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AGUADILLA CAMPUS

CAEP ANNUAL REPORT

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COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION ANNUAL REPORTING MEASURES 2024

DEPARTMENT OF EDUCATION AND HUMANISTIC STUDIES

TEACHER EDUCATION PROGRAM (PEM by its acronym in Spanish)

Introduction:

The Inter American University of Puerto Rico is a distinguished institution of higher education committed to academic excellence, with a focus on nurturing individuals with democratic and ethical values within an ecumenical Christian framework. Our mission is to provide post-secondary and higher education in the arts and sciences, integrating teaching, research, and community service. Additionally, we offer educational programs at the Pre-school, Elementary, and Secondary levels.

The University also contributes to society by educating people from different socioeconomic sectors within and outside Puerto Rico. It incorporates in its offerings and services, innovating study modalities supported by informatics and telecommunications. The University aims to prepare its graduates to be responsible and cultured citizens with democratic and Christian values, conscious of their social and environmental obligation and can perform competently and exercise leadership in an occupational or professional context.

It strives to optimize the educational opportunities for all students within a discrimination-free environment, adhering to legal requirements, accreditation regulations, and standards. This commitment is harmonized with the pursuit of academic excellence, fostering critical thinking, advancing scientific knowledge, and cultivating sensitivity towards the arts. Moreover, it emphasizes ethical responsibility and the development of social coexistence skills.

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

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

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

The Teacher Education Program is administratively housed within the Education and Humanistic Studies Department. As of the academic year 2023-2024, the PEM program comprised 16 professors. Of these, 4 were full-time faculty, while 12 were part-time faculty. The program primarily conducts classes on campus, with some courses supplemented by distance education options available through the Blackboard e-education platform, a learning management system.

The PEM offers the following B.A. degrees in Education: (1) Secondary Education in Spanish, (2) Secondary Education in the Teaching of English as a Second Language, (3) Teaching of Physical Education at the Secondary Level, (4), Teaching of Physical Education at the Elementary Level, (5) Teaching of English as a Second Language at the Elementary Level, (6) Elementary Education in Special Education, (7) Teaching at the Elementary Primary Level K-3, (8) Teaching Biology at the Secondary Level, (9) Childhood Pre-school Level, (10) Teaching at the Elementary Primary Level 4-6. It's important to state that for the upcoming CAEP Annual Report 2024-2025, the PEM is undergoing institutional curricular review, which will result in significant changes to its name, levels, and curriculum. This curriculum review responds to changes in the certification requirements for teachers by the Department of Education.

The Teacher Education Program at the Inter-American University of Puerto Rico's Aguadilla Campus (IUAPR-A) it was accredited in 2015 by the Teacher Education Accreditation Council (TEAC) and subsequently reaccredited in 2022 by CAEP without any stipulations. As a requirement for this CAEP reaccreditation, an Annual Data Report from our PEM must be displayed on our institution's website. This report is intended to demonstrate two Impact Measures and two Outcome Measures of our Teacher Education Program. The Impact Measures include: Completer effectiveness and Impact on P-12 learning and development (Component R4.1), and Satisfaction of employers and stakeholder involvement (Components R.4.2/ R5.3). The Outcome Measures consist of: Candidate competency at program completion (Component R3.3), and Ability of completers to be hired in education positions for which they have prepared. The following are the four CAEP measures that provide additional supporting evidence:

CAEP Accountability Measures	
Impact Measures	**Outcome Measures**
Measure 1 (Initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)	Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3 | RA3.4)
Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement (Components R4.2 | R5.3 | RA.4.1)	Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared

It is important to note that the Teacher Education Program at the Inter-American University, Aguadilla Campus, has been a CAEP Accredited Provider since 2023.

Impact Measures

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

The Teacher Education Program (PEM) at the Inter American University, Aguadilla Campus, recently conducted a Graduate Survey for the years 2020-2023, as part of our regular tracking efforts conducted every three years. This survey aimed to collect contact information and gather insights into the academic and professional trajectories of graduates from the Aguadilla Campus PEM. Out of the 5 completers surveyed from the 2020-2023 graduation years, 4 (80%) are currently residing in Puerto Rico (PR), while 1

(20%) is living in the United States (US). Similarly, among these 5 graduates, 4 indicated that they are employed, and all 4 (100%) reported having full time jobs related to Education, including positions as private school teachers and public school teachers.

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

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

(2) In the subject of English, the Mayagüez region obtained a proficiency ranking of 2 out of 7 districts, achieving a score of 35%, compared to the highest score of 43%. Meanwhile, in the Arecibo district, proficiency was ranked 2 out of 7 districts, with a score of 35% compared to the highest score of 43%.

(3) In the subject of Math, the Mayagüez region obtained a proficiency ranking of 4 out of 7 districts, achieving a score of 21%, compared to the highest score of 33%. Meanwhile, in the Arecibo district, proficiency was ranked 2 out of 7 districts, with a score of 25% compared to the highest score of 33%.

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

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

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

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

Additionally, seeking to further substantiate completer effectiveness, an analysis was conducted based on employer evaluations carried out during the academic year 2023-2024 (conducted every three years). This analysis aimed to identify schools within the public educational system that reported the highest number of completers from the Aguadilla Campus PEM among their faculty. The objective was to characterize the

academic performance profile of these schools to potentially establish a correlation between both variables.

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

Comprehensive (CSI) if:

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

Target (TSI) if:

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

Additional Target (ATSI) if:

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

Other:

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

It was discovered that none of the schools identified with the highest number of completers from the Aguadilla Campus' PEM are included in an improvement plan; all were classified under "Other" (refer to the table below). This leads to the conclusion that one of the factors potentially influencing these schools' exclusion from improvement plans could be the impact of our completers.

Aguadilla Campus' PEM Completer's by Schools

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

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

representations and assessment measures is utilized to demonstrate the positive impact of EPP completers on P-12 student learning and development.

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

In total, the sample for this study comprises 5 graduates of the Teacher Education Program, detailed as follows: a 2014 Secondary Education: Teaching of Spanish Level graduate; a 2017 Secondary Education: Teaching of English as a Second Language Level graduate; a 2019 Secondary Education: Teaching of English as a Second

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

The **first longitudinal completer,** a graduate in Secondary Education with a specialization in Teaching Spanish from the class of 2014, achieved an impressive 4.00 cumulative GPA (Suma Cum Laude). Throughout her academic journey, she enriched her experience by studying at the Ortega y Gasset Boarding School in Toledo, Spain. Noteworthy for her dedication, she served as a Spanish tutor, extending support to her peers, and acted as a mentor, assisting new students in their enrollment process. She distinguished herself as a member of the Honor Program and actively participated in institutional debate groups. Upon graduation, she was honored with the prestigious John W. Harris Medal, the highest recognition bestowed by the Inter-American University of Puerto Rico, awarded to a graduating student with outstanding academic performance and exemplary ethical and moral values. This recognition reflects her deep commitment to community service and civic engagement. Continuing her academic pursuit, she earned a master's degree in speech pathology and gained admission to a Doctoral Program in Education, specializing in Curriculum and Teaching, at an accredited university. Complementing her professional profile, she completed a Basic Sign Language course as part of her ongoing professional development. From August 2017 to 2021, she served as a Spanish educator at the secondary level (grades 10-12) in an

accredited private school in the northwest region of the island. Analyzing data from the College Board Standardized Academic Achievement Tests (PAA) provided by the school's administration, noticeable improvement in verbal reasoning skills was observed since the completer began her tenure as a Spanish teacher. Presented below are the results of the past six years, showcasing a comparison between the performance of the school she taught at and that of institutions across the island and private sector.

Academic Achievement/ Verbal Reasoning

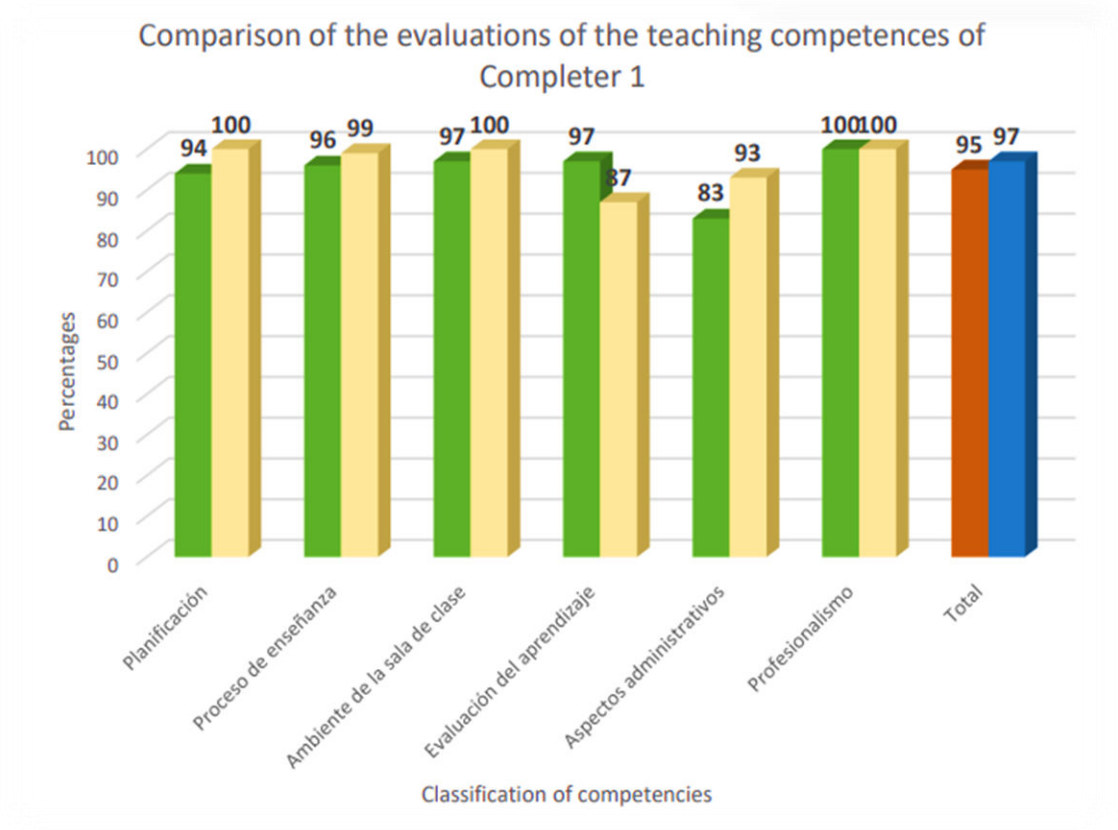
	2015 *Before	**2016** *Before	**2017** *After	**2018** *After	**2019** *After	**2020** *After
School where the graduate taught	506.5	513.0	529.5	549.2	538.0	566.1
Island Wide	458.2	458.2	455.2	456.8	463.6	456.4
Private Schools	508.6	516.1	500.8	513.7	506.7	499.2

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

Academic Achievement/ Spanish

	2016 *Before	**2017** *After	**2018** *After	**2019** *After	**2020** *After
School where the graduate taught	499.4	515.7	542.5	532.7	562.7
Island Wide	450.5	450.4	451.1	459.5	452.3
Private Schools	495.8	490.5	506.2	503.0	496.0

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



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

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

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

The **second longitudinal completer**, a 2017 Secondary Education: Teaching of English as a Second Language Level Graduate, graduated with a 3.65 Grade Point Average (GPA), achieving Magna Cum Laude honors. She was recognized for her academic achievements, effectively balancing her student responsibilities with community service. During her student years at the Aguadilla Campus Teacher Education Program, she distinguished herself as a member of the Student Association of Future

Educators. Additionally, she volunteered for a non-profit organization, utilizing her passion for cars to engage in social work. The completer devoted herself to spearheading a campaign promoting a drug-free environment, aiding in the rehabilitation of youth from detrimental habits, and assisting them in realigning with their aspirations. Leveraging her educational background and communication skills, she actively coordinated and participated in charitable endeavors throughout Puerto Rico.

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

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

Qualitative Classroom visit assessments (Completer 2)			
2018	**2019**	**2020**	**2021**
An exploratory evaluation was carried out, that consisted of a visit to the classroom. The class and lesson plans were evaluated. There were no bad performance remarks. The enrollment of that group consisted of 18 students.	The report of visits to the classroom highlights that the teacher "has good group control." Review: "she writes the objectives well" and that "she has her planning up to date". The enrollment of that group consisted of 18 students. This year a quantitative evaluation was carried out in which academic aspects were scored, obtaining a score of 98%. 90% (18) of the evaluated criteria were rated as Excellent, while 10% (2) were rated as Good. No criteria were rated as Fair or Poor (0%)	The evaluation report highlights that the teacher "demonstrates mastery of the subject she teaches." In addition, he reports that she achieved "very good group participation". The enrollment of that group consisted of 26 students of which 26 attended on the day of the visit.	The evaluator emphasizes that she has “a good command of the material she is teaching”. The enrollment of the group attended during the visit was 34 students.

The table below presents an analysis of the results from standardized academic achievement tests administered annually to students taught by Completer 2.

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

In a 2021 interview, she expressed her vision of working for the Department of Education of Puerto Rico and completing her graduate studies within five years. If she doesn't achieve this goal, she aspires to become a leader in the field of Education, leveraging her professional experience and extensive knowledge of English. In a 2022 interview, she revealed that until August 2022, she worked as a full-time teacher in a private school in Western Puerto Rico and is currently employed by the Department of Education of Puerto Rico, thus achieving one of her professional goals. She is impacting three groups in Special Education classrooms, ranging from 9th grade to adults. This year, she exclusively works with students in Special Education classrooms, managing a total of 16 students across three groups: autism, independent living 1 (multiple disabilities), and independent living 2 (emotional disturbances).

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

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

In a recent 2023 interview, she is currently in her second year as a teacher at a public school in Aguadilla. Additionally, she works as an English communication teacher for a Center for Student Researcher Teachers, a night school located on the premises of a public school in Aguadilla since October 2023. At the first school, she teaches English to four groups of modified special education students. Her current enrollment consists of 18 special education students, comprising two groups of autism and two groups of independent living. All are students from Route 2 and Route 3, aged between 14-19 years old. In the night school, she teaches English communication to 10th, 11th, and 12th graders, with ages ranging from 16 years old to adults. At the moment, she has not pursued any additional academic level beyond her BA. She has opted to explore available job offers with her level of education, and so far, she has managed to obtain 6 job opportunities with her BA (two private schools, DE, English instructor for college board reviews, conversational English instructor, and teacher at a night school).

At the end of her second year in the DEPR, she expresses interest in becoming certified as a cooperating teacher. On February 21, 2023, she obtained a change in status from eligible transient to probationary. She is currently nearing the completion of her first year on probation. A significant personal achievement as a teacher has been her adaptation to working with a student population that she had not previously impacted. She expresses gratitude to the four special education teachers for guiding her through this experience, as it differs significantly from a regular classroom setting. Understanding that the goals and achievements of these students are very specific, she

has learned to develop a considerable amount of empathy, respect, and patience. She emphasizes the importance of celebrating every achievement, no matter how small, within this unique learning environment.

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

Throughout the school year, the DEPR consistently offers workshops for all its staff, providing valuable opportunities for professional development. Actively engaged in her role as an educator, she has participated in a variety of these workshops. Led by experts in their respective fields, these sessions cover essential topics such as CPR and First Aid certification with Jackeline del Valle, an Induction Workshop tailored for English teachers with 0-3 years of experience, facilitated by Prof. Lizza Padovani. Additionally, she has attended sessions on improving academic achievement through effective assessment in English, led by Prof. Ninna González, as well as Conflict Management with psychologist Yanira Ruiz. Furthermore, she has explored Neuro-Learning Strategies in a workshop conducted by Dr. Aida Pérez and delved into the

critical issue of Institutional Abuse in a session led by Dr. Ramonita Pérez. By actively participating in these workshops, she continuously enhances her skills, stays informed about best practices, and refines her teaching approach to better serve her students and foster a positive learning environment.

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

Puntuación		11.50/11.50 = 100.00%			11.50/11.50 = 100.00%		

The **third longitudinal completer**, a 2019 Secondary Education: Teaching of English as 2nd Language Level Graduate, obtained a 3.98 GPA. She belonged to the Honors Program and worked as a student tutor for two subjects (English and Spanish). She stood out as a teacher's assistant to an associate professor in the Spanish faculty. In addition, she was the president of the student organization Future Teachers. It should be noted that she was recognized by the international sisterhood of Alpha Delta Kappa educators as an outstanding student. At her graduation she was awarded the prize for the most outstanding student of education, the Antonina Vélez medal. In 2020, she started studying her Master of Arts degree in Teaching English at Mayagüez Campus of the University of Puerto Rico. She also started working as a teacher’s assistant in the English Department at said University.

In an alumni interview (2022) the completer stated that she is currently in the final processes of completing her graduate studies, while she is also providing education in English as a Second Language to first-year college students. At the moment, she is also still a teaching assistant at the university where she is finishing her graduate studies,

teaching basic English courses to university students. Furthermore, she stated that 5 years from now she envisions herself in the process of completing doctoral studies to take the position as a professor of education or English at a university on the Island.

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

The **new fourth completer**, who participated in the Graduate Survey from 2020 to 2023, graduated from the 2022 Elementary Education: Teaching of English as a Second Language Level Program with a GPA of 3.74. Currently employed in a public school in the United States, she has implemented various initiatives to enhance her students' academic performance. These initiatives include: See, Think, Wonder, Turn & Talk, 4 Corners, Think-Write-Pair-Share, Gallery Walk, Use of manipulatives, Choice Board, Name Generator Wheel, Dice activities, Community Circle, Interactive Read Aloud, and "Oratoria". She considers one of her biggest goals to be witnessing her students' growth in the English language and applying the strategies she has learned during her years at the Inter to aid in their development. In her first year at the school, she and her team received recognition for their teaching performance and execution. She has also participated in various workshops, such as the SIOP (Sheltered Instruction Observation Protocol) y and a workshop on Dual Language Instruction. At the end of the

interview, the graduate noted that “Seeing my students succeed and be proficient in the English language, as well as academically prepared for middle school.”

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

All the data collected and analyzed in these case studies demonstrate that our teachers effectively contribute to P-12 student-learning growth and apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve in P-12 classrooms. Furthermore, the provider includes a rationale for the data elements provided.

Additionally, for the **indicator of teaching effectiveness-** The following figures display the candidate’s performance in the Clinical Experience II for the semester August-December 2022.

August-December 2022			
Course Code	**Course name**	**Students**	**Average GPA**
EDUC 4013 O	CLINICAL EXP II: SEC BIOL	1	4.00
TOTAL		**1**	**4.00**

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

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

Clinical Experience II- Average GPA		
2020-2021	**2021-22**	**2022-23**
3.86	4.00	3.88

Measure 2. Satisfaction of employers and stakeholder involvement

(Components R.4.2/ R5.3)

It was established beforehand that the Inter American University, Aguadilla Campus, created a new Employer Satisfaction Survey in 2020, which is administered every three years, for the purpose of collecting data on the Teacher Education Program. This survey aims to gather the opinions of employers regarding the pedagogical and professional competencies possessed by graduates of the Teacher Education Program

(PEM) at the Aguadilla Campus of the Inter American University of Puerto Rico. For this second cycle of data collection (2022-2023), the questionnaires were administered online using Microsoft Forms. A total of 10 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the study. Two of the participating schools were not considered to analyze the results since they did not have PEM graduates from the Aguadilla Campus of the Inter-American University. In the 8 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2023-2024 survey reveal (see table below) great satisfaction from the employers; with regard to 20 criteria presented in the survey 75.6% of the employer

evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 24.4% were their employees (our completers) “frequently” meet the established criteria on average. The employers offered a 4.88-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2023-2024

General Information of Employers

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

Criteria related to the pedagogical and professional competencies that graduates possess

Premises	**Responses**			
The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:	**Always**	**Frequently**	**Occasionally**	**Never**
1. They have mastery of the content of the subject they teach.	6 75%	2 25%	0 0.00%	0 0.00%

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

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

75.6%	**24.4%**	**0.00%**	**0.00%**

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

- 8 responses Average Rating: 4.88

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

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

Teacher Education Program Advisory Committee

Teacher Education Program Advisory Committee

This committee serves as an advisory and consultation body, comprising main interest groups or "Stakeholders". Its primary function is to evaluate the results of the assessment process and the effectiveness of teaching, as well as to propose actions to enhance the quality of the Program. In its advisory capacity, the Committee provides recommendations to Program officials, who then present their inputs to senior management. The Committee members, in their advisory role, can offer suggestions and proposals to improve the Program's quality. The PEM Advisory Committee consists of a PEM student, a completer, a school director (cooperating director), a member of the Puerto Rico Department of Education at the central level, and a community member (educator).

Members of the Advisory Committee	
Prof. Ivonne Rivera Rivera	Director of the Jose de Diego Elementary School Aguadilla (Also, graduated from the PEM of Inter Aguadilla)
Dr. Carlos Iván Morales Méndez	Community Member (He was a school director, Superintendent and Regional Director and a university professor)
Prof. Mayra Rosa Sifre	Cooperating Teacher Homero Rivera Solá of Aguadilla School

Members of the Advisory Committee	
Sr. Reynaldo Nieves Rafols	Teacher Education Program Student CUA tutor Currently in Clinical Experience I
Dra. Damarys Varela Vélez	Department of Education of Puerto Rico Representative
Sr. Sara Dávila Alicea	Teacher Education Program Alumni

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

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

Similarly, we want to highlight the Cognitive Neuroscience Symposium event, where various stakeholders, including cooperating teachers, directors, the PEM Advisory Committee, Head Start teachers, community members, PEM students, and faculty,

participated. We have comprehensive documentation for this event, including attendance lists, invitations, programs, and other relevant documents.

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

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

During the session, the main focus was on the collective narrative of the participants. The specific objectives were to: (1) Identify the perceptions of the patrons regarding the performance of the graduate teachers from the PEM program of the Inter

American University of Aguadilla; (2) Determine if the professional preparation of the PEM graduate teachers meets the requirements and expectations of the employers; and (3) Identify the patrons' opinions about the Teacher Education Program of the Inter American University of Aguadilla. The session took place on Friday, November 12, 2021, in the Professor Hilda Bacó Meeting Hall. An isolated space was provided, which was silent and comfortable, to ensure that the participants were as relaxed and comfortable as possible. The meeting had a moderator and two observers; one managed the time (Time Keeper) and the other recorded the audio and took pictures. The session started at 9:20 am and ended at 11:30 am.

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

1. Years of experience – Posses 5 years of experience in school administration or more.

2. School location – Belong to the educational region of Mayagüez, to guarantee that it’s located in the geographical segment or territorial unit that our institution serves (Aguadilla, Aguada, Moca, Rincón, Isabela, San Sebastián and Añasco).

3. Graduated students – Be in charge of the supervision of at least one graduate teacher from our Program.

4. Lead an accredited school institution – Be in charge of the administration of an educational institution of elementary, middle or high school level accredited by the Council of Education of Puerto Rico or the Middle State Association.

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

Participants and type of sample

Participants

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

The session commenced with the reception and registration of participants from 8:30 to 9:00 am. Following this, a welcome address was delivered, which was followed by the dean's welcome and an invocation. Subsequently, the participants were introduced, and the purpose and objectives of the study were outlined. General instructions for the session were provided, and participants were asked to authorize the recording of the meeting for the sole purpose of thoroughly analyzing their answers, comments, and suggestions. Assurance was given regarding the full confidentiality and anonymity of the participants. Each participant was requested to indicate their voluntary acceptance of answering questions and being recorded. Additionally, participants were asked to introduce themselves, indicate the school they administered, and provide information on their years of experience in teaching and school administration.

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

1. Regarding the current situation in Puerto Rico (Fiscal, Social and Population wise), what is the role that universities play to improve the social situation of Puerto Rico?
2. Which professional characteristics do the Graduated Teachers of the UIPR PEM Program of Aguadilla possess?
3. Let’s talk about the Performances of the Graduate Teachers from the UIPR of Aguadilla’s PEM Program.
    - Lesson planning

- Knowledge of the subject they teach (how do the graduates provide the students with learning opportunities and chances of putting their knowledge to use.)
- Teaching strategies
- Evaluation and assessment
- Attention to diversity
- Professional ethics
- Leadership and collaboration

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

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

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

As a result of this Focus Group the PEM, in regards employers demonstrating they are satisfied with the completers’ preparation for their assigned responsibilities in working

with diverse P-12 students and their families, the following statements were made by the employers:

- “On a positive note, at least from our perspective, you’re leaving the students well prepared in regards to knowledge of teaching strategies. In the part that talks about that sensitivity and humanistic aspect, it is born from those student organizations and community service activities that you have in the University for future teachers. It is having a positive impact, when they go to read books to the students, help the physical education teacher, help them with their homework, help on Field Day, the Turkey Race, even the few things that we did face-to-face (in the time we were virtual) they wanted to be there and participate and go meet the students. That part of the sensitivity has served us very well. In the part of the standardized tests, you had asked us for the evidence, and the evidence of one of our graduated teachers; and luckily we are doing well.”
- “I have four graduates from this institution; very well prepared academically, very dynamic. But that also has to do with the generation (the dynamic). I went to visit someone that had a more contemporary mindset, to observe a Math course (I was going to evaluate the class) in a high school, and, you know how it’s difficult to make the students participate, but in this class, they all participated (discussing how dynamic the class was). We are diverse, and we learn in diverse ways. Students are asking questions constantly.”
- “They’re excellent teachers, their planning process is complete and they’re on top of everything when it comes to their teaching.”

- **“**The teachers we’re receiving are very good.”
- “We receive well-prepared teachers. Also, teacher-candidates that want to give their very best for the sake of their students. I have to congratulate the universities that teach prepare their students to work with technology and computers.”
- “I want to reiterate that my school has ten teachers that graduated from the Inter American University, and, for the year 2019, the results of the META Tests PR classified our school as a five stars’ school. 80% of the Pass Rate, and a big part was thanks to my school’s faculty. Your program can take the credit (The Teacher Education Program of the Inter American University of Aguadilla). They encouraged you with a bonus (economical) for the achievement.”
- “They’re excellent.”
- “I love the teacher-candidate’s I’ve received at our institution. They develop a productive collaboration with their colleagues and with their mentor-teachers. They come with new initiatives and they dare to do new things. I’ve seen them develop positive relationships with the families. I congratulate the University for doing adjustments in the technological area, it went right ahead with what we needed. They told their cooperating teachers “Look, I have this tool that can help you with your virtual classes.” They recommended us programs and apps that were very helpful. Another thing I liked and found positive was that the University provides reviews for the Teacher Proficiency Test. The teachers that take said test from the Inter

American University get excellent scores. Also, the disposition of the employees here so that the teacher-candidates are able to offer more to the students is very good… Never lose that dynamic of cooperation."

- "You are not failing as an institution in the formation of empathic professionals… I want to reiterate that I have a school with twenty-three teachers and ten of them are graduates of the Inter American University, almost a 45% of them. Eight of those teachers are graduates from the Aguadilla Campus. I think my school, a public one, is the school with the most graduates from the Inter American University in the area. This number surprised me, my faculty is excellent; I give them suggestions and strategies so they're successful, so they're not only good teachers in the classroom, but also empathic."

Outcome Measures

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

To ensure that teacher-candidates possess the necessary academic competencies to effectively teach and positively impact diverse P-12 student learning and development, the PEM employs multiple measures and data sources. These measures assess candidates' proficiency in content knowledge, foundational pedagogical skills, and technology integration relevant to their desired certification fields. Through rigorous evaluation processes and diverse assessment tools, the PEM ensures that teacher-

candidates are well-prepared to meet the complex demands of modern education and make meaningful contributions to student success.

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

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

Finally, the state sets out the academic and professional requirements that an aspiring teacher must pass in order to obtain a regular teaching certificate. This will allow

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

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

	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 was ranked Exemplary over all the Campuses.

The table below (Clinical Experience Courses) displays the general averages achieved for the two practicum courses, namely Clinical Experience in the Educational Scenario I and Clinical Experience in the Educational Scenario II, segregated by major for the cycles corresponding to the academic years 2020-21, 2021-22, and 2022-23. It is noteworthy that the EDUC 3015 course is not divided by major because, although completers participate in a scenario aligned with their major, all teacher-candidates from all majors are enrolled in this course simultaneously. Conversely, EDUC 4013 is segregated by major, as indicated by the letter at the end of the course number (e.g., EDUC 4013A corresponds to Clinical Experiences in the Educational Scenario II for Preschool Level Education major).

The general averages presented in the table are based on a 4.0 scale, facilitating comparison with the benchmark value of 3.0. Using this benchmark, it is evident that the majority of the Clinical Experience in the Educational Scenario II courses not only met but also exceeded the established metric.

Finally, the table also includes, in the last row, the general averages per cycle corresponding to all the completers. The averages for the three cycles are 3.96 for the 2020-21 academic year, 3.95 for 2021-22, and 3.88 for 2022-23 respectively. It is noteworthy that all cycles met and exceeded the benchmark. Completers were evaluated from two perspectives: as facilitating teachers and as course professors. Therefore, this general average serves as evidence that all completers are well-prepared for the P-12 educational scenario based on the competencies described in this rationale.

MAJOR / CONCENTRATION	2020-21	2021-22	2022-23
EDUC 3015: Clinical Experiences in the Educational Scenario I	(n=16) 4.00	(n=6) 3.85	(n=3) 4.00
EDUC 4013A: Clinical Experiences in the Educational Scenario II- Preschool Level Education	(n=0)	(n=2) 4.00	(n=0)
EDUC 4013B: Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3)	(n=2) 4.00	(n=2) 4.00	(n=0)
EDUC 4013D: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Secondary Level	(n=1) 4.00	(n=5) 4.00	(n=1) 4.00
EDUC 4013E: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level	(n=1) 3.00	(n=2) 4.00	(n=0)
EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education	(n=2) 4.00	(n=0)	(n=1) 3.00
EDUC 4013G: Clinical Experiences in the Educational Scenario II- Special Education	(n=1) 4.00	(n=0)	(n=0)
EDUC 4013K: Clinical Experiences in the Educational Scenario II- Secondary Physical Education	(n=0)	(n=0)	(n=2) 4.00
EDUC 4013O: Clinical Experiences in the Educational Scenario II- Secondary Education in Biology	(n=0)	(n=3) 4.00	(n=1) 4.00
EDUC 4013R: Clinical Experiences in the Educational Scenario II- Secondary Education in Spanish	(n=0)	(n=2) 4.00	(n=0)

MAJOR / CONCENTRATION	2020-21	2021-22	2022-23
Mean	**(n=23)** **3.96**	**(n=22)** **3.95**	**(n=8)** **3.88**

The table below illustrates the Passing Rate, indicating the percentage of students 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, enabling the completer to receive a recommendation for licensure endorsement (authorization to request the PCMAS). The Passing Rate for Spring 2022, Fall 2022, and Spring 2023 is presented, correlating with the passing rate of our completers in the PCMAS' Licensure Test. It is important to state that the EDUC 4551 cover the integration of fundamental knowledge and communication competencies for the aspiring teacher. Similarly, the EDUC 4552 course covers the integration of pedagogical competencies for the aspiring teacher. Includes the analysis of pedagogical situations according to the teaching level.

COURSES	SPRING 2022		FALL 2022		SPRING 2023	
	P	NP	P	NP	P	NP
EDUC 4551	n=6 85.71 %	n=1 14.28 %	n=5 83.33 %	n=1 16.66 %	n=2 100%	n=0 0%
EDUC 4552	n=6 100%	n=0 0%	n=3 50%	n=3 50%	n=0	n=1 100%

The EXCL03-EDUC 4013 table displays the breakdown of Rationale 1 into its sub-standards, calculating the overall average (on a 4.0 scale) assigned by both the cooperating teacher and the course instructor using the rubric (name) for each substandard of R1. This combined average from both the instructor and the cooperating teacher serves as a metric to assess the readiness of completers in relation to content

knowledge, foundational pedagogical skills, and technology integration in their respective P-12 fields. These breakdowns were categorized by three cycles (Spring 2022, Fall 2022, Spring 2023), and general averages were computed for each substandard to gauge the compliance of completers with each one. Additionally, a cumulative average corresponding to the 4 sub-standards was calculated per cycle to evaluate overall compliance with the entire Rationale 1 for each cycle.

Using a benchmark value of 3.0, which aligns with the expected program admission entrance and graduation GPA, all sub-standards met and exceeded the metric in every cycle. Additionally, an overall general average was calculated to assess compliance regarding the preparedness of our completers. This overall score was determined by averaging the general scores of rationales R1.1 to R1.4 in each cycle. This overall average score indicates that if a GPA were assigned to the program based on the scores of the past three cycles, IAUPR-A would have a 3.93 GPA, demonstrating excellence in teacher preparation.

EXCL03 – EDUC 4013					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Spring 2022	3.98	3.95	3.96	3.95	3.96
Fall 2022	4.00	4.00	4.00	4.00	4.00
Spring 2023	3.85	3.84	3.86	3.79	3.84
Averages	**3.94**	**3.93**	**3.94**	**3.91**	**3.93**

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

EXCL04-EDUC 3015			
R1.1	FALL 2021	SPRING 2022	Fall 2022
	3.83	4.00	3.87
R 1.2	3.81	4.00	3.43
R 1.3	3.82	4.00	3.92
R 1.4	3.92	4.00	3.93

*This course was not offered in Spring 2023

The instrument utilized to assess classes taught by teacher-candidates (EXCL02) enables verification and evidence of their academic competencies to effectively teach with positive impacts on diverse P-12 student learning and development. It facilitates the evaluation of content knowledge application, foundational pedagogical skills, and technology integration in the fields where certification is sought. Table EXCL02-EDUC 3015 displays the overall outcomes of applying this instrument (specifically to the third and final demonstrative class evaluation) during three cycles in the Clinical Experience I.

The results presented indicate the average scores assigned by the facilitating teacher and the clinical experiences supervisor. The overall average of three cycles, categorized by Rationale, is provided. The data reveals an overall average of 4.86 for the application of Rationale 1.1 (The Learner and Learning). For Rationale 1.2 (Content), the overall average was 4.90, while for Rationale 1.3 (Instructional Practice) was 4.87, and Rationale 1.4 it was 4.83. Additionally, the overall average of all Rationales per cycle was 4.74 in Fall 2021, 5.00 in Spring 2022, and 4.87 in Fall 2022. Candidates' performances are expected to fall between a score of 4 and 5 to determine if they meet or exceed performance criteria. Therefore, the data indicates that the completers have met and exceeded expectations in the evaluated performance.

On the other hand, Table EXCL02 - EDUC 4013 displays the outcomes of the EXCL2 instrument administration in Clinical Experience II. The data presented indicates that completers, during the Spring 2022, Fall 2022, and Spring 2023 cycles, achieved scores that surpassed the expected benchmark for each group of criteria, categorized by Rationales, as well as in general terms. The average overall scores for each cycle ranged from 4.92 to 4.98, exceeding expectations.

EXCL02 - EDUC 3015					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Fall 2021	4.73	4.81	4.73	4.67	4.74
Spring 2022	5.00	5.00	5.00	5.00	5.00
Fall 2022	4.86	4.87	4.9	4.83	4.87

Averages	**4.86**	**4.89**	**4.87**	**4.83**	**4.87**

*This course was not offered in Spring 2023

EXCL02 - EDUC 4013 General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Spring 2022	5.00	4.99	4.98	4.95	4.98
Fall 2022	5.00	5.00	5.00	5.00	5.00
Spring 2023	4.92	4.96	4.88	4.88	4.91
Averages	**4.97**	**4.98**	**4.93**	**4.92**	**4.95**

The Self-Assessment Questionnaire, EX01, is administered during field and clinical experiences. The responses provided by teacher-candidates in their Clinical Experience I and II offer valuable insights into how closely they align with the goals of the Program, indicating their readiness to effectively undertake teaching tasks. The instrument employs a Likert scale ranging from 0 to 4, where zero signifies that the candidate does not implement the criterion at all, and four indicates consistent implementation between 90% and 100% of the time. The expected value for this instrument is 85%, which equates to a score of 3.4 on the Likert scale.

When examining the results (refer to the table below), it's evident that during Clinical Experience I (EDUC 3015-Fall 2021/Spring 2022), teacher-candidates indicated executing the criteria grouped in each of the four sections with scores ranging from 3.57 to 3.90 in Fall 2021, 3.32 to 4 in Spring 2022, and 3.75 to 3.91 in Fall 2022. Similarly, in Clinical Experience II (EDUC 4013-Fall 2021/Spring 2022), candidates reported executing the criteria in sections with scores ranging from 3.71 to 3.98 in Spring 2022,

3.78 to 4 in Fall 2022, and 3.90 to 3.98 in Spring 2023. These results suggest that, according to the candidates' self-assessments, they meet the criteria necessary for achieving the goals of the MSP, thereby meeting and even surpassing expectations.

The Self-Assessment Questionnaire Results, EX01

	EDUC 3015			EDUC 4013		
	Fall 2021	Spring 2022	Fall 2022	Spring 2022	Fall 2022	Spring 2023
SECTION I	3.69	3.67	3.78	3.71	3.78	3.94
SECTION II	3.90	4	3.75	3.98	4	3.98
SECTION III	3.85	3.32	3.91	3.91	4	3.91
SECTION IV	3.57	3.83	3.78	3.85	3.92	3.90

* This course was not offered in Spring 2023.

Outcome Measures

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

The new completer (n=5) employment rate data (2020-2023 completer survey) is presented below:

Employment Rate 2020-2023 Completers			
Program Area	**n**	**Number of Completers Hired in Area of Preparation**	**Percentage of employment**
Teaching of Physical Education at the Secondary Level	1	1	100%
English as a Second Language at the Secondary Level	1	1	50%
English as a Second Language at the Elementary Level	2	2	100%
Secondary Education in Biology	1	1	100%
TOTAL	**5**		**88%**

Title II of the Higher Education Act mandates that institutions of higher education providing teacher preparation programs must disclose the pass rates of their graduates or program completers on teacher licensure exams. Moreover, they must report additional information pertinent to the quality of teacher preparation. Subsequently, the State Department of Education compiles a state report summarizing the results of all teacher preparation institutions, which is then submitted to the U.S. Department of Education. These State Reports are accessible through the following link: https://title2.ed.gov/Public/Home.aspx

In compliance with the requirements established in Title II of the Higher Education Act, the Teacher Education Program (TEP) submitted and certified its annual report, known as the "Teacher Report Card," in April 2024. This report is a fundamental element to ensure transparency, accountability, and continuous improvement of our program. The

"Teacher Report Card" provides a comprehensive and detailed overview of the performance and achievements of the TEP during the corresponding academic year.

The TEP worked diligently to ensure the accuracy and integrity of the data presented, in order to provide a faithful representation of the current status and progress of our program. The "Teacher Report Card" not only fulfills a legal obligation but also serves as a valuable tool for the TEP to identify areas of strength and improvement opportunities. Through the analysis of the results obtained, we can make informed decisions and develop specific strategies to optimize the quality of the training we offer to our future teachers.

Furthermore, the annual report becomes an instrument of effective communication with our stakeholders, including current and prospective students, faculty, administrators, policymakers, and the community at large. By sharing this information transparently, we reaffirm our commitment to academic excellence and accountability, thereby strengthening the trust and support of all parties involved.

A Graduate Survey conducted between 2020 and 2023 aimed to gather contact information and track the academic and professional paths of graduates from the Teachers Education Program at the Aguadilla Campus of the Inter-American University of Puerto Rico. Out of the 5 respondents, 4 (80%) reside in Puerto Rico, while 1 (20%) resides in the United States. Among the 5 graduates currently employed, 4 (88%) are working in education-related positions. Furthermore, it was noted that the teachers among the completers residing in Puerto Rico are primarily concentrated in the western region, with 3 individuals identified in this area. Additionally, these teachers are predominantly

graduates of the English as a Second Language at the Elementary Level education program.

Distribution by Towns of Residence	
Town	**Completers**
Moca	1
Añasco	1
Camuy	1
San Sebastian*	1
TOTAL	**4**

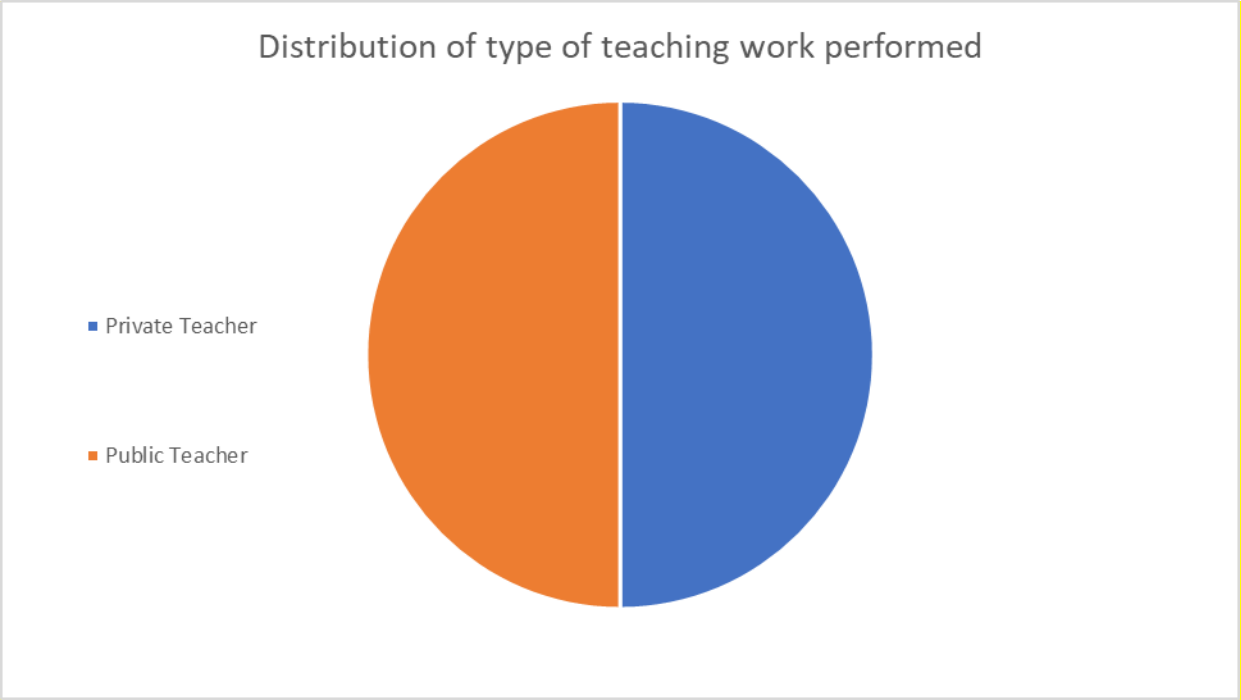
*Completer is not working in an Educational Field

Distribution by concentration	
Concentration	**Completers**
Physical Education Secondary Level	1
Secondary Education in Biology	1
English as a Second Language-Elementary*	2
English as a Second Language-Secondary	1

* One of the Completers is not currently employed

Regarding their area of employment, it is essential to note that of the 4/5 completers who indicated that they are working, 4 (80%) have a career related to their area of study, while 1 (20%) does not work in an area not associated with their studies. Of these, 4 (80%) have a full-time job, while 1 (20%) is unemployed. Regarding the completers that do work in their area of study, 100% (4) are teachers, 50% (2) work in private schools, and the other 50% (2) work in schools of the public educational system of Puerto Rico.

Distribution of type of teaching work performed	Completers
Private School Teacher	2
Public School Teacher	2
TOTAL	**4**



Teaching Grade Level	Completers
Secondary Level	3
Elementary Level	1
TOTAL	**4**

It's worth mentioning that 20% (1 out of 5) of the respondents reported either starting or completing graduate-level studies. Specifically, all respondents who pursued graduate studies (1 out of 1) indicated that their area of study was related to Education.

Furthermore, seeking to further substantiate completer effectiveness, an analysis was conducted based on employer evaluations carried out during the academic year 2023-2024 (**conducted every three years**). This analysis aimed to identify schools within the public educational system that reported the highest number of completers from the Aguadilla Campus PEM among their faculty. This shows that our completers are impacting various schools and are getting hired.

Aguadilla Campus' PEM Completer's by Schools

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**

Moreover, this analysis serves as a testament to the widespread influence and effectiveness of our completers within the educational landscape. By identifying the

schools where our completers are prominently featured among the faculty, we gain valuable insight into the reach and impact of our Teacher Education Program. This data not only reaffirms the quality of preparation provided by our institution but also underscores the significant contributions our completers are making to the field of education. It highlights the diverse range of educational settings where our completers are employed, showcasing their adaptability and readiness to excel in various teaching environments. Furthermore, it provides concrete evidence of the tangible outcomes of our program, demonstrating how our completers are actively shaping the educational experiences of students across different schools and communities. Overall, this analysis reinforces our commitment to producing highly qualified and effective educators who are capable of making a meaningful difference in the lives of students and the broader education system.