



**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*

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

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**Data collected by Employers Survey 2024-2025**

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

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**Data collected by Employers Survey 2023-2024**

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

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**Data collected by Employers Survey 2022-2023**

<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>	<b>Improvement Plan</b>
School 1	Moca	9	No
School 2	San Sebastian	15	No

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<b>Data collected by Employers Survey 2022-2023</b>			
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>	<b>Improvement Plan</b>
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
<b>TOTAL</b>		<b>65</b>	<b>100% (n=10) of the schools are not on Improvement Plans</b>

The Teacher Education Program (PEM) at the Aguadilla 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>						
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	<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

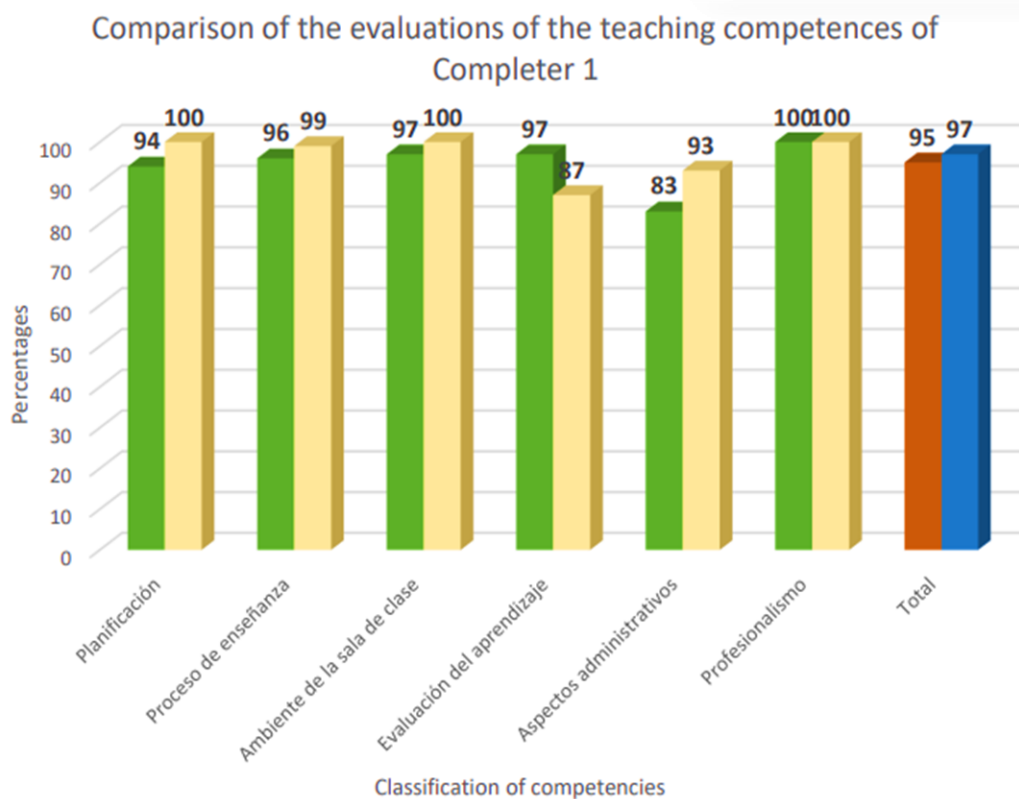
*\*Before: Before Completer 1 started teaching at the school*  
*\*After: After Completer 1 started teaching at the school*

<i>Academic Achievement/ Spanish</i>					
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	<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
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\*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.

<b>Qualitative Classroom visit assessments (Completer 2)</b>			
<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<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>

<b>Qualitative Classroom visit assessments (Completer 2)</b>			
<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	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**.

<b>The Effect of Completers 2's teaching on student academic achievement (Standardized Testing LA – English Reading Section)</b>			
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).	
<b>2018</b>		<b>2020</b>	
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%		
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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%		
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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 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

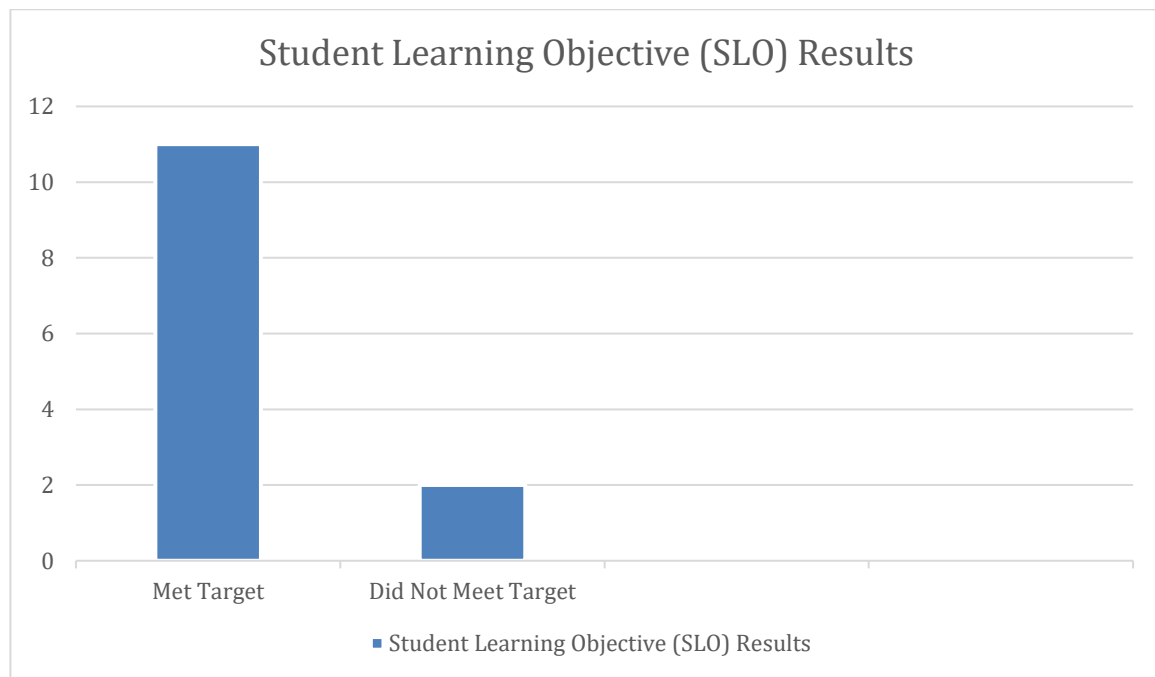
encourage independent learning. Additionally, she contributes meaningful insights to team discussions on best practices for engaging English learners. Through ongoing collaboration with colleagues, she supports the continuous improvement of instructional practices and works to enhance the overall learning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

<b>August-December 2024 (Clinical Experience II)</b>			
<b>Course Code</b>	<b>Course name</b>	<b>Students</b>	<b>Average GPA</b>
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
<b>TOTAL</b>		<b>5</b>	<b>4.00</b>

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.

<b>Enero-Mayo 2025 (Clinical Experience II)</b>			
<b>Course Code</b>	<b>Course name</b>	<b>Students</b>	<b>Average GPA</b>
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
<b>TOTAL</b>		<b>5</b>	<b>3.80</b>

<b>Clinical Experience II- Average GPA</b>		
<b>2022-23</b>	<b>2023-2024</b>	<b>2024-2025</b>
3.88	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 3.90 (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.