

2016 EPP Annual Report

CAEP ID:	32355	AACTE SID:	
Institution:	Inter American University of Puerto Rico - Fajardo		
EPP:	Teacher Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 25

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Annual Report Narrative from Fajardo TEP for Year 2015:

<http://fajardo.inter.edu/contenido/academicos/CAEP/Annual-Report-Data-from-Fajardo-TEP-for-year-2015.pdf>

PRDE TEP Classification for the Fajardp TEP:

<http://fajardo.inter.edu/contenido/academicos/CAEP/PRDE-TEP-Classification-for-the-Fajardo-TEP.pdf>

2012- 3 Year Official Cohort Deafault Rate for IAUPR:

<http://aims.caepnet.org/ARS/Page022015.asp?IID=1265&YID=14&RID=16454&TOP=0>

First Years Retention Rates 2015-2016:

[http://fajardo.inter.edu/contenido/academicos/CAEP/First-Year-Retention-Rates-for-the-Annual-Report-\(2016\).pdf](http://fajardo.inter.edu/contenido/academicos/CAEP/First-Year-Retention-Rates-for-the-Annual-Report-(2016).pdf)

Offical Fajardo Graduation Rates:

<http://fajardo.inter.edu/contenido/academicos/CAEP/Official-Fajardo-Graduation-Rates-2015-2016.pdf>

Law 109- PRDE Begginers Salary Scale as of 2008:

<http://fajardo.inter.edu/contenido/academicos/CAEP/Table8.pdf>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Weakness 0.1 Evidence of candidates' subject matter knowledge

Subject matter knowledge is by some measures an area of weakness.

There were 2 weaknesses related to the EPP instruments. The instruments at present are being aligned to CAEPs Standards , In Tasc Standards and PR State Standards and will also be used using a specific rubric for each item .

Weakness 1.5 Evidence of valid interpretations of the assessments

Evidence indicates that some of the assessments are not yet reliable and valid.

Instrumets that the TEP are revising , have been in themprcess of content validity from experts.

Section 7. Accreditation Pathway

Inquiry Brief. *Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.*

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief ¹		Not available and not in the Brief		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages



GPA of 2.0 or above demonstrates mastery in subject matter knowledge

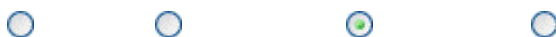
Scores on standardized tests

Candidate scores on standardized license or board examinations



Scores of 92 or above -Mastery of subject matter knowledge 89 or above -demonstrates mastery of pedagogical knowledge

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude



Candidate scores for admission in advance program will be implemented

Standardized scores and gains of the completers' own students

TEP does not use Standardized

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	scores and gains of the completers' own student
Ratings					
Ratings of portfolios of academic and clinical accomplishments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mean of 2.0 or above demonstrate graduate master subject matter knowledge
Third-party rating of program's students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not use a third-party rating of program's students
Ratings of in-service, clinical, and PDS teaching	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not rely in ratings of in-service, clinical, and PDS teaching
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mean 2.0 or above from cooperator and supervisor demonstrates our candidate master subject matter, pedagogical knowledge, use of technology, diversity , Learn to learn , Caring
Rates					
Rates of completion of courses and program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not use rates of completion of courses and program TEP do not use Left: 186 Character
Completers' career retention rates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not use the career retention rates
Completers' job placement rates	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mean of 2.0 or above from employers measuring: Subject Matter knowledge, Pedagogical Knowledge, Use of technology, Diversity, Caring, Learn to Learn ,
Rates of completers' professional advanced study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP advance program do not use rates of completers' professional advanced study
Rates of completers' leadership roles	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not rely in rates of completers' leadership roles
Rates of graduates' professional service activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not rely in Rates of graduates' professional service activities
Case studies and alumni competence					
Evaluations of completers by their own pupils	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not rely in evaluations of completers by their own pupils
Completer self-assessment of their accomplishments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Graduates evaluation for mastery of Subject Matter Knowledge, Pedagogical Knowledge, Use of technology, Diversity, learn to Learn , Caring and Commitment
Third-party professional recognition of completers (e.g., NBPTS)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	TEP do not rely in Third-party professional recognition of completer
Employers' evaluations of the program's completers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	mean of 2 or above mean employers evaluated graduates master CAEP's competencies

Completers' authoring of textbooks, curriculum materials, etc.



TEP do not rely in completers' authoring of textbooks, curriculum materials, etc.

Case studies of completers' own students' learning and accomplishment



TEP do not rely in Case studies of completers' own students' learning and accomplishment

¹: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 GPA SCORES STD1

 CAEP DATA SPREAD SHEETS

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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