

2017 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 2015-2016 ?

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 22

***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 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

There was a modification in August 2016, for the Admission, Retention, Admission for the Course Clinical Experiences 4013 and finally Graduation requirements for the UIPR TEP at the undergraduate Level

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.

Section 4 Display of Candidate Performance data in the Fajardo. Inter.Edu Public Friendly:
<http://www.fajardo.inter.edu/contenido/academicos/caep.htm>

Final Draft Annual Report 2017:

<http://www.fajardo.inter.edu/contenido/academicos/caep.htm>

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.

We revised the EPP instruments that measures subject matter knowledge , aligning them to the PRProfessional Standards , CAEP Standards and InTakc standards

Weakness 1.5 Evidence of valid interpretations of the assessments

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

We are in the process of validating the instruments and also obtaining reliable measures

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 3.0 or above in the professional and specialization areas indicate that the candidates masters the subject matter knowledge in their fields

Scores on standardized tests

Candidate scores on standardized license or board examinations



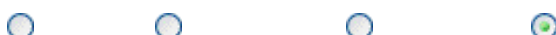
Scores of 92 in the fundamental subject matter knowledge test and 89 in the specialization from the PCMAS Test indicates that the candidates masters the subject matter knowledge in their filed

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



TEP does not use Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude

Standardized scores and gains of the completers' own students



TEP does not use Standardized scores and gains of the completers' own students

Ratings

Mean of 2.0 or above in the

Ratings of portfolios of academic and clinical accomplishments	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Candidates ratings portfolio means that the candidate can demonstrate mastery in the subject matter during clinical practice course
Third-party rating of program's students	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	TEP does not use Ratings of in-service, clinical, and PDS teaching
Ratings of in-service, clinical, and PDS teaching	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	Fajardo TEP rates candidates in clinical practice course , and they have to demonstrate mastery of the subject matter in their field by obtaining B or above
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"/>	Cooperating teachers evaluates twice our candidates and supervisors three times . Candidates must obtain an average of 2.0 or above in order to demonstrate they master the professional competence
Rates		
Rates of completion of courses and program	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	TEP uses rates of completion of courses and program to determine years our candidates uses to complete their degree
Completers' career retention rates	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	TEP does not use Completers' career retention rates
Completers' job placement rates	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	TEP does not use Completers' job placement rates
Rates of completers' professional advanced study	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	TEP does not use Rates of completers' professional advanced study
Rates of completers' leadership roles	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	TEP does not use Rates of completers' leadership roles
Rates of graduates' professional service activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	TEP does not use Rates of graduates' professional service activities
Case studies and alumni competence		
Evaluations of completers by their own pupils	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	TEP is planning a survey in a drafting stage. We are in the process of validating the instrument next semester.
Completer self-assessment of their accomplishments	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Candidates evaluates their mastery of the professional competencies , by obtaining an average of 2.0 or above in the areas they evaluates themselves
Third-party professional recognition of completers (e.g., NBPTS)	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	TEP does not use the Third-party professional recognition of completers
Employers' evaluations of the program's completers	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Employers must evaluate our graduates with an average of 2.0 or above , meaning that they master the professional competencies they are

being evaluated

Completers' authoring of textbooks, curriculum materials, etc.



TEP does not use Completers' authoring of textbooks, curriculum materials

Case studies of completers' own students' learning and accomplishment



IRB was approved and we started with one case study .

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.

 TOTAL COOP, SUP, GRADUAT, GRAD AND EMPLOYES DATA 2016.xlsx

 MEANS OD COURSES RELATED TO PROF. AREA, SPECIALTIES, DIVERSITY AND TECHNOLOGY .xls

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 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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