.92 | 3.79 | 3.83 |
| R 1.4 | 4.00 | 4.00 | 4.00 |

The EXCL02 instrument, used to assess lessons taught by teacher candidates, provides evidence of their academic competencies to effectively teach and positively impact diverse P–12 student learning and development. It supports the evaluation of candidates' application of content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas. Table EXCL02–EDUC 3015 presents the overall outcomes derived from the application of this instrument—

specifically during the third and final demonstrative lesson evaluation—across three reporting cycles in Clinical Experience I.

The results presented reflect the average scores assigned by both the facilitating teacher and the clinical experiences supervisor. An overall average across three cycles, categorized by Rationale, is also provided. The data indicate an average score of 4.88 for Rationale 1.1 (The Learner and Learning), 4.87 for Rationale 1.2 (Content), 4.78 for Rationale 1.3 (Instructional Practice), and 4.90 for Rationale 1.4. Additionally, the overall average across all Rationales per cycle was 5.00 in Spring 2022, 4.87 in Fall 2022, 4.72 in Fall 2023, 4.91 in Spring 2024, 4.76 in Fall 2024, and 4.88 in Spring 2025. Given that candidate performance is expected to fall within a range of 4 to 5 to meet or exceed established criteria, these results indicate that program completers consistently met and exceeded performance expectations across all evaluated cycles.

Table EXCL02–EDUC 4013 presents the outcomes of the EXCL02 instrument administered during Clinical Experience II. The data indicate that, across the Spring 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, and Spring 2025 cycles, program completers achieved scores that exceeded the established benchmark across all criteria categories, organized by Rationale, as well as in overall performance. The average scores for each cycle ranged from 4.82 to 5.00, consistently reflecting performance above expectations.

EXCL02 Assessment Result for the EDUC 3015 and 4013 Course

| EXCL02 - EDUC 3015 | | | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| General Averages | | | | | |
| Rationales | R1.1 | R1.2 | R1.3 | R1.4 | Average |
| Spring 2022 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| Fall 2022 | 4.86 | 4.87 | 4.88 | 4.88 | 4.87 |
| Fall 2023 | 4.79 | 4.67 | 4.72 | 4.71 | 4.72 |
| Spring 2024 | 4.95 | 5.00 | 4.69 | 5 | 4.91 |
| Fall 2024 | 4.73 | 4.74 | 4.78 | 4.79 | 4.76 |
| Spring 2025 | 4.95 | 4.92 | 4.63 | 5 | 4.88 |
| Averages | 4.88 | 4.87 | 4.78 | 4.90 | 4.86 |

*This course was not offered in Spring 2023

| EXCL02 - EDUC 4013 | | | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| General Averages | | | | | |
| Rationales | R1.1 | R1.2 | R1.3 | R1.4 | Average |
| Fall 2022 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| Spring 2023 | 4.92 | 4.96 | 4.88 | 4.88 | 4.91 |
| Fall 2023 | 4.98 | 5.00 | 4.95 | 5.00 | 4.98 |
| Spring 2024 | 4.97 | 4.98 | 4.63 | 5.00 | 4.90 |
| Fall 2024 | 4.97 | 5.00 | 4.97 | 4.8 | 4.94 |
| Spring 2025 | 4.92 | 4.88 | 4.56 | 4.9 | 4.82 |
| Averages | 4.96 | 4.97 | 4.83 | 4.93 | 4.93 |

The Self-Assessment Questionnaire (EX01) is administered during both field and clinical experiences. Responses from teacher candidates in Clinical Experience I and II provide valuable insights into their alignment with the program's goals and their readiness to effectively carry out teaching responsibilities. The instrument utilizes a Likert scale ranging from 0 to 4, where a score of 0 indicates no implementation of the criterion and a score of 4 reflects consistent implementation 90% to 100% of the time. The established benchmark for this instrument is 85%, which corresponds to a score of 3.4 on the Likert scale.

When examining the results (see table below), it is evident that during Clinical Experience I (EDUC 3015; Spring 2022–Spring 2025), teacher candidates reported executing the criteria across the four sections with scores ranging from 3.32 to 4.00 in Spring 2022, 3.75 to 3.91 in Fall 2022, 3.56 to 3.82 in Fall 2023, 3.59 to 3.89 in Spring 2024, 3.75 to 3.85 in Fall 2024, and 2.82 to 4.00 in Spring 2025 (the lower value in this cycle reflects a single respondent). Similarly, in Clinical Experience II (EDUC 4013; Fall 2022–Spring 2025), candidates reported scores ranging from 3.78 to 4.00 in Fall 2022, 3.90 to 3.98 in Spring 2023, 3.78 to 4.00 in Fall 2023, 3.77 to 3.85 in Spring 2024, 3.55 to 3.89 in Fall 2024, and 3.80 to 3.98 in Spring 2025. Overall, these findings indicate that, based on candidates' self-assessments, they consistently meet the criteria associated with the MSP goals, thereby meeting and, in most cases, exceeding established expectations. These results further support evidence of candidate competency at program completion, aligning with CAEP Standard R3.3.

The Self-Assessment Questionnaire Results, EX01

EDUC 3015

| | Spring 2022 | Fall 2022 | Fall 2023 |
|--------------------|-------------|-----------|-----------|
| SECTION I | 3.67 | 3.78 | 3.78 |
| SECTION II | 4 | 3.75 | 3.82 |
| SECTION III | 3.32 | 3.91 | 3.56 |
| SECTION IV | 3.83 | 3.78 | 3.74 |

* This course was not offered in Spring 2023

EDUC 3015

| | Spring 2024 | Fall 2024 | Spring 2025 |
|--------------------|-------------|-----------|-------------|
| SECTION I | 3.59 | 3.85 | 3.63 |
| SECTION II | 3.89 | 3.85 | 4.00 |
| SECTION III | 3.88 | 3.83 | 2.82 |
| SECTION IV | 3.64 | 3.75 | 3.25 |

EDUC 4013

| | Fall 2022 | Spring 2023 | Fall 2023 |
|--------------------|-----------|-------------|-----------|
| SECTION I | 3.78 | 3.94 | 3.78 |
| SECTION II | 4 | 3.98 | 4 |
| SECTION III | 4 | 3.91 | 3.82 |
| SECTION IV | 3.92 | 3.90 | 3.83 |

EDUC 4013

| | Spring 2024 | Fall 2024 | Spring 2025 |
|--------------------|-------------|-----------|-------------|
| SECTION I | 3.83 | 3.89 | 3.8 |
| SECTION II | 3.85 | 3.80 | 3.98 |
| SECTION III | 3.77 | 3.89 | 3.96 |
| SECTION IV | 3.79 | 3.55 | 3.9 |

Taken together, evidence from external licensure assessments, clinical experience evaluations, course completion data, lesson performance assessments, and candidate self-assessments indicate that program completers consistently meet established benchmarks for competency at program completion. Although some variation is observed

across terms and instruments, particularly in courses with small enrollment, the overall pattern reflects sustained candidate readiness. The program continues to use these results to inform instructional support, strengthen clinical preparation, and promote continuous improvement, in alignment with CAEP Standard R3.3, while also supporting completers' ability to positively impact P–12 student learning and development (CAEP Standard R4.1).

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

During the 2020–2025 reporting period, the program identified seven (7) completers. All seven responded to the Graduate Survey, resulting in a 100% response rate. While this ensures full representation of the completer cohort, employment data should be interpreted in light of the small sample size. Nevertheless, the data provide meaningful insights into completer outcomes and trends, as they reflect the experiences of the entire population of program completers during the reporting period. Employment data were collected through the Graduate Survey administered to program completers from 2020 to 2025. The survey gathered information regarding current employment status, employment setting, geographic location, position type, and alignment between employment and area of preparation. Because the data are self-reported and based on a small respondent group, the program will continue strengthening its completer tracking system by updating contact information annually and triangulating survey responses with

employer data when available. Employment rate data for completers (n = 7) based on the 2020–2025 Graduate Survey are presented below:

Employment Rate 2020-2025

| Employment Rate 2020-2025 Completers | | | | |
|--|---------------|----------|--|---|
| Program Area | Year | n | Number of Completers Hired in Area of Preparation | Percentage of employment |
| Teaching of English as a Second Language at the Elementary Level | 2025 | 1 | 1 | 100% |
| Teaching at the Elementary Level Primary Level K-3 | 2024 | 1 | 0 | 0% |
| Teaching of Physical Education at the Secondary Level | 2022 | 1 | 1 | 100% |
| English as a Second Language at the Secondary Level | 2022 | 1 | 1 | 100% |
| English as a Second Language at the Elementary Level | 2021 and 2022 | 2 | 1 | 50% |
| Secondary Education in Biology | 2023 | 1 | 1 | 100% |
| TOTAL | | 7 | 5 | 71.43% |

The employment data for program completers from 2020 to 2025 indicate a strong overall employment rate in the area of preparation. Of the seven completers included in this reporting period, five secured employments aligned with their field of certification, resulting in an overall employment rate of 71.43%. Several program areas demonstrated a 100% employment rate, including Teaching of English as a Second Language at the Elementary Level (2025), Teaching of Physical Education at the Secondary Level (2022),

English as a Second Language at the Secondary Level (2022), and Secondary Education in Biology (2023). Additionally, the English as a Second Language at the Elementary Level program (2021–2022) reported a 50% employment rate. One program area, Teaching at the Elementary Primary Level K–3 (2024), reported no employment in the field during the reporting period.

Overall, these results suggest that the majority of completers are successfully entering positions aligned with their preparation, providing evidence of program effectiveness in supporting candidate employability. At the same time, the variation across program areas highlights opportunities for continued monitoring and targeted support to further strengthen employment outcomes.

These employment outcomes are further contextualized within federal reporting requirements that emphasize accountability and transparency in educator preparation. Title II of the Higher Education Act requires institutions of higher education that offer teacher preparation programs to report the pass rates of their graduates or program completers on teacher licensure examinations. In addition, institutions must provide other data related to the quality and effectiveness of their teacher preparation programs. The Puerto Rico Department of Education compiles these data into a statewide report summarizing the performance of all teacher preparation institutions, which is subsequently submitted to the U.S. Department of Education. State reports can be accessed at the following link: <https://title2.ed.gov/Public/Home.aspx>

In compliance with Title II requirements, the Teacher Education Program (TEP) submitted and certified its annual report, known as the Teacher Preparation Program Report Card, in April 2026. This report serves as a key mechanism for ensuring

transparency, accountability, and continuous improvement. It provides a comprehensive overview of program performance, including candidate outcomes, licensure pass rates, and other indicators of program quality.

Furthermore, the annual report functions as an essential communication tool for stakeholders, including current and prospective students, faculty, administrators, policymakers, and the broader community. By sharing this information transparently, the program reaffirms its commitment to academic excellence, accountability, and the ongoing improvement of teacher preparation.

A Graduate Survey conducted between 2020 and 2025 was designed to collect contact information and track the academic and professional trajectories of graduates from the Teacher Education Program (TEP) at the Aguadilla Campus of the Inter American University of Puerto Rico. Of the seven respondents, five (71.43%) reside in Puerto Rico, while two (28.57%) reside in the United States. Among the respondents, six graduates reported being employed, representing 85.71% of the sample, with five (71.43% of all respondents; 83.33% of those employed) working in education-related positions. Additionally, the data indicates that completers residing in Puerto Rico are primarily concentrated in the western region, with three individuals identified in this area. These individuals are predominantly graduates of the English as a Second Language at the Elementary Level program. These findings provide direct evidence aligned with CAEP Measure 4, demonstrating the ability of program completers to secure employment in education positions for which they were prepared. Collectively, these outcomes underscore the effectiveness of the Teacher Education Program in preparing candidates who can successfully transition into and secure employment in their field of preparation.

Distribution by Towns of Residence in Puerto Rico

| Distribution by Towns of Residence in Puerto Rico | |
|--|-------------------|
| Town | Completers |
| Mayaguez | 1 |
| Isabela | 1 |
| Arecibo | 1 |
| San Sebastian* | 2* |
| TOTAL | 5 |

*Completers are not working in an Educational Field

Distribution by Towns of Residence in the United States

| Distribution by Towns of Residence in the United States | |
|--|-------------------|
| Town | Completers |
| Annapolis | 1 |
| Maryland | 1 |
| TOTAL | 2 |

Distribution by Concentration

| Distribution by concentration | |
|--|-------------------|
| Concentration | Completers |
| Teaching at the Elementary Level Primary Level K-3 | 1 |
| Physical Education Secondary Level | 1 |
| Secondary Education in Biology | 1 |
| English as a Second Language-Elementary* | 3 |
| English as a Second Language-Secondary | 1 |

* One of the Completers is not currently employed

Regarding employment outcomes, six out of the seven completers (85.71%) reported being employed, while one (14.29%) is not currently employed. Among those employed, five (83.33%) are working in positions related to their field of study, while one (16.67%) is employed in a field not aligned with their preparation. Among the completers working in their area of study in Puerto Rico, 100% (4) are employed as teachers. Of these, 50% (2) work in private schools, while the remaining 50% (2) are employed in the public education system of Puerto Rico.

Completer Employment and Demographic Summary (2020-2025)

| Indicator | Result |
|---|-----------------|
| Total completers (respondents) | 7 |
| Completers employed | 6 of 7 = 85.71% |
| Completers not employed | 1 of 7 = 14.29% |
| Employed in field of preparation | 5 of 6 = 83.33% |
| Employed outside field of preparation | 1 of 6 = 16.67% |
| Employed in education-related positions | 5 of 7 = 71.43% |
| Residing in Puerto Rico | 5 of 7 = 71.43% |
| Residing in the United States | 2 of 7 = 28.57% |

Distribution of Type of Teaching Work Performed in Puerto Rico

| Distribution of type of teaching work performed in Puerto Rico | Completers |
|---|-------------------|
| Private School Teacher | 2 |
| Public School Teacher | 2 |
| TOTAL | 4 |

Teaching Grade Level

| Teaching Grade Level | Completers |
|-----------------------------|-------------------|
| Secondary Level | 3 |
| Elementary Level | 1 |
| TOTAL | 4 |

It is worth noting that 28.57% of completers (2 out of 7) reported either starting or completing graduate-level studies. Of these two individuals, one indicated that their area of study is related to Education, representing 50% of those pursuing graduate studies.

Similarly, to further validate completer effectiveness, an analysis was conducted using employer evaluations from the 2023–2024, 2024–2025, and 2025–2026 academic years, with the latter included to inform the next data collection cycle. This analysis aimed to identify public schools employing the highest number of completers from the Aguadilla Campus PEM. The purpose was to characterize the academic performance profile of these schools and explore potential correlations between institutional performance and the presence of program completers on their faculty. These findings highlight the reach

and influence of our program, demonstrating that our completers are not only securing employment but also making an impact across various schools within the public education system. It is important to state that these data represent the broader presence of Aguadilla Campus PEM graduates in selected public schools and are included as contextual evidence of program reach. They are not limited to the 2020–2025 completer survey respondents.

Aguadilla Campus' PEM Completer's Schools (2022-2025)

| 2022-2023 | | |
|------------------|---------------------|--|
| Schools | Municipality | Teachers that are Graduates from the Aguadilla Campus |
| School 1 | Moca | 9 |
| School 2 | San Sebastian | 15 |
| School 3 | Mayaguez | 1 |
| School 4 | Mayaguez | 0 |
| School 5 | San Sebastian | 3 |
| School 6 | Añasco | 0 |
| School 7 | Aguadilla | 25 |
| School 8 | San Sebastian | 3 |
| School 9 | Añasco | 3 |
| School 10 | Aguadilla | 6 |
| TOTAL | | 65 |

*Data collected by Employer Surveys

| 2023-2024 | | |
|------------------|---------------------|--|
| Schools | Municipality | Teachers that are Graduates from the Aguadilla Campus |
| School 1 | Isabela | 12 |
| School 2 | Rincón | 2 |
| School 3 | Aguadilla | 4 |
| TOTAL | | 18 |

*Data collected by Employer Surveys

| Data collected by Employers Survey 2024-2025 | | |
|---|---------------------|--|
| Schools | Municipality | Teachers that are Graduates from the Aguadilla Campus |
| School 1 | Mayagüez | 2 |
| School 2 | Añasco | 12 |
| School 3 | San Sebastián | 3 |
| School 4 | Aguada | 6 |
| School 5 | San Sebastián | 2 |
| School 6 | Rincón | 6 |
| School 7 | Añasco | 4 |
| TOTAL | | 35 |

Moreover, this analysis highlights the broad influence and effectiveness of program completers within the educational landscape. By identifying schools where graduates are represented among the faculty, the program gains valuable insight into its reach and impact across diverse educational settings. The data affirm the quality of preparation

provided by the Teacher Education Program and underscore the meaningful contributions completers make in the field of education. Additionally, the findings reflect the range of contexts in which completers serve, demonstrating their adaptability and readiness to perform effectively in varied teaching environments, including both public and private school settings. Most importantly, this evidence provides a clear indication of program outcomes, illustrating how completers contribute to student learning and development across schools and communities. These findings provide direct evidence for CAEP Accountability Measure 4, demonstrating the ability of program completers to secure employment in education positions aligned with their area of preparation. Furthermore, the high rate of employment in teaching positions, particularly within Puerto Rico's educational system, reinforces the program's effectiveness in preparing candidates who successfully transition into the profession. In addition, the concentration of completers in specific regions and schools highlights the program's sustained presence and influence within the local educational context. Taken together, these findings confirm the program's effectiveness in preparing candidates who successfully enter and contribute to the education workforce.